



# BRINDLEY HOUSE CHILDCARE CENTRE

## POLICIES

25<sup>th</sup> June 2024

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## 1. Attendance Management Policy & Procedure

It is necessary for the Company to have an Attendance Management Policy as it operates strict staff to child ratios, as defined by OFSTED, meaning that regular attendance and time-keeping are critical to the operation of the business.

At Beaconsfield Childcare Ltd we encourage all our employees to maximise their attendance at work while recognising that employees will, from time to time, be unable to come to work due to sickness. By implementing this policy, we aim to strike a reasonable balance between the pursuit of our business needs and the genuine needs of employees to take occasional periods of time off work because of sickness. This policy and procedure establishes a framework to support individuals and the Company in times of sickness absence. It ensures that appropriate and consistent advice is provided and that assistance and support is offered to employees and, where necessary, action is taken.

Management is responsible for regularly monitoring and taking appropriate action in connection with sickness and other unplanned absence.

### **Sickness absence reporting procedure**

Reporting sickness absence should be done using the following guidelines. Failure to follow these guidelines could delay any sick pay due to you and could possibly result in disciplinary action.

1. On your first day of absence, you must:

- Telephone the nursery and speak to the nursery manager.
- Give brief details of your illness and your expected length of absence.
- Telephone and speak to someone yourself (do not get a family member or friend to call on your behalf unless there is a medical reason why you cannot use a telephone). Text message and emails are not an acceptable form of communication for this purpose. We ask that you contact someone no later than 7:15 in the morning, whether your contracted start time is 7:30/8:00 or later on in the day. You should always contact the nursery manager at least half an hour before your shift is due to start. Failure to do this will result in you being marked as unauthorised absence.

Please note that 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.

You should contact the Nursery every day that you are absent in the first week of absence, as per the above guidelines.

2. On returning to work you **must not** enter the room you work in and you **must** wait to speak to the Manager/Person in Charge to check you are fit to work. While with the Manager/Person in Charge you **must** complete a copy of the 'Employee's statement of sickness self-certification form'. This should be signed by the Manager/Person in Charge. Only after this form has been signed by you and the Manager/Person in Charge may you go to the room you work in.
3. For absences of more than seven consecutive days, including the weekend/non-working days, you must provide a 'fit note' completed by a qualified medical practitioner for the period of absence. After returning to work from any sickness absence leave, a 'return to work' interview will be undertaken by the employee and line manager.

During the return to work interview the following will be discussed:

- The reason for absence.
- Whether adjustments to the role (on a temporary or more permanent basis) are required and what they are. These might include adjusted work patterns, start and finish times and changes of duties (any changes to contractual working days/hours must be agreed by the Operations Director).
- Future requirements and expectations, e.g. improved attendance.
- The return-to-work interview should be recorded and signed by both the manager and employee and a copy attached to the employee's file.

All appointments (e.g. doctors; hospital; dentists) are unpaid unless they are midwife or pregnancy related and the nursery 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. Do not assume that if you book an appointment without it being agreed with the Manager/Person in Charge that we will be able to honour it; especially if it is booked on the same day

Where an employee's attendance record gives cause for concern because of the duration or frequency of absence, or if an employee does not meet our attendance requirements, then appropriate action will be taken using our Disciplinary & Capability Policy, specifically under the offences of unauthorised absence, persistent absenteeism, frequent and/or persistent short-term absenteeism, or poor timekeeping (see definitions of each below).

Throughout any stage of discussions on sickness absence, employees may be accompanied by a work colleague or a trade union representative as per our Disciplinary & Capability Policy.

The abuse of sick leave and pay regulations may be classified as misconduct and will be dealt with through the disciplinary procedure.

#### **Persistent absenteeism and/or long-term sickness absence**

For the purposes of this policy, Persistent Absenteeism is defined as an employee being continuously absent from work for a period of 2 weeks or longer, and long-term sickness absence is defined by the nursery as absences lasting over one month.

#### **Frequent and/or persistent short-term sickness absence**

Short-term absence may be short periods of one or two days occurring frequently.

Absence of this nature can be identified by one of the following indicators and should be classed as a trigger:

- Four self-certified spells/occasions of absence in a rolling six-month period.
- A total of 8 working days or more of self-certified absence in a six-month period.
- Patterns of absence over a period, e.g. an individual regularly taking Mondays or Fridays off.
- Where an employee's attendance record is significantly worse than those of comparable employees, or absence problems have gone on for a considerable length of time.

#### **Poor Time-keeping**

Poor time-keeping is defined as where an employee is late to work on 4 separate spells/occasions within a rolling four week period.

#### **Unauthorised Absence**

Unauthorised absence is where an employee has not correctly followed our sickness absence reporting procedure, or is off work without informing the Company.

### **Occupational health**

The nursery reserves the right to request employees to attend an appointment with an Occupational Health Advisor (e.g. consultant, GP) during their employment, if it is reasonably deemed necessary due to sickness absence, changes in health or the role, or where it is necessary to seek an expert medical opinion as to whether or not the employee can fulfil their job role or whether any reasonable adjustments should be made to the employee's role.

The nursery will seek to engage the services of an independent Occupational Health Advisor in situations where expert medical opinion is required and work with them to identify the best course of action in circumstances of sickness absence.

### **Access to medical records**

The Access to Medical Records Act 1988 gives individuals the right of access to medical records relating to themselves which have been prepared by a medical practitioner for employment purposes. The Act provides that:

- Employers must gain the consent of employees before requesting reports from medical practitioners.
- Employers must inform employees of their rights in respect of medical reports.
- The employee has the right of access to the report before the employer sees it, provided appropriate notification is given.
- The employer is responsible for notifying the medical practitioner that the employee wishes to have access.
- The employee may ask for a report to be amended or may attach a statement to the report
- Having seen the report, the employee may wish to withhold consent to it being supplied.

Where the nursery requests further medical information about the health of staff from an individual's General Practitioner or Specialist, or its own occupational health provider, the provisions of the Act will be followed.

Throughout any interviews regarding sickness absence, staff are entitled to the support of and/or representation by a work colleague or a recognised trade union representative, as per our Disciplinary & Capability Policy.

### **Sick Pay**

During the first twelve months of employment, there is no entitlement to company sick pay. Statutory Sick Pay (SSP) will be paid in accordance with Department for Work and Pensions requirements and no payment will be made for the first three working days (Waiting Days) in a period of incapacity for work.

### **Company sick pay entitlement**

The nursery will pay company sick pay dependent on length of service, as shown below:

- Zero to twelve months - SSP only
- 12 months to 24 months - 3 days full pay per calendar year
- Two years to seven years - 5 days full pay per calendar year
- Over seven years - 7 days full pay per calendar year

Sick Pay entitlement is calculated based on the employee's start date with the company. Once a 3, 5 or 7 day entitlement is achieved (based on the above) then that entitlement lasts for the remainder of that calendar year. From 1<sup>st</sup> January each year a new 3, 5 or 7 days entitlement starts.

Once Company sick pay has been exhausted, any further sick leave will be unpaid or subject to SSP in accordance with regulations and rates applicable at the time.

The Company reserves the right to amend or withdraw an individual's sick pay entitlement following consultation with the employee concerned.

### **Annual leave and sick pay**

Where an employee falls sick or is injured while on annual leave, the nursery will allow the employee to take sick leave and take the annual leave at a later time. This policy is subject to the following strict conditions:

- The total period of incapacity must be fully certificated by a qualified medical practitioner
- The employee must contact the manager as soon as he/she knows that there will be a period of incapacity during the pre-planned annual leave in accordance with the Sickness Absence Reporting Procedure
- The employee must submit a written request no later than five days after returning to work setting out how much of the annual leave period was affected by sickness and the amount of leave that the employee wishes to take at another time
- Where the employee is overseas when he/she falls sick or is injured, evidence must be produced that the employee was sick by way of either a medical certificate or proof of a claim on an insurance policy for medical treatment received at the overseas location.

Where the employee fulfils all of the above conditions, we will allow the employee the same amount of annual leave as the amount lost due to sickness or injury.

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.

### **Sickness or injury shortly before a period of planned holiday**

If an employee is ill or is injured before the start of a period of planned annual leave, we will agree to the employee postponing the annual leave dates to another mutually agreed time. Any period of sickness absence will then be treated in accordance with the employer's normal policy on sickness absence.

The employee must submit a written request to postpone the planned annual leave and this must be accompanied by a letter from his/her doctor confirming that he/she is unfit to take the annual leave.

### **Replacement annual leave dates**

Where it is agreed that an employee can take replacement annual leave at a later time, the employee should nominate replacement annual leave dates as soon as possible, with the dates being subject to the agreement of the employee's line manager in the usual way.

Employees should endeavour to take any replacement annual leave within the same holiday year as the days lost as a result of sickness or injury. (For further information see the Annual Leave and Other Leave Entitlement Policy.)

### **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 or organisation 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).

### **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: 14.08.23**

**Review date: 14.08.24**



## **2. Admissions 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 full calendar month's notice, where a calendar month means each of the twelve named periods into which a year is divided (January, February, etc.), is required to defer the start date (refer to our Terms & Conditions). If this notice is not given then fees are payable from the original 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
- 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?

### **Early Years Funding for 9+ months, 2, 3 and 4 Year Olds (EEF)**

As an Ofsted registered early years provider we are legally bound to meet the requirements of the Ofsted regulations and the Early Years Foundation stage Framework published by the Department for Education.

We welcome all children onto the funding streams offered at the setting. We do operate a waiting list when we are full, and this is managed with priority given to siblings of children already at the setting first. After siblings, there are no specific criteria for the waiting list, it is whoever asks for the spaces first, i.e. catchment area, SEND, children in need, have no priority over each other.

We offer the following funding streams for 9+ months, 2, 3 and 4 year olds:

- Eligible working parents entitlement for 9+ months old
- Eligible working parent entitlement for 2 year olds
- Dis-advantaged 2 year olds (parents who receive some additional government support)
- Universal entitlement for all 3 and 4 year olds
- Eligible working parents entitlement for 30 hours (3+4 year olds only)

All children entitled to the above funding streams, regardless of whether they attend 38 or 51 weeks a year, will only be offered the standard 15 or 30 hours per week over 38 weeks (in place from 4/9/19 onwards).

All children in receipt of the Early Years funding will be offered the following sessions only: 07:30 - 13:00; 13:00 - 18:30; or 07:30 - 18:30. We do not offer any other sessions to children on any funding streams.

Please note that there are a minimum number of sessions/days that need to be attended a week to receive the full 15 or 30 hours per week. To receive the full 15 hours per week of Universal entitlement, 5 sessions/2.5 days need to be attended. The Universal and eligible working parent entitlements can still be accessed by attending fewer days/sessions but would not receive the full 15 hours, i.e. 2 full days would equate to 12.4 hours per week of funding. To receive the full 30 hours per week 6 sessions/3 days need to be attended for children attending 51 weeks a year and 8 sessions/4 days need to be attended for children attending 38 weeks a year. For clarity 1 session = half a day (either 7:30-1 or 1-6:30), and 1 full day of 7:30-6:30 = 2 sessions.

Children in receipt of any funding stream will only be allowed to change sessions at the start of a new term (and cannot change session during a term) subject to the correct notice in writing being given.

We have a funded fee structure that is separate from our standard fee structure. The fees on our funded fee structure include all meals and consumables (nappies, wipes, suncream, additional clubs) - we are allowed to, but do not charge extra for these on top of the fee amounts you see

on the funded fee structure. The fees are annualised so that parents pay the same amount each month, regardless of the number of holidays and weeks in each month.

All children on any funding stream will be charged £14.00 per hour for all/any ad hoc additional hours, and at our standard day/sessional rates for any other sessions - please refer to our standard fee structure for these costs.

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

### **Stand-alone Offering**

Stand-alone spaces are available at the setting - these are spaces when children can access just their free funding entitlement over the year, and there is no need to purchase any additional hours.

There are a maximum of 5 stand-alone places at the setting, one space for each of the 5 funding streams that we offer; eligible working parent 9+ months old, dis-advantaged 2 year old, eligible working parent 2 year old, universal 3 & 4 year old, eligible working parent 30 hours.

Children in receipt of a stand-alone funding space, 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. Parents are not required to pay a registration fee as it is not a condition for a child to take up their free funding entitlement.

The stand-alone offers are:

1. Children accessing the 11 hours only over 51 weeks (i.e. attending the funded hours only over 51 weeks) will be offered two half days consisting of 07:30-13:00/13:00 - 18:30 on either Monday or Friday OR a full day of 08:00 - 18:00 on either Monday or Friday - please note that the full day option only gives 10 hours funding per week and not the full 11 hours.
2. Children accessing the 15 hours only over 38 weeks (i.e. attending the funded hours only over 38 weeks) will be offered 13:00 - 18:00 Monday and 08:00 - 18:00 Friday, OR 08:00-18:00 Monday and 13:00-18:00 Friday.
3. Children accessing the 30 hours only over 38 weeks (i.e. attending the funded hours only over 38 weeks) will be offered 12:30 - 18:30 Monday - Friday.

Children in receipt of a stand-alone space across any of the funding streams, will be required to pay an amount per month for all consumables - this covers all meals/food, nappies, wipes, suncream and any additional clubs that the setting runs throughout the year within the nursery day, such as foreign language lessons or football sessions (clubs are subject to change at any time but are still covered by the monthly consumables cost).

The total monthly costs for stand-alone spaces are as follows (as per the 3 options listed above);

11 hours over 51 weeks = £25

15 hours over 38 weeks = £35

30 hours over 38 weeks = £70

If parents are experiencing financial difficulties in paying for the stand-alone spaces, then please do speak to us.

### **Eligible Working Parent funding**

Eligible Working Parent Funding (for 9+ months, 2 year olds, and 30 hours) can be applied for on [ChildcareChoices.gov.uk](http://ChildcareChoices.gov.uk).

- It is eligible parents' responsibility to apply for the Eligibility code before the fixed deadlines 31st March, 31st August and 31st December and to reconfirm their codes every three months.
- Families remain eligible at a current setting if they fall into their grace period but cannot start with a new setting until their code has been reconfirmed and prior to the cut-off date.
- New or lapsed codes will show as eligible once confirmed but cannot be claimed for until the next cut-off date. A new code confirmed on 2nd January may show the child as eligible, but it has missed the cut off date of 31st December and cannot be used until the Summer term.
- Codes can only be used for the term after a child turns two or three and cannot be used once the child has started at Reception in school.
- Please note: A new child will not be funded if their code is in the grace period BEFORE the date that the term starts. This is still applicable even if the child was attending the setting prior to eligibility.

With 2 Year funding for parents in receipt of certain benefits - the dis-advantaged 2 year old funding stream - eligibility is applied for with BFIS (Bucks Family Info Service) and the code verified by Early Years. This code does not need to be checked again and remains valid until the term after the child turns three, where they will then qualify for three-year-old funding.

Please refer to the Nursery Funding section on our website for more information about Early Years funding and how it operates across our settings.

**Date: 18.06.24**

**Review date: 18.06.25**

### 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.

- **Video entry system**

Brindley House now has a video entry access system. Staff use the keypad to gain access; parents & those authorised to pick up children press the buzzer and are then let in.

Date: 14.08.23

Review date: 14.08.24

#### **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. Staff working Term Time only are not given an annual paid leave entitlement and are not entitled to take any annual paid leave during Term Time; they are compensated by an enhancement to their annual pay.

The 'holiday year' begins on 1<sup>st</sup> January and ends on 31<sup>st</sup> December. Annual paid leave entitlement cannot usually be carried over from one year to the next.

##### **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: 14.08.23**

**Review date: 14.08.24**



## **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 strictly not allowed to employ or poach any staff member to work for them on a full or part time basis under the following circumstances:**

- 1.) the staff member is currently employed by and/or working for Beaconsfield Childcare (Brindley House or Northgate House) on a full or part-time basis unless it is solely outside of their contracted hours, and as a result of you employing them, does not mean the staff member needs to alter or reduce their working hours at the nursery in order to fulfil your requirements.
- 2.) have worked for Beaconsfield Childcare Ltd at either nursery but left at any time within the 12 months prior to you employing them.
- 3.) that you have ever used for babysitting who is currently employed by us or has left our employment within the last 12 months.

If you employ or poach any staff member to work for you in any of the above circumstances, the nursery would be deemed to have introduced the staff member to you, and therefore have acted as a recruitment agency for you. This would make you liable for a fee of £2,000 payable to Beaconsfield Childcare Ltd.

**Date: 14.08.23**

**Review date: 14.08.24**

## 6. 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: 14.08.23**

**Review date: 14.08.24**

## 7. 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: 14.08.23**

**Review date: 14.08.24**

## **8. 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: 14.08.23**

**Review date: 14.08.24**

## **9. 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 "Blossom" 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: 14.08.23**

**Review date: 14.08.24**

## **10. Complaints & Conflict Resolution with Parents and Aggressive Behaviour Policy**

### **Complaints Policy**

At Brindley House Childcare Centre we strive to provide the highest quality of care and education for our children and families and believe that all parents are treated with care, courtesy and respect.

We hope that at all times parents are happy and satisfied with the quality and service provided and we encourage parents to voice their appreciation to the staff concerned and/or management. We record all compliments and share these with staff.

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

We have a formal procedure for dealing with complaints where we are not able to resolve a concern. Where any concern or complaint relates to child protection, we follow our Safeguarding & Child Protection Policy.

### **Internal complaints procedure**

#### **Stage 1**

If any parent should have cause for concern or any queries regarding the care or early learning provided by the nursery, they should in the first instance take it up with the child's key person or a senior member of staff/room leader. If this is not resolved, we ask them to discuss this verbally with the manager.

#### **Stage 2**

If the issue still remains unresolved or parents feel they have received an unsatisfactory outcome, then they must present their concerns in writing as a formal complaint to the nursery manager. The manager will then investigate the complaint in relation to the fulfilment of the EYFS requirements and report back to the parent within 28 days, but ideally between 14-28. The manager will document the complaint fully, the actions taken and the outcome in relation to it in the complaints log book.

#### **Stage 3**

If the matter is still not resolved, the nursery will hold a formal meeting between the manager, parent and a senior staff member to ensure that it is dealt with comprehensively. The nursery will make a record of the meeting and document any actions. All parties present at the meeting will review the accuracy of the record, and be asked to sign to agree it and receive a copy. This will signify the conclusion of the procedure.

#### **Stage 4**

If the matter cannot be resolved to their satisfaction, then parents have the right to raise the matter with Ofsted. Parents are made aware that they can contact Ofsted at any time they have a concern, including at all stages of the complaints procedure, and are given information on how to contact Ofsted. Ofsted is the registering authority for nurseries in England and investigates all

complaints that suggest a provider may not be meeting the requirements of the nursery's registration. It risk assesses all complaints made and may visit the nursery to carry out a full inspection where it believes requirements are not met.

A record of complaints will be kept in the nursery. The record will include the name of the complainant, the nature of the complaint, date and time complaint received, action(s) taken, outcomes of any investigations and any information given to the complainant including a dated response.

Parents will be able to access this record if they wish; however, all personal details relating to any complaint will be stored confidentially and will be only accessible by the parties involved. Ofsted inspectors will have access to this record at any time during visits to ensure actions have been met appropriately.

The record of complaints is made available to Ofsted on request.

We will follow this procedure for any other compliments and complaints received from visitors to the provider, where applicable.

**Contact details for Ofsted:**

Email: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

Telephone: **0300 123 1231**

1. By post:
2. Ofsted  
Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

Parents will also be informed if the nursery becomes aware that they are going to be inspected and after inspection the nursery will provide a copy of the report to parents and/or carers of children attending on a regular basis.

## **Conflict Resolution with Parents and Aggressive Behaviour Policy**

At Brindley House Childcare Centre we believe that we have a strong partnership with our parents and an open-door policy to discuss any matters arising (if applicable).

If as a parent, you have any concerns or issues you wish to raise with the nursery then please follow the complaints procedure.

In the case of a parent emailing, calling or using social media to complain the nursery will direct them to the correct procedure for raising a complaint.

We have a zero tolerance on abusive calls, emails, social media contact and face to face confrontation.

### **Calls of an aggressive/abusive manner**

The call taker receiving a call leading to abusive/aggressive will remain calm and professional and ask them to follow the complaints policy. If the abuse continues the call taker will end the call. Any abusive calls will be logged with an outline of the conversation.

### **Emails of an aggressive/abusive manner**

The responder will ask the parents to come into the setting to speak in person, as per our complaints policy. If the emails persist the manager may seek legal action. All emails will be kept as evidence until the matter is resolved.

### **Social Media**

If slanderous or abusive messages appear on any social media sites we will address these immediately with a request to follow our complaints procedure. We will endeavour to resolve any issue raised through our complaint's procedure. If slanderous/abusive messages continue we will seek legal action against the complainant.

In the event that any person inside the nursery starts to act in an aggressive manner at the nursery, our policy is to:

- Direct the person away from the children and into a private area, such as the office (where appropriate).
- Ensure that a second member of staff is in attendance, where possible, whilst continuing to ensure the safe supervision of the children.
- Remain calm and professional in order to calm the aggressive person, making it clear that we do not tolerate aggressive or abusive language or behaviour.
- If the aggressive behaviour continues or escalates, we will contact the police in order to ensure the safety of our staff team, children and families.
- If the person calms down and stops the aggressive behaviour a member of staff will listen to their concerns and try to resolve the issue.
- Following an aggressive confrontation an incident form will be completed detailing the time, reason and any action taken.



- Any aggressive behaviour from a parent could result in the withdrawal of a place for the children. Parents will be informed, by the management team, in writing within 3 days of any incident that involved aggressive or threatening behaviour to their staff.
- Management will provide support and reassurance to any staff member involved in such an incident.
- Management will signpost parents to organisations/professionals that can offer support if applicable.

This policy will be followed in the event of any other visitors/member of the public displaying this type of behaviour either by phone, email, social media or in person.

**Date: 14.08.23**

**Review date: 14.08.24**

## **11. Confidentiality & Data Protection Policy**

At Beaconsfield Childcare Ltd we recognise that we hold sensitive/confidential information about children and their families and the staff we employ. This information is used to meet children's needs, for registers, invoices and emergency contacts. We store all records in a locked cabinet or on the office computer with files that are password protected in line with data protection principles. Any information shared with the staff team is done on a 'need to know' basis and treated in confidence. This policy works alongside the Privacy Notice to ensure compliance under General Data Protection Regulation (Regulation (EU) 2016/679 (GDPR) and Data Protection Act 2018.

### **Legal requirements**

- We follow the legal requirements set out in the Statutory Framework for the Early Years Foundation Stage (EYFS) 2021 and accompanying regulations about the information we must hold about registered children and their families and the staff working at the nursery
- We follow the requirements of the General Data Protection Regulation (Regulation (EU) 2016/679 (GDPR), Data Protection Act 2018 and the Freedom of Information Act 2000 with regard to the storage of data and access to it.

### **Procedures**

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

- Storing confidential records in a locked filing cabinet or on the office computer with files that are password protected
- Ensuring staff, student and volunteer inductions include an awareness of the importance of the need to protect the privacy of the children in their care as well as the legal requirements that exist to ensure that information relating to the child is handled in a way that ensures confidentiality. This includes ensuring that information about the child and family is not shared outside of the nursery other than with relevant professionals who need to know that information. It is not shared with friends and family, or part of any social discussions outside of the setting. If staff breach any confidentiality provisions, this may result in disciplinary action and, in serious cases, dismissal. Students on placement in the nursery are advised of our confidentiality policy and required to respect it
- Ensuring that all staff, volunteers and students are aware that information about children and families is confidential and only for use within the nursery and to support the child's best interests with parental permission
- Ensuring that parents have access to files and records of their own children but not to those of any other child, other than where relevant professionals such as the police or local authority children's social care team decide this is not in the child's best interest
- Ensuring all staff are aware that this information is confidential and only for use within the nursery setting. If any of this information is requested for whatever reason, the parent's permission will always be sought other than in the safeguarding circumstances above
- Ensuring staff do not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs
- Ensuring staff, students and volunteers are aware of and follow our social networking policy in relation to confidentiality
- Ensuring issues concerning the employment of staff remain confidential to the people directly involved with making personnel decisions

- Ensuring any concerns/evidence relating to a child's personal safety are kept in a secure, confidential file and are shared with as few people as possible on a 'need-to-know' basis. If, however, a child is considered at risk, our safeguarding/child protection policy will override confidentiality.
- 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 the undertakings above are subject to the paramount commitment of the nursery, which is to the safety and well-being of the child.

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

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

1. We will ensure our terms & conditions, privacy and consent notices are easily accessed/made available in accurate and easy to understand language
2. We will use your data to ensure the safe, operational and regulatory requirements of running our Nursery, these include (i.e. contact and address details, dietary requirements, safeguarding matters). We will only contact you in relation to the safe, operational and regulatory requirements of running our Nursery, these include (i.e. if your child is unwell, if there is a data breach). We will not share or use your data for other purposes. Further detail can be found in our GDPR Notice held in the setting, and which is given to staff and parents.
3. Everyone in our nursery understands that people have the right to access their records or have their records amended or deleted (subject to other laws and regulations).
4. We will ensure staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR. This includes:
  - Being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data.'
  - Understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner, but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

**Staff and volunteer information**

- All information and records relating to staff/volunteers will be kept confidentially in a locked cabinet
- Individual staff may request to see their own personal file at any time.

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

**Beaconsfield Childcare Ltd has a GDPR Privacy Notice which can be found on the noticeboard in the reception area of the nursery.**

**Date: 14.08.23**

**Review date: 14.08.24**

## **12. 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.

At Beaconsfield Childcare Ltd we follow our legal obligations as an employer at all times including dealing with any disciplinary matter in a fair and consistent manner. We have a policy and procedure that set out our process.

Our legal obligations as an employer are detailed in the ACAS Code of Practice on disciplinary and grievance procedures. This code of practice was introduced in April 2009 and updated in 2015. A full copy of the ACAS Code of Practice and the accompanying guidance can be obtained from the ACAS website [www.acas.org.uk](http://www.acas.org.uk)

### **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 (see examples of what constitutes disciplinary rule below) 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):

- Frequent and/or persistent short-term sickness absence, or poor time keeping; (please refer to our Attendance Management Policy)
- Unauthorised absence, persistent absenteeism and/or long-term sickness absence; (please refer to our Attendance Management Policy)
- 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 nursery manager will, through appropriate instruction, training, counselling, or other means endeavour to help to improve the employee's work performance.

The nursery 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.

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 who works for the Company, or a trade union representative as is their legal right.

For reference, a trade union representative can present and/or sum up the employee's, and say things to support, an employee's case. They can confer with an employee during the hearing but cannot answer questions on the employee's behalf.

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 nursery manager and/or HR 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 nursery manager and/or HR 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 who works for the Company, or by a trade union representative;
- 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.
- Any appeal hearing, should the employee decide to appeal, would be heard by a Director of the Company and the HR Manager.

### **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 nursery manager and/or HR 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 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 the nursery manager and/or HR Manager or more senior level of management. The employee will be advised of his/her right of appeal. The appeal hearing would be heard by a Director of the Company and the HR Manager.

### ***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 the nursery manager and/or HR Manager or more senior level of management. The employee will be advised of his/her right of appeal. The appeal hearing would be heard by a Director of the Company and the HR Manager.

### ***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.

Dismissal may only be issued by the nursery manager and/or HR Manager or more senior level of management. The employee will be advised of his/her right of appeal. The appeal hearing would be heard by a Director of the Company and the HR Manager.

### **Gross Misconduct**

In circumstances where the misconduct of the employee is so serious that summary dismissal is appropriate, it will be affected 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. The nursery manager and/or HR 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 a verbal warning. He/she must 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 be given the opportunity of stating their case, to call witnesses and of being accompanied by a fellow employee of their choice who works for the Company, or by a trade union representative. 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 for any other reason, 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 expiring. 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.

### ***Informal Stage***

Where an employee, through lack of capability, is unable to carry out work required or is performing at an unsatisfactory level, then the Company will conduct an informal discussion with the employee. This can be done via the following ways:

- 1.) Weekly review from a room leader or a line manager
- 2.) Any supervisions meetings with a line manager or a member of the management team
- 3.) Any annual performance/appraisals with a line manager or a member of the management team
- 4.) Any informal performance review discussions with a line manager or a member of the management team

Any of the above can 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, offer support to fill any gaps, make reasonable adjustments, set smart objectives, and define the agreed options for improvement. It is hoped that these discussions will help to resolve any of the concerns raised and move forwards, through regular reviews to support the employee.

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

If the employee does not improve through this informal process, in the timescales given to them, then the company would look to move to Stage 1.

### ***Stage 1***

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, inviting them to attend a capability interview to discuss the matter/s. The meeting will be conducted by the nursery manager (or more senior member of management) and the HR Manager. A written warning will be issued at this meeting with clear objectives, measures, timescales and regular reviews, to give the employee a chance to improve to the levels expected of the company as set out in the capability review meeting.

After a time scale of between 4-6 weeks, there will be a review meeting for the employee with the Nursery Manager and the HR Manager. If the employee does not improve through Stage 1 to the expected levels within the timescales given to them, then the company would look to move to Stage 2.

The employee may be accompanied by a fellow employee of their choice who works for the Company or by a recognised trade union representative.

### ***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 from Stage 1, the employee will be sent a letter outlining the issues, inviting them to attend a capability interview to discuss the matter/s. The meeting will be conducted by the HR Manager and a Director of the Company. A final written warning will be issued at this meeting with clear objectives, measures, timescales and regular reviews, to give the employee a chance to improve to the levels expected of the company as set out in the capability review meeting.

After a time scale of between 4-6 weeks, there will be a review meeting for the employee with a Company Director and the HR Manager. If the employee does not improve through Stage 2 to the expected levels within the timescales given to them, then the company would look to move to Stage 3.

The employee may be accompanied by a fellow employee of their choice who works for the Company or by a recognised trade union representative.

### ***Stage 3***

If, after allowing a reasonable time for improvement, it is considered that the employee has failed to achieve the standards of performance required from Stage 2, the employee will be sent a letter outlining the issues, inviting them to attend a capability interview to discuss the matter/s. The meeting will be conducted by the HR Manager and a Director of the Company. The employee will be dismissed with notice at this meeting.

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

The agreed action will be explained to the employee and confirmed in writing.

If dismissal is decided upon, the employee will be dismissed 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: 14.08.23**

**Review date: 14.08.24**

### 13. 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: 14.08.23**

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## 14. 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 down the main staircase and out through the fire door next to Corel Reef room and assemble in the main garden.
- If the fire is on the stairs or in the downstairs kitchen the children go down the corridor and leave the building via the Little Dots fire escape staircase, go through the Rocket Space garden and assemble in the main garden.
- 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 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.

#### **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 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 know 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 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: 14.08.23

Review date: 14.08.24

## 15. 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: 14.08.23**

**Review date: 14.08.24**

## 16. 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 ensure that it treats all employees equally, and that no individual will be discriminated against. i.e. staff benefits, disciplinarys. The company expects that all employees treat each other, and the employer, as they would expect to be treated themselves.

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 Ruth Douglas.

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: 14.08.23**

**Review date: 14.08.24**

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



## 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.



## **17. E-safety Policy**

### **Aim:**

The aim of this policy is to outline the procedures put in place to ensure that internet safety is effective and embedded in the ever day practices.

Emily Grace is the appointed E-Safety Co-ordinator/Data Protection Officer (DPO) for Beaconsfield Childcare Ltd.

### **Introduction**

The setting will log any incidents relating to cyber bullying, safeguarding, and exposure to inappropriate content and appropriate safeguarding procedures will be followed and appropriate disciplinary action will be taken.

This policy is under the umbrella of the Safeguarding Policy; it includes the implementations of the Safeguarding and Media policies in relation to the use of electronic communications.

### **Digital Images/Videos**

Digital images of the children are to be taken on the settings own iPads only and not on any mobile phone devices. These images can only be shared with the Parents' permission. When joining the setting, Parent/Carer's permission will be obtained in order to establish whether or not children can be present in the online Learning Journal of other children (Blossom journal website) as well as giving their permission for children to be present in images shared on Facebook/Twitter/the website. Images of children shared on Facebook/Twitter/the website will not contain the child's full name, or any personal information which could lead to a breach of data protection or pose a Safeguarding risk to that child.

No images/photographs of the children should be stored on shared desktop/laptop computers - these must only be stored on coded memory devices.

### **Use of mobile phones to access the internet**

Staff members may use their mobile phones to access the internet, for personal use, while on their breaks and only in staff allocated areas of the setting. Staff are not permitted to access their mobile phone in the presence of children from the setting, or in any children's rooms.

### **Memory Devices**

Memory devices used to store photographs and data will be encrypted/password protected and stored securely.

### **Ipad settings**

All iPads will have specific settings, in order to ensure that no inappropriate websites can be accessed. Only the Early Years Manager and Managing Director are able to adjust these settings, as stated in the 'Media Policy - No. 34'.

### **Computers used by the children**

As a setting we introduce the children to a variety of technology based experiences which include, but are not limited to, the use of a desktop computer. Rocket Space (pre-school room) and Jungle Safari (2½ - 3½ years) both have access to a secure desktop computer which has internet webpage blocks.

### **Guided Educational use**

Use of the computers is always monitored by a member of staff and the use of programmes is based on their relevance and appropriate contribution to the learning of the children, taking into

consideration the age and stage of development of the children and the skills needed to use it, as well as any safety implications. Programmed discs are used to provide the children with educational activities, giving them the opportunity to explore the use of a computer, practice the movements of a mouse and further their understanding of computer based learning, in preparation for their move to school.

### **Computers used by staff**

Beaconsfield Childcare Ltd provides shared work stations/desktop computers and laptops for staff members to use to complete their planning for key children and to complete work appropriate to their job role. These are to be used during working hours only and are not to be used for personal reasons, either when working or on breaks. Security systems are in place and no images or personal data is to be stored on them.

### **Emails**

Emails containing sensitive information or personal information should be encrypted and password protected.

### **Risk assessment**

Computers and Ipads will be risk assessed and actions put into place in order to combat any possible risk to the children, and their safety.

### **How will the policy be taught to children and shared with parents?**

Children will be taught about safety online in an age appropriate way - through activities and discussion. Parents will also be encouraged to pass on these ideologies and embed understanding of e-safety at home, as well as in the Nursery setting. Parents will be sent the policy and advice/information, as well as updates.

### **How will Staff be made aware of the policy?**

Staff will be asked to sign to say that they have read and acknowledged the policy. New staff will be informed of the policy through their one-to-one induction with the Manager.

### **Parents**

Parents/Carers play a huge role in ensuring that children are aware of and understand how to use the internet safely and in an appropriate way. As a setting, we will use opportunities to ensure that Parents have an understanding of any risks/issues relating to e-safety/screen time, and that these are shared through a variety of outlets; Parent newsletters, Parent information flyers, during Parent Forum meetings, on the website/social media pages, events such as 'safer internet day'.

### **Blossom Journal**

Blossom Journals are only to be accessed at the Nursery setting. *Blossom Journal is GDPR compliant.*

**Date: 14.08.23**

**Review date: 14.08.24**

## 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: 14.08.23**

**Review date: 14.08.24**

## 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: 14.08.23**

**Review date: 14.08.24**

## 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 - Coral Reef & Staff Areas**

- Babies, toddlers and staff from the staff room, sensory room, and Coral Reef room must evacuate the building from the outside fire escape in Coral Reef 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 Coral Reef to leave the room must remember the register.

**Little Dots**

- All visitors, staff and children leave Little Dots 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. If we are unable to go back into the building we will call parents to collect their children. We will also take children to our sister site, Northgate House (while waiting for parents to collect) and contact Ofsted to explain the exceptional circumstances.

**Date: 14.08.23**

**Review date: 14.08.24**

## 21. First Aid and Accident Policy

### Aim:

The aim of this policy is to outline to settings procedures when dealing with accidents and incidents, as well as our First Aid practices. The purpose of the policy is to ensure the safety and well-being of all children within the setting, ensuring that staff are well trained and equip to deal with situations that may arise.

The appointed people responsible for First Aid are Sam Welsh Manager and Jaimie Timberlake, Deputy Manager.

### First Aid Training

At Beaconsfield childcare we aim for all staff to be First Aid trained. We have the Millie's Mark accreditation for first aid. All existing and new staff are provided with updated First Aid training, every three years, which is Ofsted recognised. We aim to accommodate staff by finding courses in the local area, in order to ensure that the training is accessible to all. We ensure that there is a first aider in each room when planning our daily ratios and when children are taken on an outing away from our nursery, we will always ensure they are accompanied by at least one member of staff who is trained in first aid. A first aid box is taken on all outings.

### First Aid boxes

First Aid boxes are located in a way that ensures that each room/area of the Nursery has access to first aid equipment, should they need it.

First Aid boxes are available for the children and staff, as well as a first aid kit for walks and outings, a bite and sting kit and burns kit.

First Aid kits contain equipment that is appropriate to be used with children and are located: Little Dots, Rainbow Room bathroom, Coral Reef, Rocket Space bathroom, Downstairs dining room.

Staff first aid kits are located in the downstairs kitchen and the office, out of reach of children. The stings/bites kit, and burns kit are also located in the office.

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

Regular checks are carried out on the First Aid boxes in order to ensure that they contain the appropriate equipment at all times. Checks are carried out every 3 months in order to ensure sufficient spares are available, and weekly checks of individual First Aid boxes are included within the room risk assessments.

### Accident records and informing parents

Accidents are recorded on our online portal Blossom, which contains a detailed account of the accident; any first aid administered and is countersigned by a witness, along with a member of the management team, who will check to ensure that the form has been filled out correctly and in detail. Parents are asked to sign the form on an iPad on the Blossom app when collecting their child and they can access a copy via the parent app.



### Serious accidents/Urgent medical assistance

An ambulance will be called for your child if they suffer a serious injury and an appropriate carer, with whom they are familiar, will accompany them in the ambulance. Parents will be contacted immediately. Staff will not attempt to transport an injured child in their own vehicle. Where appropriate, relevant information will be taken, including medical records, medication, and registration information, along with a comforter for the child.

Staff will remain calm and aware of the impact that the incident will be having on the children around them - moving them into a different area of the setting, if possible, and offering reassurance. A serious incident can have an impact of staff and children; therefore they will be offered support following such incidents.

The nursery manager will report serious accidents to the registered person for investigation for further action to be taken (i.e. a full risk assessment or report under Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR))

Where medical treatment is required the nursery manager will follow the insurance company procedures, which may involve informing them in writing of the accident.

The nursery manager/registered provider will report any accidents of a serious nature to Ofsted and the local authority children's social care team (as the local child protection agency), where necessary. Where relevant such accidents will also be reported to the local authority environmental health department or the Health and Safety Executive and their advice followed. Notification must be made as soon as is reasonably practical, but in any event within 14 days of the incident occurring.

### Head injuries

If a child has a head injury in the setting then we will follow the following procedure:

- Calm the child
- Assess the child's condition to ascertain if a hospital or ambulance is required. We will follow our procedure for this if this is required (see below)
- If the skin is not broken we will administer a cold compress for short periods of time, repeated until the parent arrives to collect their child
- If the skin is broken then we will follow our first aid training and stem the bleeding
- Call the parent and make them aware of the injury
- Complete the accident form
- Keep the child in a calm and quiet area whilst awaiting collection
- We will follow the advice on the NHS website as per all head injuries <https://www.nhs.uk/conditions/minor-head-injury/>
- For major head injuries we will follow our first aid training.

Even if a child suffers a minor bump to the head, parents will be informed by telephone, and appropriate action taken. Head injuries are always reported to parents in order to ensure that they are aware that the accident has occurred, should the child develop symptoms later on in the day.

### Children with particular needs/Health care plans

Children who require particular care or medication for a health issue, will have a Health-care plan which clearly explains the procedures to follow and symptoms that may occur, for example during an allergic reaction. The health-care plan contains emergency details, contact details and doctors information. This allows the team to ensure that they are fully prepared, should there be any emergencies.

### Food safety/food play and choking

Children are supervised during meal times and food is adequately cut up to reduce choking. The use of food as a play material is discouraged. However, as we understand that learning experiences are provided through exploring different malleable materials the following may be used. These are risk assessed and presented differently to the way it would be presented for eating e.g. in trays:

- Playdough
- Cornflour
- Dried pasta, rice and pulses.

Food items may also be incorporated into the role play area to enrich the learning experiences for children, e.g. Fruits and Vegetables. Children will be supervised during these activities.

### Personal protective equipment

Staff are provided with personal protective clothing including blue gloves and aprons (when handling food) and white gloves and aprons, when changing nappies or dealing with bodily fluids.

### Dealing with blood

We may not be aware that any child attending the nursery has a condition that may be transmitted via blood. Any staff member dealing with blood must:

- Always take precautions when cleaning wounds as some conditions such as hepatitis or the HIV virus can be transmitted via blood.
- Wear disposable gloves and wipe up any blood spillage with disposable cloths, neat sterilising fluid or freshly diluted bleach (one part diluted with 10 parts water). Such solutions must be carefully disposed of immediately after use.

### Needle punctures and sharps injury

We recognise that injuries from needles, broken glass and so on may result in blood-borne infections and that staff must take great care in the collection and disposal of this type of material. For the safety and well-being of the employees, any staff member dealing with needles, broken glass etc. must treat them as contaminated waste. If a needle is found the local authority must be contacted to deal with its disposal.

At Beaconsfield Childcare we treat our responsibilities and obligations in respect of health and safety as a priority and we provide ongoing training to all members of staff which reflects best practice and is in line with current health and safety legislation.

**Date: 14.08.23**

**Review date: 14.08.24**

## 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 dispenser 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

Menu's 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 as soon as possible or within 14 days
- 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: 14.08.23**

**Review Date: 14.08.24**

## 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: 14.08.23**

**Review Date: 14.08.24**

## 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: 14.08.23**

**Review date: 14.08.24**

## 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. No hot drinks are to be in any rooms children are in.
7. Ensure regular allocated nappy changing times are within routine; plus additional nappy changes as required.
8. If a child is engaged in an activity and resistant to a nappy change, if age appropriate, use a sand timer to allow the child the opportunity to complete the activity.
9. Never leave a baby or child unattended on the changing mat. Make sure that you have all necessary equipment by your side.
10. 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.
11. Put soiled nappies in the nappy sacks and tie securely before placing them into the nappy bin.
12. Spray the changing mat with a detoxifying spray and wipe dry after every nappy change.
13. Wash your hands after every nappy round and before any handling of food, bottles, etc.
14. Do not allow the children to play in the toilets or let the children go unattended.
15. Insist that the children wash their hands after using the toilet.
16. If the floor gets wet you must mop dry to prevent slipping.
17. Always make sure that all the children are accompanied.
18. Never let the children play on any equipment without supervision.
19. Never allow the children into the kitchen.
20. Make all bottles and any foods by way of instructions.
21. Store any leftover food in the fridge for no longer than 24 hours.
22. Make sure all frozen foods do not pass their sell by date.
23. Always check the outside area is safe for the children i.e. free of glass, nettles etc.
24. Always make sure the gate is locked in the garden.
25. Ensure that the children are supervised at all times.
26. 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.
27. Never allow children to go outside unaccompanied.
28. If any accidents result in injury to staff or children they must be recorded in the accident book.
29. Any medication given to any child must be authorized and recorded in the medication book.
30. The use of bad language within the nursery premises is absolutely forbidden.
31. Smoking on nursery premises is absolutely forbidden.

**Date: 14.08.23**

**Review date: 14.08.24**

## 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: 14.08.23**

**Review date: 14.08.24**

## 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: 14.08.23**

**Review date: 14.08.24**

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

At Brindley House Childcare Centre we provide and maintain safe and healthy working conditions, equipment and systems of work for all our employees and a safe early learning environment in which children learn and are cared for. To develop and promote a strong health and safety culture within the nursery for the benefit of all staff, children, parents and any visitors, we provide information, training and supervision. We also accept our responsibility for the health and safety of other people who may be affected by our activities.

The allocation of duties for safety matters and the particular arrangements which we will make to implement our health and safety procedures are set out within this policy and we make sufficient resources available to provide a safe environment.

### **Legal framework**

We follow all relevant legislation and associated guidance relating to health and safety within the nursery including:

- The requirements of the Statutory Framework for the Early Years Foundation Stage (EYFS) 2021
- The regulations of the Health & Safety at Work Act 1974 and any other relevant legislation such as Control Of Substances Hazardous to Health Regulation (COSHH)
- Any guidance provided by Public Health England, the local health protection unit, the local authority environmental health department, fire authority or the Health and Safety Executive.

### **Aims and objectives**

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

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

- Establish and maintain a safe and healthy environment throughout the nursery including outdoor spaces
- Establish and maintain safe working practices amongst staff and children
- Make arrangements for ensuring safety and the minimising of risks to health in connection with the use, handling, storage and transport of hazardous articles and substances
- Ensure the provision of sufficient information, instruction and supervision to enable all people working in or using the nursery to avoid hazards and contribute positively to their own health and safety and to ensure that staff have access to regular health and safety training
- Maintain a healthy and safe nursery with safe entry and exit routes
- Formulate effective procedures for use in case of fire and other emergencies and for evacuating the nursery premises. Practice this procedure on a regular basis to enable the safe and speedy evacuation of the nursery
- Maintain a safe working environment for pregnant workers or for workers who have recently given birth, including undertaking appropriate risk assessments
- Maintain a safe environment for those with special educational needs and disabilities and ensure all areas of the nursery are accessible (wherever practicable)
- Provide a safe environment for students or trainees to learn in



- Encourage all staff, visitors and parents to report any unsafe working practices or areas to ensure immediate response by the management.

We believe the risks in the nursery environment are low. To maintain the maximum protection for children, staff and parents the nursery:

- Ensures all entrances and exits from the building, including fire exits are clearly identifiable, free from obstruction and easily opened from the inside
- Regularly check the premises room by room for structural defects, worn fixtures and fittings or electrical equipment and take the necessary remedial action
- Ensures that all staff, visitors, parents and children are aware of the fire procedures and regular fire drills are carried out
- Has the appropriate fire detection and control equipment which is checked regularly to make sure it is in working order
- Ensures that all members of staff are aware of the procedure to follow in case of accidents for staff, visitors and children
- Ensures that all members of staff take all reasonable action to control the spread of infectious diseases and wear protective gloves and clothing where appropriate
- Ensures there are suitable hygienic changing facilities (see infection control policy)
- Prohibits smoking/vaping on the nursery premises
- Prohibits any contractor from working on the premises without prior discussion with the officer in charge
- Encourages children to manage risks safely and prohibits running inside the premises unless in designated areas
- Risk assesses all electrical sockets and take appropriate measures to reduce risks where necessary and ensure no trailing wires are left around the nursery
- Ensures all cleaning materials are placed out of the reach of children and kept in their original containers
- Ensures staff wear protective clothing when cooking or serving food
- Prohibits certain foods that may relate to children's allergies, e.g. nuts are not allowed in the nursery
- Follows the EU Food Information for Food Consumers Regulations (EU FIC) by identifying the 14 allergens listed by EU Law that we use as ingredients in any of the dishes we provide to children and ensure that all parents are informed
- Follows the allergies and allergic reactions policy for children who have allergies or have a reaction at the nursery
- Ensures risk assessments are undertaken on the storage and preparation of food produce within the nursery
- Familiarises all staff and visitors with the position of the first aid boxes and ensure all know who the appointed first aiders are
- Provides appropriately stocked first aid boxes and check their contents regularly
- Ensures children are supervised at all times
- Takes all reasonable steps to prevent unauthorised persons entering the premises and have an agreed procedure for checking the identity of visitors
- Ensures no student or volunteer is left unsupervised at any time
- Ensures staff paediatric first aid certificates or a list of staff who hold a current PFA certificate are on display (and/or made available to parents).

## Responsibilities

The designated Health and Safety Officer in the nursery is **Sarah Fahey**.

The employer has overall and final responsibility for this policy being carried out at:  
**Brindley House, 4 Burkes Road, Beaconsfield, HP9 1PB.**

The nursery manager/deputy nursery manager will be responsible in his/her absence.

All employees have the responsibility to cooperate with senior staff and the manager to achieve a healthy and safe nursery and to take reasonable care of themselves and others. Neglect of health and safety regulations/duties will be regarded as a disciplinary matter (see separate policy on disciplinary procedures).

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

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

## Health and safety training

People responsible for monitoring staff training are **Sarah Fahey, Emily Grace and Wallis Harley**.

Health and safety is covered in all induction training for new staff.

### Training table (example):

Area	Training required	Who
Paediatric First aid	Course	All staff
Dealing with blood	In house training/course	All staff and students
Safeguarding/Child protection	In house training/course	All staff and students
Care of babies	In house training/course	At least half of the staff working with under 2's
Risk assessment	In house training/course	All staff
Fire safety procedures	In house training	All staff and students
Use of fire extinguisher	In house training/course	All staff where possible
Food hygiene	In house training/course	Anyone involved in preparing and handling food

Allergy awareness	In house training/course	All staff and students
Manual handling	In house training/course	All staff and students
Stress awareness and management	In house training/course	All staff
Changing of nappies	In house training	All staff
Fire warden duties	External course	Fire Warden
Medication requiring technical or medical knowledge e.g. Epi Pen	External course	As required
SENCO	External course	SENCO
Supervision and appraisal	External course	Manager, deputy and room supervisors

At present at least one member of staff on the premises and available at times when children are present MUST hold a full paediatric first aid (PFA) certificate in the nursery and must accompany children on outings. The certificate must be for a full course consistent with the criteria set out in Annex A of the EYFS, 2021. This must be renewed every three years and the emergency PFA course is taken face to face.

In addition to this, all newly qualified entrants to the early years workforce who have completed a level 2 and/or level 3 qualification on or after 30 June 2016, must also have either a full PFA or an emergency PFA certificate within three months of starting work in order to be included in the required staff: child ratios at level 2 or level 3 in an early years setting

At nursery, we take in to account the number of children, staff, layout of premises to ensure that a paediatric first aider is able to respond to emergencies quickly.

All staff are First Aid trained, new staff will be trained within the first 6 months of joining the company.

### Health and safety arrangements

- All staff are responsible for general health and safety in the nursery
- Risk assessments will be conducted on all areas of the nursery, including rooms, activities, outdoor areas, resources, cleaning equipment, legionella and lone working
- These are reviewed at regular intervals and when arrangements change
- All outings away from the nursery (however short) will include a prior risk assessment - more details are included in our outings policy
- All equipment, rooms and outdoor areas are checked thoroughly by staff before children access them or the area. These checks are recorded and initialled by the staff responsible. Unsafe areas are made safe where possible or the area is not used to promote the safety of children. In these cases the manager will be notified immediately
- We provide appropriate facilities for all children, staff, parents and visitors to receive a warm welcome and provide for their basic care needs, e.g. easy to access toilet area and fresh drinking water
- We adhere to the Control Of Substances Hazardous to Health Regulation (COSHH) to ensure all children, staff, parents and visitors are safe in relation to any chemicals we may use on the premises

- We identify and assess any water sources at risk of legionella<sup>1</sup>, and manage these risks including avoiding stagnant water
- All staff and students receive appropriate training in all areas of health and safety which includes risk assessments, manual handling, fire safety and emergency evacuation procedures. We may also use benefit risk assessments for particular activities and resources for children
- We have a clear accident and first aid policy to follow in the case of any person in the nursery suffering injury from an accident or incident
- We have a clear fire safety policy and procedure, which supports the prevention of fire and the safe evacuation of all persons in the nursery. This is shared with all staff, students, parents and visitors to the nursery
- We review accident and incident records to identify any patterns/hazardous areas
- All health and safety matters are reviewed informally on an ongoing basis and formally every six months or when something changes. Staff and parents receive these updates, as with all policy changes, as and when they happen.
- We welcome feedback from staff and parents. They are able to contribute to any policy through informal discussions, the suggestion scheme and/or during regular meetings held at nursery.

**Date: 14.08.23**

**Review date: 14.08.24**

## 29. Intimate Care

EYFS: 3.1, 3.2, 3.4, 3.6, 3.7

At Brindley House Childcare Centre we believe that all children need contact with familiar, consistent carers to ensure they can grow and develop socially and emotionally. At times children need to be cuddled, encouraged, held and offered physical reassurance.

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

In order to maintain the child's privacy, we will carry out the majority of these actions on a one-to-one basis, wherever possible, by the child's key person with the exception of first aid treatment which must be carried out by a qualified first aider.

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

- Promoting consistent and caring relationships through the key person system in the nursery and ensuring all parents understand how this works
- Ensuring all staff undertaking intimate care routines have suitable enhanced DBS checks
- Training all staff in the appropriate methods for intimate care routines and arranging specialist training where required, i.e. paediatric first aid training, specialist medical support
- Ensuring children are afforded privacy during intimate care routines whilst balancing this with the need to safeguard children and staff. No nappies will be changed or intimate routines behind closed doors
- Conducting thorough inductions for all new staff to ensure they are fully aware of all nursery procedures relating to intimate care routines
- Following up procedures through supervision meetings and appraisals to identify any areas for development or further training
- Working closely with parents on all aspects of the child's care and education. This is essential for intimate care routines which require specialist training or support. If a child requires specific support the nursery will arrange a meeting with the parent to discover all the relevant information relating to this to enable the staff to care for the child fully and meet their individual needs
- Ensuring all staff have an up-to-date understanding of safeguarding/child protection and how to protect children from harm. This will include identifying signs and symptoms of abuse and how to raise these concerns as set out in the safeguarding/child protection policy
- Operating a whistleblowing policy to help staff raise any concerns about their peers or managers; and helping staff develop confidence in raising worries as they arise in order to safeguard the children in the nursery
- Conducting working practice observations on all aspects of nursery operations to ensure that procedures are working in practice and all children are supported fully by the staff. This includes intimate care routines

- Conducting regular risk assessments on all aspects of the nursery operation including intimate care and reviewing the safeguards in place. The nursery has assessed all the risks relating to intimate care routines and has placed appropriate safeguards in place to ensure the safety of all involved.

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

**Date: 14.08.23**

**Review date: 14.08.24**

### 30. Lone Working Policy

EYFS: 3.1 - 3.8, 3.20 - 3.44

At Brindley House Childcare Centre we aim to ensure that no member of the team is left alone working in either a room alone or within the building at any time. However, there may be occasions when this isn't always possible due to:

- Toilet breaks
- Lunch cover
- Nappy changes
- Comforting a child that may be unwell in a quiet area
- Following a child's interest, as this may lead staff away with a child to explore an area
- Supporting children in the toilet area that may have had an accident
- The duties some team members have, e.g. management, opening and closing the setting, carrying out cleaning or maintenance at the settings and staff operating outside operating hours.

We always ensure that our staff: child ratios are maintained.

On the rare occasions, that lone working within a room does take place we ensure that a specific risk assessment is completed prior to lone working taking place, this includes:

- how staff can manage with a variety of tasks such as talking to parents and supervising children safely
- That each member of staff required to work alone has the required qualification/training and/or skills for the role; e.g. holds a level 3 qualification, paediatric first aid, safeguarding and child protection training and basic food hygiene
- That staff members working alone are competent in their role
- That the staff member can call on others in an emergency, including procedures if there was a fire evacuation
- There are procedures in place to check in on the staff member and cover for breaks
- The member of staff and children are safeguarded at all times (relating to safeguarding/child protection policies)
- Ratios are maintained at all times.

Public liability insurance for lone working will be sought where applicable.

Staff members responsibilities when left in the building alone:

- To make a member of the management aware of when they are working and make plans to check in at their expected time of completion of the work
- To ensure they have access to a telephone at all times in order to call for help if they need it, or for management to check their safety if they are concerned
- Ensure that the building remains locked so no one can walk in unidentified
- Report any concerns for working alone to the management as soon as is practicably possible.

Management's responsibilities when left in the building alone:

- To ensure staff working alone are competent and confident to carry out any safety procedures e.g. fire evacuation
- To ensure that the employee has the ability to contact them or a member of the team event if their lone working is outside normal office hours (i.e. access to a phone, contact numbers of someone they can call)
- To check that the employee has someone they can contact in the event of an emergency, and the numbers to call
- To ensure that employees have the ability to access a telephone whilst lone working
- If reporting in arrangements have been made and the employee does not call in, to follow it up.

Risk assessments are also completed for these occasions including hazards and risks and how these are controlled.

**Date: 14.08.23**

**Review date: 14.08.24**



### **31. 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: 14.08.23**

**Review date: 14.08.24**

## 32. Managing Medicines & Illness Policy

EYFS: 3.19, 3.46, 3.47

At Brindley House Childcare Centre we promote the good health of children attending nursery and take necessary steps to prevent the spread of infection (see sickness and illness and infection control policies). If a child requires medicine, we will obtain information about the child's needs for this and will ensure this information is kept up to date.

We follow strict guidelines when dealing with medication of any kind in the nursery and these are set out below.

### **Medication prescribed by a doctor, dentist, nurse or pharmacist**

*(Medicines containing aspirin will only be given if prescribed by a doctor)*

- Prescription medicine will only be given when prescribed by the above and for the person named on the bottle for the dosage stated
- Medicines must be in their original containers with their instructions printed in English
- Those with parental responsibility for any child requiring prescription medication should hand over the medication to the most appropriate member of staff who will then note the details of the administration on the appropriate form and another member of staff will check these details
- Those with parental responsibility must give prior written permission for the administration of each and every medication. However, we will accept written permission once for a whole course of medication or for the ongoing use of a particular medication under the following circumstances:
  1. The written permission is only acceptable for that brand name of medication and cannot be used for similar types of medication, e.g. if the course of antibiotics changes, a new form will need to be completed
  2. The dosage on the written permission is the only dosage that will be administered. We will not give a different dose unless a new form is completed
  3. Parents must notify us **IMMEDIATELY** if the child's circumstances change, e.g. a dose has been given at home, or a change in strength/dose needs to be given.
- The nursery will not administer a dosage that exceeds the recommended dose on the instructions unless accompanied by written instructions from a relevant health professional such as a letter from a doctor or dentist
- The parent must be asked when the child has last been given the medication before coming to nursery; and the staff member must record this information on the medication form. Similarly, when the child is picked up, the parent or guardian must be given precise details of the times and dosage given throughout the day. The parent's signature must be obtained at both times
- At the time of administering the medicine, a senior member of staff will ask the child to take the medicine, or offer it in a manner acceptable to the child at the prescribed time and in the prescribed form. (It is important to note that staff working with children are not legally obliged to administer medication)
- If the child refuses to take the appropriate medication, then a note will be made on the form
- Where medication is "essential" or may have side effects, discussion with the parent will take place to establish the appropriate response.

### **Non-prescription medication (*these will not usually be administrated*)**

- The nursery will not administer any non-prescription medication containing aspirin
- The nursery will only administer non-prescription medication for a short initial period, dependant on the medication or the condition of the child. After this time medical attention should be sought
- If the nursery feels the child would benefit from medical attention rather than non-prescription medication, we reserve the right to refuse nursery care until the child is seen by a medical practitioner
- If a child needs liquid paracetamol or similar medication during their time at nursery, such medication will be treated as prescription medication with the onus being on nursery providing one specific type of medication should parents wish to use this, namely Calpol.
- On registration, parents will be asked if they would like to fill out a medication form to consent to their child being given a specific type of liquid paracetamol in particular circumstances such as an increase in the child's temperature. This form will state the dose to be given, the circumstances in which this can be given e.g. the temperature increase of their child, the specific brand name or type of non-prescription medication and a signed statement to say that this may be administered in an emergency if the nursery CANNOT contact the parent
- An emergency nursery supply of fever relief (Calpol) will be stored on site. This will be checked at regular intervals by the designated trained first aider to make sure that it complies with any instructions for storage and is still in date
- If a child does exhibit the symptoms for which consent has been given to give non-prescription medication during the day, the nursery will make every attempt to contact the child's parents. Where parents cannot be contacted then the nursery manager will take the decision as to whether the child is safe to have this medication based on the time the child has been in the nursery, the circumstances surrounding the need for this medication and the medical history of the child on their registration form.
- Giving non-prescription medication will be a last resort and the nursery staff will use other methods first to try and alleviate the symptoms (where appropriate). The child will be closely monitored until the parents collect the child
- For any non-prescription cream for skin conditions e.g. Sudocrem, prior written permission must be obtained from the parent and the onus is on the parent to provide the cream which should be clearly labelled with the child's name
- If any child is brought to the nursery in a condition in which he/she may require medication sometime during the day, the manager will decide if the child is fit to be left at the nursery. If the child is staying, the parent must be asked if any kind of medication has already been given, at what time and in what dosage and this must be stated on the medication form
- As with any kind of medication, staff will ensure that the parent is informed of any non-prescription medicines given to the child whilst at the nursery, together with the times and dosage given
- The nursery DOES NOT administer any medication unless prior written consent is given for each and every medicine.

### **Stages of administering over the counter medication:**

Stage 1: when a child's temperature reaches between 37.6 and 38 degrees a member of staff will try and cool the child through removing some clothing (top layer) and applying a lukewarm flannel and offering water. If this doesn't work, we go onto stage 2.

Stage 2: Staff will phone the parents to inform them of the temperature, and upon doing so, ask the parents what course of action they would like the member of staff to take, in looking after the child with a temperature. If the parents' requests, Calpol can be administered (if all the correct paperwork has been completed as detailed above)

If the staff are unable to contact the parents and a child's temperature is greater than 38.5 degrees a member of management will authorise the administration of calpol (as long as correct consents in place for this)

Once staff have administered calpol, the staff will wait between 30 - 45 minutes check the temperature every 15 minutes. After this time, if the temperature has not decreased at a reasonable rate the parent / carer will be asked to collect the child straight away.

If the temperature is 39 degrees or higher, the member of staff will request the child be collected. At the parents request calpol can be administered while the parent is on the way to collect the child (again with the correct consent) All children sent home with a temperature of 39 degrees or higher need to refrain from attending the setting until they are 24 hours clear of a temperature.

If the parent is requesting a different dosage of calpol for their child, to that written on the consent forms, the only dose given will be what written permission has been received for.

If a child is reliant on calpol (i.e a parent administering first thing in the morning, then the nursery administering 4 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 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.

### **Injections, pessaries, suppositories**

As the administration of injections, pessaries and suppositories represents intrusive nursing, we will not administer these without appropriate medical training for every member of staff caring for this child. This training is specific for every child and not generic. The nursery will do all it can to make any reasonable adjustments including working with parents and other professionals to arrange for appropriate health officials to train staff in administering the medication.

### **Staff medication**

All nursery staff have a responsibility to work with children only where they are fit to do so. Staff must not work with children where they are infectious or feel unwell and cannot meet children's needs. This includes circumstances where any medication taken affects their ability to care for children, for example, where it makes a person drowsy.

If any staff member believes that their condition, including any condition caused by taking medication, is affecting their ability to care for children they must inform their line manager and seek medical advice. \*The nursery manager/person's line manager/registered provider will decide if a staff member is fit to work, including circumstances where other staff members notice changes in behaviour suggesting a person may be under the influence of medication. This decision will include any medical advice obtained by the individual or from an occupational health assessment.

Where staff may occasionally or regularly need medication, any such medication must be kept in a separate locked container in the staff room where staff may need easy access to the medication such as an asthma inhaler. In all cases it must be stored securely out of reach of the children, at all times. It must not be kept in the first aid box and should be labelled with the name of the member of staff.

### **Storage**

All medication for children must have the child's name clearly written on the original container and kept in a closed box, which is out of reach of all children.

Emergency medication, such as inhalers and EpiPens, will be within easy reach of staff in case of an immediate need, but will remain out of children's reach. Any antibiotics requiring refrigeration must be kept in a fridge inaccessible to children.

All medications must be in their original containers, labels must be legible and not tampered with or they will not be given. All prescription medications should have the pharmacist's details and notes attached to show the dosage needed and the date the prescription was issued. This will all be checked, along with expiry dates, before staff agree to administer medication.

### **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: 14.08.23**

**Review date: 14.08.24**

### **33. 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: 14.08.23**

**Review date: 14.08.24**

## **34. 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 a drawer in the reception area. Regular spot checks are made to ensure no member of staff has their mobile phone in their bags or coats. 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 mobile 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 mobile 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.

### **Smart Watches**

If staff have a smart watch they are allowed to wear it in the setting; however they cannot answer any messages during their working hours (only during break times) and the smart watch must be on airplane mode and on silent.

#### **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 Blossom for the online learning journeys of all children in the setting. Blossom 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 Blossom application for staff to use. Blossom 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 Blossom application. The iPad is password protected to stop anyone accessing any internet site except Blossom, 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: 14.08.13**

**Review date: 14.08.24**

### **35. 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: 14.08.23**

**Review date: 14.08.24**

### **36. 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: 14.08.23**

**Review date: 14.08.24**



### 37. 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: 14.08.23**

**Review date: 14.08.24**

### **38. 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: 14.08.23**

**Review date: 14.08.24**

### 39. 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: 14.08.23**

**Review date: 14.08.24**

#### **40. 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: 14.08.23**

**Review date: 14.08.24**

## 41. 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: 14.08.23**

**Review date: 14.08.24**

## 42. 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 Ruth Douglas** 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:

1. Use positive language when interacting with all adults and children.
2. Consider children's ages and stages of development when identifying and implementing strategies to manage behaviour.
3. 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.
4. Ensure that, where reasonable, there are enough popular toys, resources and sufficient activities available so that all children are meaningfully occupied.
5. Praise and celebrate considerate and positive behaviours such as kindness or willingness to share by giving public praise, sharing achievements with parents, stickers, etc.
6. 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).
7. 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.
8. 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.
9. 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).
10. Work in partnership with parents and carers to identify and together resolve any underlying causes for negative behaviour (see Partnership with Parents Policy).
11. 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)*.
12. 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.
13. 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.
14. 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.
15. When addressing behaviour concerns we will always:
16. Seek information from parents/carers and discuss with them behaviour issues, strategies and actions to promote positive behaviour, as concerns arise.
17. With parental advice, we will seek advice as necessary from other agencies, particular the Early Years and Childcare Service (EYCS) Inclusion Team.
18. 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.

19. We will not accept and will actively challenge any adults in the setting who:
20. Use negative labels such as 'naughty' or 'silly'.
21. 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
22. Use approaches intended to single out and humiliate children.
23. Shout or use raised voices in a threatening way in response to children's negative behaviour.

**Date: 14.08.23**

**Review date: 14.08.24**

### 43. Public Health Exclusions

This guidance refers to public health exclusions to indicate the time period an individual should not attend a setting to reduce the risk of transmission during the infectious stage. This is different to 'exclusion' as used in an educational sense.

Infection	Exclusion period	Comments
Athlete's foot	None	Children should not be barefoot at school (for example in changing areas) and should not share towels, socks or shoes with others.
Chickenpox	At least 5 days from onset of rash and until all blisters have crusted over	Pregnant staff contacts should consult with their GP or midwife
Cold sores (herpes simplex)	None	Avoid kissing and contact with the sores
Conjunctivitis	None	If an outbreak or cluster occurs, Consult your local health protection team (HPT)
Respiratory infections including coronavirus (COVID-19)	Children and young people should not attend if they have a high temperature and are unwell Children and young people who have a positive test result for COVID-19 should not attend the setting for 3 days after the day of the test	Children with mild symptoms such as runny nose, and headache who are otherwise well can continue to attend school.
Diarrhoea and vomiting	Staff and students can return 48 hours after diarrhoea and vomiting have stopped	If a particular cause of the diarrhoea and vomiting is identified there may be additional exclusion advice for example E. coli STEC and hep A For more information see chapter 3
Diphtheria*	Exclusion is essential. Always consult with your <a href="#">UKHSA HPT</a>	Preventable by vaccination. Family contacts must be excluded until cleared to return by your local HPT
Flu (influenza) or influenza like illness	Until recovered	Report outbreaks to your local HPT For more information see chapter 3
Glandular fever	None	
Hand foot and mouth	None	Contact your local HPT if a large number of children are affected. Exclusion may be considered in some circumstances
Head lice	None	

Infection	Exclusion period	Comments
Hepatitis A	Exclude until 7 days after onset of jaundice (or 7 days after symptom onset if no jaundice)	In an outbreak of Hepatitis A, your local HPT will advise on control measures
Hepatitis B, C, HIV	None	Hepatitis B and C and HIV are blood borne viruses that are not infectious through casual contact. Contact your <a href="#">UKHSA HPT</a> for more advice
Impetigo	Until lesions are crusted or healed, or 48 hours after starting antibiotic treatment	Antibiotic treatment speeds healing and reduces the infectious period
Measles	4 days from onset of rash and well enough	Preventable by vaccination with 2 doses of MMR Promote MMR for all pupils and staff. Pregnant staff contacts should seek prompt advice from their GP or midwife
Meningococcal meningitis* or septicaemia*	Until recovered	Meningitis ACWY and B are preventable by vaccination. Your local HPT will advise on any action needed
Meningitis* due to other bacteria	Until recovered	Hib and pneumococcal meningitis are preventable by vaccination. Your <a href="#">UKHSA HPT</a> will advise on any action needed
Meningitis viral	None	Milder illness than bacterial meningitis. Siblings and other close contacts of a case need not be excluded
MRSA	None	Good hygiene, in particular handwashing and environmental cleaning, are important to minimise spread. Contact your <a href="#">UKHSA HPT</a> for more information
Mumps*	5 days after onset of swelling	Preventable by vaccination with 2 doses of MMR. Promote MMR for all pupils and staff
Ringworm	Not usually required	Treatment is needed
Rubella* (German measles)	5 days from onset of rash	Preventable by vaccination with 2 doses

Infection	Exclusion period	Comments
		of MMR. Promote MMR for all pupils and staff. Pregnant staff contacts should seek prompt advice from their GP or midwife
Scabies	Can return after first treatment	Household and close contacts require treatment at the same time
Scarlet fever*	Exclude until 24 hours after starting antibiotic treatment	A person is infectious for 2 to 3 weeks if antibiotics are not administered. In the event of 2 or more suspected cases, please contact your UKHSA HPT
Slapped cheek/Fifth disease/Parvovirus B19	None (once rash has developed)	Pregnant contacts of case should consult with their GP or midwife
Threadworms	None	Treatment recommended for child and household
Tonsillitis	None	There are many causes, but most cases are due to viruses and do not need or respond to an antibiotic treatment
Tuberculosis* (TB)	Until at least 2 weeks after the start of effective antibiotic treatment (if pulmonary TB Exclusion not required for non-pulmonary or latent TBinfection Always consult your local HPT before disseminating information to staff, parents and carers	Only pulmonary (lung) TB is infectious to others, needs close, prolonged contact to spread Your local HPT will organise any contact tracing
Warts and verrucae	None	Verrucae should be covered in swimming pools, gyms and changing rooms
Whooping cough (pertussis)*	2 days from starting antibiotic treatment, or 21 days from onset of symptoms if no antibiotics	Preventable by vaccination. After treatment, non- infectious coughing may continue for many weeks. Your local HPT will organise any contact tracing

\*denotes a notifiable disease. Registered medical practitioners in England and Wales have a statutory duty to notify their local authority or UKHSA health protection team of suspected cases of certain infectious diseases.

All laboratories in England performing a primary diagnostic role must notify UKHSA when they confirm a notifiable organism.

The NHS website has a [useful resource](#) to share with parents.

**Date: 14.08.23**

**Review date: 14.08.24**

#### **44. 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: 14.08.23**

**Review date: 14.08.24**



**45. 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: 14.08.23**

**Review date: 14.08.24**

## 46. Record Retention and Disposal Policy

### Children's Records

#### Children's information/records

Operational records are to be kept for *at least* six years from the date of the record. (*The period of time within which a parent could make a contractual claim*). These records include terms and conditions/contractual agreements. Children's records including parental permission, medication forms, health care plans, attendance, safeguarding logs, accident and incident forms will be held until the child reaches 25 years of age.

#### Records relating to individual children

Records relating to individual children e.g. speech and language referrals/reports will be passed on to the next setting or school, following our Local Authority's protocols for transition and sharing of sensitive records. We will only file and keep records that have been written by us (e.g. reports and 'Assess, Plan, Do, Review' documents.) after the child has left.

#### Pre-existing injuries and accidents

Children's safeguarding logs/'bumps and bruises' reports will be kept until the child reaches 25 years old, due to their relevance to child protection.

#### Records of reportable death, injury, disease or dangerous occurrences

Any records of reportable death, injury, disease or dangerous occurrences will be held until the child reaches 21 years + 3 months as these incidents could result in potential negligence claims, or evolve into a more serious health condition.

*Types of accidents include fractures, broken limbs, serious head injuries or where the child is hospitalised.*

#### How children's records are stored

Children's information files will be stored in a lockable cabinet. Children's development records (learning journals) are stored on an online database, *Blossom Journal*. The system is password protected and GDPR compliant. Children's learning records are kept since the last Ofsted inspection so that there is a paperwork trail if the inspector needs to see it. Parents will have access to their children's assessments online and accounts will be de-activated 3 months after their child has left, allowing them the chance to retrieve assessments and information.

### Staff Records

#### How long staff personnel records are stored for

Staff personnel records are kept for 6 years after the staff member has left. (Wage/salary records will be kept 6 years after the end of the tax year to which they are related. Redundancy details will be kept for 6 years from the date of redundancy.)

DBS check certificates are not to be kept for longer than six months after they have been carried out. Once a decision has been made about recruiting a member of staff, the DBS certificate will be destroyed after the appropriate information has been obtained from the certificate - this applies to the employee's name, date of birth, reference number, date of issue and recorded offences on the certificate. DBS information will be stored on a secure online database and access to this information is limited to only those who are entitled to see the information as part of their

working duties. Beaconsfield childcare complies fully with the code of practice regarding the correct handling, use, storage, retention and disposal of certificates and certificate information.

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

*Government Guidance - **Handling of DBS certificate information** - Updated 4 July 2018 (gov.uk)*

Staff files are stored in a non-portable lockable filing cabinet with only the manager and director holding keys to access.

#### Access to records

In-line with GDPR, all records have designated person/location in relation to the business area/roles and responsibilities. Children's files, and personnel files are only accessed when necessary and by the appropriate person. All records and documents have been accounted for using GDPR data mapping by the Directors.

#### How records are destroyed

Children's online journals are 'de-activated' until the next Ofsted Inspection. Following this they will be deleted.

Children and staff's paper records are shredded.

#### Visitors books

Visitors books are kept for 25 years as part of the child protection trail.

**Date: 14.08.23**

**Review date: 14.08.24**

#### **47. 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: 14.08.23**

**Review Date: 14.08.24**

#### 48. Safeguarding and Child Protection Policy

This policy includes:

- A. Modern Slavery & Human Trafficking Policy
- B. Prevent Duty & Radicalisation Policy
- C. Domestic Abuse, Honour Based Abuse & Forced Marriage Policy
- D. Safe Recruitment of Staff Policy
- E. Suitability of Staff Policy
- F. Safeguarding & Child Protection Policy

We follow all local authority guidance and have regard to the documents below:

[Working Together to Safeguard Children 2018 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

[Revised Prevent duty guidance: for England and Wales - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

['Keeping Children Safe in Education 2022'](#)

Continuum of Need Document (replaced Threshold Document), Bucks Early Year's Guidance & flow chart -

[The Continuum of Need - Buckinghamshire Safeguarding Children Partnership](#)

## A. Modern Slavery & Human Trafficking Policy

EYFS: 3.1-3.8

### **Legislation**

The Modern Slavery Act, received Royal Assent on 26 March 2015. The act consolidates slavery and trafficking offenses and introduces tougher penalties and sentencing rules.

### **Background**

Child trafficking and modern slavery is becoming a more frequent form of child abuse. Children are recruited, moved, transported and then exploited, forced to work or are sold on.

Modern slavery is a term that covers:

- Slavery
- Servitude and forced or compulsory labour
- Human trafficking.

Victims of modern slavery are also likely to be subjected to other types of abuse such as physical, sexual and emotional abuse. This policy should be used alongside the following policies to ensure all children, staff, parents and visitors are fully safeguarded:

- Safeguarding and child protection
- Whistleblowing
- Equality and inclusion

For an adult or child to have been a victim of human trafficking there must have been:

- *Action* (e.g. recruitment, transportation, transfer, harbouring or receipt of a child for the purpose of exploitation)
- *Means* (threat or use of force, coercion, abduction, abuse of power or vulnerability) There does not need to be "means" for children as they are not able to give informed consent
- *Purpose* (e.g. sexual exploitation, forced labour or domestic servitude, slavery, financial exploitation, illegal adoption, removal of organs).

### **Signs of abuse**

Action should be taken if they appear to have some of these possible signs including; under the control of someone else and reluctant to interact with others, the victim has few personal belongings and wear the same clothes every day or wear unsuitable clothes for work. The victim is not able to move around freely and is reluctant to talk to strangers or the authorities including appearing frightened, withdrawn, or show signs of physical or psychological abuse.

### **Procedure**

When a concern is raised about slavery or trafficking then we will follow our safeguarding procedure. If the child (or adult) is at risk of immediate harm then the police will be called, otherwise the local authority will be contacted and the referral process will be followed as per the safeguarding procedure.

If we suspected and it wasn't possible to have a confidential conversation, we wouldn't confront them or cause a scene, as this will likely lead to increased harm for them. Instead we would inform the relevant authorities, or organisations, working in the field.

If you are in the UK and suspect someone might be in slavery, you have several options:

- Call the Modern Slavery Helpline on 08000 121 700 or fill out an online form.
- Contact Crimestoppers on 0800 555 111
- Contact the Police or local children social care teams.

## B. Prevent Duty & Radicalisation Policy

EYFS: 3.1-3.8-

The Prevent Officer at Brindley House is Sam Welsh.

### **Extremism - the Prevent Duty**

Working Together to Safeguard Children (2018) defines extremism. It states "*Extremism goes beyond terrorism and includes people who target the vulnerable - including the young - by seeking to sow division between communities on the basis of race, faith or denomination; justify discrimination towards women and girls; persuade others that minorities are inferior; or argue against the primacy of democracy and the rule of law in our society.*"

*Extremism is defined in the Counter Extremism Strategy 2015 as the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. We also regard calls for the death of members of our armed forces as extremist"*

Under the Counter-Terrorism and Security Act 2015 we have a duty to safeguard at risk or vulnerable children under the Counter-Terrorism and Security Act 2015 to have "due regard" to the need to prevent people from being drawn into terrorism and refer any concerns of extremism to the police (If you are in a Prevent priority areas the local authority will have a Prevent lead who can also provide support, add contact details here).

Children can be exposed to different views and receive information from various sources. Some of these views may be considered radical or extreme. Radicalisation is the way a person comes to support or be involved in extremism and terrorism. It's a gradual process so young people who are affected may not realise what's happening.

Radicalisation is a form of harm. The process may involve:

- Being groomed online or in person
- Exploitation, including sexual exploitation
- Psychological manipulation
- Exposure to violent material and other inappropriate information
- The risk of physical harm or death through extremist acts.

Alongside this we will be alert to any early signs in children and families who may be at risk of radicalisation, on which we will act and document all concerns when reporting further.

The NSPCC states that signs of radicalisation may be:

- isolating themselves from family and friends
- talking as if from a scripted speech
- unwillingness or inability to discuss their views
- a sudden disrespectful attitude towards others
- increased levels of anger
- increased secretiveness, especially around internet use.



We will tackle radicalisation by:

- Training all staff to understand what is meant by the Prevent Duty and radicalisation
- Ensuring staff understand how to recognise early indicators of potential radicalisation and terrorism threats and act on them appropriately in line with national and local procedures
- Make any referrals relating to extremism to first response and the police (or the Government helpline) in a timely way, sharing relevant information as appropriate
- Ensure our nursery is an inclusive environment, tackle inequalities and negative points of view and teach children about tolerance through British Values
- Using the Government document Prevent Duty Guidance for England and Wales 2015.<sup>2</sup>

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<sup>2</sup> <https://www.gov.uk/government/publications/prevent-duty-guidance>

## C. Domestic Abuse, Honour Based Abuse & Forced Marriage Policy

EYFS: 3.1 - 3.8

This policy should be read alongside our:

- Safeguarding Children/Child Protection Policy
- Data Protection and Confidentiality
- GDPR Privacy Notice.

The cross-government definition of domestic violence and abuse is:

*'any incident or pattern of incidents of controlling, coercive, threatening behaviour, 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; and emotional'.*

Domestic abuse can happen to anyone regardless of gender, age, social background, religion, sexuality or ethnicity, and domestic abuse can happen at any stage in a relationship.

We aim to develop staff knowledge of recognising the signs and symptoms of domestic abuse. These signs may include:

- Changes in behaviour: for example, becoming very quiet, anxious, frightened, tearful, aggressive, distracted, depressed etc.
- Visible bruising or single, or repeated, injury with unlikely explanations
- Change in the manner of dress: for example, clothes that do not suit the climate which may be used to hide injuries
- Partner or ex-partner stalking employee/parent in or around the workplace; this may include excessive phone calls or messages
- Partner or ex-partner exerting an unusual amount of control or demands over work schedule
- Frequent lateness or absence from work.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children.

Signs that children may have witnessed domestic abuse include:

- Anxiety
- Regressive behaviours
- Constant or regular sickness, such as colds or headaches
- Difficulties with concentration
- Emotional and behavioural difficulties
- Withdrawal
- Low self-esteem.

We will raise awareness of domestic abuse within our setting by:

- Ensuring all staff can identify the signs and symptoms of domestic abuse and know how to report concerns
- Sharing information with external organisations that can offer support with incidents of domestic abuse. The information will be displayed in visible spaces within the setting
- Providing all stakeholders with the telephone number for the free 24-hour National Domestic Abuse Helpline (0808 2000 247)
- Sharing our domestic abuse policy and Child Protection and Safeguarding policies with all stakeholders.

If we are concerned that domestic abuse is happening within a home and a child is at risk, we will follow our safeguarding policies' reporting procedures (see Safeguarding & Child Protection policy) and contact first response.

Where incidents of domestic abuse are shared by an employee or parent/carer, we will respect confidentiality at all times and not share information without their permission. However, we will share this information, without permission, in cases of child protection or where we believe there is an immediate risk of serious harm to the person involved.

### **Honour based abuse**

Honour based abuse (HBA) can be described as 'a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour'; such as being held against their will, sexual or psychological abuse, threats of violence, assault or forced marriage.

Such abuse can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code. It is a violation of human rights and may be a form of domestic and/or sexual abuse. There is no honour or justification for abusing the human rights of others.

We aim to develop staff knowledge of recognising the signs and symptoms of HBA. These signs may include:

- Changes in how they dress or act, they may stop wearing 'western' clothing or make-up
- Visible injuries, or repeated injury, with unlikely explanations.
- Signs of depression, anxiety or self-harm
- Frequent absences
- Restrictions on friends or attending events.

We will raise awareness of domestic abuse within our setting by:

- Sharing information with external organisations that can offer support with incidents of HBA. The information will be displayed in visible spaces within the setting
- Sharing our HBA, child protection and safeguarding policies with all stakeholders.

Where incidents of HBA are shared by an employee or parent/carer, we will respect confidentiality at all times and not share information without their permission. However, we will

share this information without permission in cases of child protection, or where we believe there is an immediate risk of serious harm to the person involved.

### **Forced Marriage**

A forced marriage is defined as 'a marriage in which one, or both spouses, do not consent to the marriage but are coerced into it. Duress can include physical, psychological, financial, sexual and emotional pressure. In the cases of some vulnerable adults who lack the capacity to consent, coercion is not required for a marriage to be forced'.

If we suspect or receive information about a forced marriage being planned, then we will follow our safeguarding reporting procedures. If the person concerned is under the age of 18 years then we will report the incident to the children's social care team.

If we believe a person is in imminent danger of being forced into a marriage, we may contact the Police and the Governments Forced Marriage Unit (FMU) on 020 7008 0151.

## **D. Safe Recruitment of Staff Policy**

EYFS: 3.9 - 3.26

At Brindley House Childcare Centre we are vigilant in our recruitment procedures aiming to ensure that all people working looking after children are suitable to fulfil the requirements of their role. We have effective systems in place to ensure that practitioners and any other person who may have regular contact with children are suitable.

We follow this procedure each and every time we recruit a new member of staff to join our team.

### **Legal requirements**

- We abide by all legal requirements relating to safe recruitment set out in the Statutory Framework for the Early Years Foundation Stage (EYFS) and accompanying regulations including our legal responsibilities under the Equality Act 2021.
- We also follow any requirements or guidance given by the Disclosure and Barring Service (DBS) in relation to carrying out checks; and abide by the employer's responsibilities relating to informing the DBS of any changes to the suitability of their staff, whether this member of staff has left the nursery or is still under investigation. Please refer to the child protection/safeguarding policy for further information.

### **Advertising**

- We use our website, recruitment websites, our Facebook page, recruitment agencies, to advertise for any vacancies.
- We ensure that all recruitment literature includes details of our equal opportunities policy and our safe recruitment procedures; including an enhanced DBS check and at least two independent references for every new employee. We also include the requirement for an additional criminal records check (or checks if more than one country) for anyone who has lived or worked abroad.

### **Interview stage**

- We shortlist all suitable candidates against a pre-set specification and ensure all applicants receive correspondence regardless of whether they are successful in reaching the interview stage or not.
- All shortlisted candidates receive a job description, a person specification, an equal opportunities monitoring form and a request for identification prior to the interview.
- The manager decides the most appropriate people for the interview panel. There will be at least two people involved and both are involved in the overall decision making.
- At the start of each interview all candidates' identities are checked using, for example, their passport and/or photo card driving licence. All candidates are required to prove they are eligible to work in the UK. The interview will also cover any gaps in the candidate's employment history.
- All candidates reaching the interview stage are questioned using the same set criteria and questions. These cover specific areas of childcare, including safeguarding the children in their care, planning suitable activities to enhance the child's development and their understanding of the legal frameworks applied to childcare and used in the nursery. The questions are value based and will ensure the candidate has the same values as the nursery with regards to the safety and welfare of the children in their care.

- Candidates will be given a score for their answers including a score for their individual experience and qualifications.
- Every shortlisted candidate will be asked to take part in a supervised practical exercise which will involve spending time in a particular age group in the nursery interacting with the children, staff and where appropriate parents.
- The manager and deputy will then select the most suitable person for this position based on these scores and their knowledge and understanding of the early years' framework as well as the needs of the nursery.
- Every candidate will receive communication from the nursery stating whether they have been successful or not. Unsuccessful candidates are offered feedback..

### Starting work

- The successful candidate will be offered the position subject to at least two references from previous employment or, in the case of a newly qualified student, their tutor and a personal or professional reference. These references will be taken up BEFORE employment commences. This may be verbal initially and then followed up with a written reference which will form part of their personnel file.
- The successful candidate will be asked to provide proof of their qualifications, where applicable. All qualifications will be checked and copies taken for their personnel files where applicable.
- Prior to employment but after the job has been offered a health check questionnaire will be given to the employee and its results will be taken into account in making an overall decision about suitability. The nursery reserves the right to take any further advice necessary in relation to a person's physical and mental fitness to carry out their role. Please see the absence management policy for more details about how the nursery manages health problems including access to medical records.
- All new starters, other than those who have registered for the continuous updating service (see below), will be subject to an enhanced Disclosure and Barring Service (DBS) check. This will be initiated before the member of staff commences work in the nursery and they will not have unsupervised access to any child or their records before this check comes back clear. Further to this, the new starter will not be allowed to take photographs of any child, look at their learning and development log or change the nappy of any child without an up-to-date enhanced DBS check (whether supervised or not).
- An additional criminal records check (or checks if more than one country) should also be made for anyone who has lived or worked abroad.
- The nursery will record and retain details about the individual including staff qualifications, identity checks carried out and the vetting process completed. This will include the disclosure and barring service reference number, the date the disclosure was obtained and details of who obtained it. The nursery will not retain copies of the disclosure itself once the employment decision is taken.
- There may be occasions when a DBS check is not clear but the individual is still suitable to work with children. This will be treated on an individual case basis and at the manager's/owner's discretion taking into account the following:
  - seriousness of the offence or other information.
  - accuracy of the person's self-disclosure on the application form.
  - nature of the appointment including levels of supervision.
  - age of the individual at the time of the offence or other information.
  - the length of time that has elapsed since the offence or other information.
  - relevance of the offence or information to working or being in regular contact with children.

- If the individual has registered on the DBS system since 17 July 2013, managers may use the update service with the candidate's permission instead of carrying out an enhanced DBS check.
- New starters are required to sign (either application form, contract or separate form) to state that they have no criminal convictions, court orders or any other reasons that disqualify them from working with children or unsuitable to do so.
- All new members of staff will undergo an intensive induction period during which time they will read and discuss the nursery policies and procedures.
- During their induction period all new staff will receive training on how to safeguard children in their care and follow the Safeguarding Children/Child Protection policy and procedure, emergency evacuation procedures, equality policy and health and safety issues.
- The new member of staff will have regular meetings with the line manager and the nursery manager during their induction period to discuss their progress, support required and/or further training and professional development opportunities.

### **Ongoing support and checks**

- All staff are responsible for notifying the manager in person if any there are any changes to their circumstances that may affect their suitability to work with children (staff suitability status will also be checked through their performance reviews). This includes any incidents occurring outside the nursery. Staff will face disciplinary action should they fail to notify the nursery manager, or a deputy manager **immediately**.
- All members of staff will update a health questionnaire on an annual basis to ensure management have a good knowledge of any changes that may require support or additional resources to aid them to carry out their day-to-day duties. This will also be discussed at staff supervisions/review meetings. Management may require this more regularly where health circumstances change. There are more details about how the nursery deals with any health problems in the absence management policy
- The nursery manager and operations director will review any significant changes to an individual's circumstances that may suggest they are no longer suitable to work with children and take appropriate action to ensure any unsuitable or potentially unsuitable employee does not have unsupervised contact with children until the matter is resolved. Please see the Disciplinary Policy for further details.
- Every member of staff will have two meetings a year with the manager: a formal appraisal and a more informal review. This will provide an opportunity for the manager and member of staff to discuss training needs for the following six months as well as evaluate and discuss their performance in the previous six months.
- The manager, deputy and room leaders will be responsible for any support the staff team may have between these reviews. This includes mentor support, one-to-one training sessions, ongoing supervision, work-based observations and constructive feedback.
- The nursery will provide appropriate opportunities for all staff to undertake professional development and training to help improve the quality of experiences provided for children.

## E. Suitability of Staff Policy

EYFS: 3.9-3.18, 3.20-3.26

At Brindley House Childcare Centree are committed to ensuring that all staff, including students, volunteers and any agency/supply staff are suitable to fulfil the requirements of their role in order to work with or be in regular contact with children. We have effective systems in place to ensure that this includes making a decision about suitability, as part of the recruitment process and monitoring continued suitability, as part of regular staff and/or student supervision.

The nursery manager is responsible for ensuring that all staff and students have an enhanced check with the Disclosure and Barring Service (DBS), and that the results of such a check are assessed as part of a decision on suitability. Where possible staff will have the checks completed prior to starting employment. However, if there are delays in checks coming through, as a last resort staff may work in the nursery before these checks are completed but they must be supervised at all times by staff who already hold an enhanced check and the check has been applied for.

All nursery staff will be informed of any staff awaiting enhanced DBS clearance.

Staff awaiting these checks will **never**:

- Be left unsupervised whilst caring for children
- Take children for toilet visits unless supervised by staff holding an enhanced check
- Change nappies
- Be left alone in a room or outside with children
- Administer medication
- Administer first aid
- Take photographs of any children
- Be involved in looking at a child's learning and development log, but can contribute to it
- Have access to children's personal details and records.

While adhering to the above list, we recognise that it is vital that the staff member awaiting an enhanced disclosure is made to feel part of the team and we support them in participating fully in every other aspect of the nursery day.

We recognise that the enhanced DBS disclosure is only one part of a suitability decision and nursery management will ensure every individual working with a child goes through a vigorous recruitment and induction procedure (as laid out in the safe recruitment policy). We will also ensure they receive continuous support, training and supervision from management in order to provide a safe, secure and healthy environment for all children in the nursery. We act on any information that comes to our attention that suggests someone may no longer be suitable for their role.

All students will also receive an interview to ensure they are suitable for the nursery and an induction process to ensure they fully understand and are able to implement the nursery procedures, working practices and values. All students will be fully supervised to ensure they receive the appropriate support, training and information they may require.



We request confirmation that all necessary checks have been completed by the agency before using any supply/agency staff. We have a short induction prior to them working with the children. It is our policy that all agency/supply staff are fully supervised and not left alone with children.

Once checks are obtained we record the criminal records check reference number, the date the check was obtained and details of who obtained it. We also collect this information for any agency/supply staff prior to using them.

## **F. Safeguarding & 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 to complete safeguarding training that enables them to recognise signs of potential abuse and neglect. Staff will update this training every three years and the designated safeguarding leads will update training on a two-year basis.
- 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 **Sam Welsh**. 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 Sam is unavailable or you have concerns about Sam then the staff must go to the 2<sup>nd</sup> designated lead who is Wallis Harley or the 3<sup>rd</sup> designated lead who is Sarah Fahey.

If there are concerns regarding Wallis Harley 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 disabled 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.
- The continuum of need document would be referenced, and the four levels would be referenced. This is also available for all staff in the rooms, office and staff rooms.

### **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.

**Date: 14.08.23**

**Review date: 14.08.24**

**Safeguarding is everyone's responsibility.**



## **Buckinghamshire Early Years Service**

# **Safeguarding and Child Protection Guidance for Childcare Providers**

**September 2023**

Safeguarding is everyone's responsibility.

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## **Safeguarding is everyone's responsibility.**

### **Introduction**

This document provides important information and guidance that can support **all** providers of early education, childcare and home-based childcare in meeting their responsibilities for safeguarding children, including;

- Early Years practitioners including childminders and assistants
- Out of school providers including those that offer Holiday Activities and Food programme (HAF)
- Volunteers
- Apprentices
- Work experience / students
- Agency workers
- Bank staff including lunch cover
- Registered persons including voluntary management organisations

As a provider you have a critical role to play in safeguarding children and young people, serving some of 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 the following documents:

### **Working Together to Safeguard Children 2018 updated July 2022 (WTtSC18)**

This has been 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 should be done in partnership and by individuals to keep children safe. To access the document go to [Working Together to Safeguard Children 2018 \(WTtSC18\)](#)

### **What to do if you're Worried a child is being Abused? 2015**

This offers non statutory guidance and advice to help practitioners identify child abuse and neglect and take appropriate action in their response. To access the document go to [What to do if you're Worried a child is being Abused? 2015](#)

### **Statutory Framework for the Early Years Foundation Stage & Childcare Register**

Early years providers have a duty under section 40 of the Childcare Act 2006 to comply with the safeguarding and welfare requirements as well as the learning and development and assessment arrangement of this document. To access the document go to [EYFS Statutory framework for the early years foundation stage 2023](#). It is essential that all providers refer to the requirements of the [Childcare Register](#), and the statutory framework for the Early Years Foundation Stage, to ensure they meet the appropriate minimum registration requirements.

### **Keeping Children Safe in Education (2023)**

Schools must comply with [Keeping children safe in education - GOV.UK \(www.gov.uk\)](#). Other childcare providers will find it useful to refer to.

### **Education Inspection Framework**

**Safeguarding is everyone's responsibility.**

Ofsted's education inspection framework (EIF) applies to maintained schools and academies, non-association independent schools, early years settings, further education and skills providers, prisons and young offender institutions and early years settings. [Education inspection framework - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/education-inspection-framework)

### **Prevent Duty**

Providers must have a named officer for Prevent Duty and must have regard for: [The Prevent Duty Guidance for England and Wales.](#)

**This information was correct at the date of publication.**



## Early Years providers

### Working Together to Safeguard Children 2018 updated July 22 (WTtSC18)

Early years providers must ensure that:

- they are alert to any issues of concern in the child's life.
- they have, and implement, a policy and procedures to safeguard children. This must include an explanation of the action to be taken when there are safeguarding concerns about a child and in the event of an allegation being made against a member of staff. The policy must also cover.
  - the use of mobile phones and cameras in the setting,
  - that staff complete safeguarding training that enables them to understand their safeguarding policy and procedures,
  - that staff have up-to-date knowledge of safeguarding issues, and 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 must liaise with local statutory children's services as appropriate. This lead must also complete child protection training.

**NB:** Childminders must take the lead responsibility themselves.

**NB:** All providers must ensure that their safeguarding policy is specific to the procedures in Buckinghamshire, in line with the Buckinghamshire Safeguarding Children Partnership. To ensure your policy meets relevant requirements please see [Writing a Child Protection Policy - Buckinghamshire Safeguarding Children Partnership \(buckssafeguarding.org.uk\)](http://buckssafeguarding.org.uk)

## A child centred approach to Safeguarding

### What is Abuse and Neglect?

Children may be vulnerable to neglect and abuse or exploitation from within their family and from individuals they come across in their day-to-day lives. These threats can take a variety of different forms, including: sexual, physical and emotional abuse; neglect; exploitation by criminal gangs and organised crime groups; trafficking; online abuse; sexual exploitation and the influences of extremism leading to radicalisation. Whatever the form of abuse or neglect, practitioners should put the needs of children first when determining what action to take.

**Working Together to Safeguard Children 2018 updated July 22 (WTtSC18)** defines abuse as: A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.

A helpful explanation of the different kind of abuse is available if you go to WTtSC 18 Glossary (Page 106)



## Specific Safeguarding Issues

### Radicalisation

Providers must have regard to the [Prevent Duty guidance for England and Wales 2015](#) (last updated 2021) In order to fulfil this duty and meet OFSTED requirements relating to this, go to [Inspecting safeguarding in early years, education and skills settings - GOV.UK \(www.gov.uk\)](#) Ofsted information. 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.

To assist implementation of the duty in section 26 of the Counter-Terrorism and Security Act 2015, a free [Prevent e-learning training package](#) is available. This is introductory training. It provides a foundation on which to develop further knowledge around the risks of radicalisation and the roles involved in supporting those at risk.

### Child Sexual Exploitation

This 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. Go to [Child Sexual Exploitation DfE](#)

### Domestic Abuse

Domestic Abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, 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

Go to [Domestic Abuse](#) website for further information.

### 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. Go to [Mandatory reporting of female genital mutilation: procedural information - GOV.UK \(www.gov.uk\)](#) for further information. To access free training go to <http://www.fgmelearning.co.uk/>

## County Lines

County lines is a form of criminal exploitation in which gangs groom and manipulate children and vulnerable adults recruiting them as runners to store and transport drugs, weapons and cash into smaller towns and rural areas across the country, using dedicated mobile phone lines or other form of “deal line”. This crime is often associated with other serious crimes such as sexual exploitation, violence, money laundering, modern slavery and human trafficking. They will often use coercion, intimidation, violence (inc. sexual violence) and weapons to control the victims. For further information go to: [Criminal exploitation of children and vulnerable adults: county lines - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/criminal-exploitation-of-children-and-vulnerable-adults-county-lines)

Safeguarding action may also be needed to protect children and learners from:

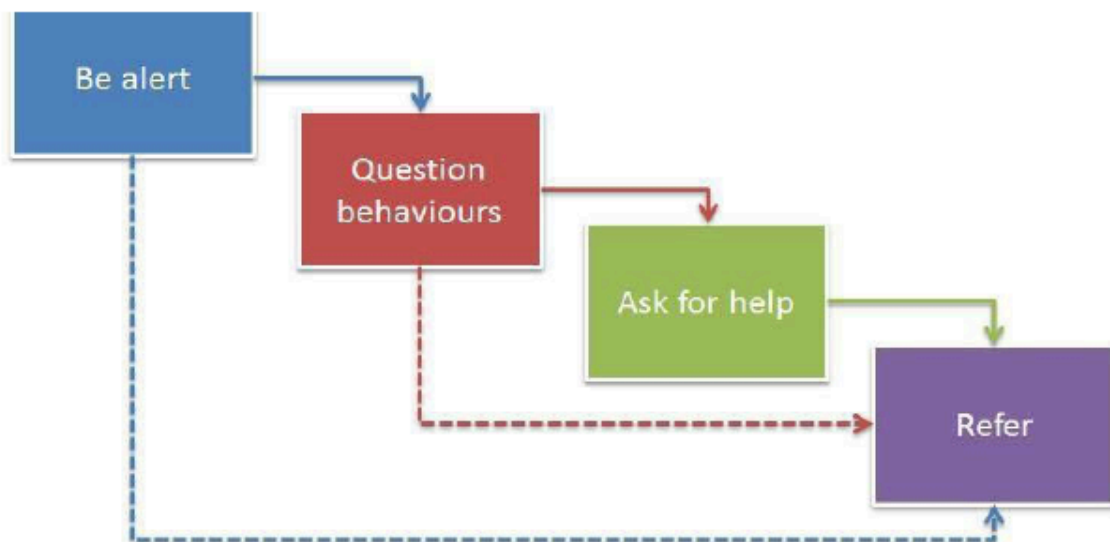
- bullying, including online bullying and prejudice-based bullying
- learner to learner
- racist, disability and homophobic or transphobic abuse
- gender-based violence/violence against women and girls
- serious youth violence, particularly affecting children and young adults who have been excluded, have experienced trauma and have been involved in offending
- so-called honour-based violence
- sexual harassment and online sexual abuse between children and learners. Online abuse can include sending abusive, harassing and misogynistic messages; sharing nude and semi-nude images and videos; and coercing others to make and share sexual imagery
- sexual violence between children and learners
- upskirting (taking a picture of someone’s genitals or buttocks under their clothing without them knowing, either for sexual gratification or in order to humiliate or distress the individual. It is a criminal offence)
- child sexual exploitation and trafficking
- child criminal exploitation, including county lines
- risks linked to using technology and social media, including online bullying; the risks of being groomed online for exploitation or radicalisation; and risks of accessing and generating inappropriate content, for example youth produced sexual imagery
- teenage relationship abuse
- substance misuse
- witchcraft
- forced marriage
- fabricated or induced illness
- homelessness
- poor parenting, particularly in relation to babies and young children
- Plus other issues not listed here but that pose a risk to children, learners and vulnerable adults

## Safeguarding Principles and Procedures

Everyone who works with children has a responsibility to keep them safe. 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

Go to [What to do if you're worried a child is being abused - advice for practitioners March 2015](#) which identifies four key steps to follow to help you to identify and respond appropriately to possible abuse and /or neglect as shown below:



It may not always be appropriate to go through all the stages sequentially.

### **What to do if you have concerns about a child**

All adults caring for children have a responsibility to identify and respond to any concerns regarding their safety and welfare.

If a child reports that they are being abused or neglected following a conversation you have initiated or otherwise, you should:

- listen carefully to what they are saying,
- take their allegation seriously and let them know they have done the right thing in telling you
- don't make promises but reassure them that you will take action to keep them safe.
- Do not ask leading questions. If it is necessary to seek further clarification, staff can ask open questions such as What? When? Who? How? Where?
- Record the disclosure in the child's words using internal processes i.e. safeguarding concerns log
- You should inform and discuss your concerns/disclosure with the designated safeguarding lead.

You will need to decide the most appropriate action to take, depending on the circumstances of the case and the seriousness of the child's allegation or concern.

## Early Help

Early help is an approach that supports the identification of and response to emerging problems that children, young people and their families face at any point in their lives. It is a way of working that supports families to overcome these challenges and avoids things becoming worse and having long-lasting, negative consequences that are harder to resolve. Timely and flexible support is evidentially better for children and families, it prevents escalation and is as a result, more cost effective.

Early help is provided through a range of different services: universal (which are open to all), targeted provision, and specialist services. It is also embedded in communities where provision is available to families through informal support, local networks and voluntary activity which add real capacity and value to our collective early help offer.

Effective early help relies on a partnership approach with local organisations and agencies working together to:

- Reflect the Government guidance in Working Together to Safeguard Children document.
- Identify children and families who would benefit from early help.
- Undertake an assessment of the family or child's needs for early help.
- Provide appropriate targeted early help services to address the assessed needs of a child and their family, which focuses on activity to significantly improve the outcomes for the child.

Early help in Buckinghamshire consists of all the support available to children and families at levels 1, 2 and 3 of the Buckinghamshire Safeguarding Children Partnership's Continuum of Need document. It also enables children and young people moving away from statutory support (level 4), to sustain the progress they have achieved and promote their increasing independence.

The partnership approach enables support to be provided at all levels of this continuum, from universal and preventative services to more targeted work with families with identified need or who are already known to services. The different organisations making up the Early Help Partnership enable a varied offer to be provided to children and families in Buckinghamshire. These organisations include voluntary and community sector partners as well as Council, Health, Police and other community services.

## Multi Agency Safeguarding Hub

The Buckinghamshire Multi-Agency Safeguarding Hub (MASH) co-locates key partners to improve the initial response to safeguarding concerns in relation to children and vulnerable adults.

Partners include representatives from Buckinghamshire Council, Social Workers, Thames Valley Police, Health and other professionals.

In Buckinghamshire any concerns or referrals relating to a child or young person are managed by Buckinghamshire Council's First Response Team which sits within MASH. Referrals are triaged to determine the urgency of action required and which professionals need to be involved and information shared securely between agencies to enable informed decision making.



## Assessing need and providing help

The Buckinghamshire Safeguarding Children Partnership (BSCP) have published the **Continuum of Need and Guidance** which helps identify when a child may be in need of additional support, and this is described through 4 levels:

- 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



Go to [Buckinghamshire Safeguarding Children Partnership website](#) for more information and to download a copy of this guidance to share with staff/assistants/volunteers and display within your provision.

## Making a referral

**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 of the Threshold is met. This referral can be made by any practitioner by;

Telephone: 01296 383962

Email: [secure-cypfirstresponse@buckinghamshire.gov.uk](mailto:secure-cypfirstresponse@buckinghamshire.gov.uk)

Out of hours number: 0800 999 7677

**Any referral should be confirmed in writing within 24 hours using the on-line [Multi-Agency Referral Form \(MARF\)](#).** When referring a child to First Response, you must make the parents/carers aware and gain consent for level 3 referrals. Where possible you should seek consent for all referrals except where to do so is likely to put the child at risk of further 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.

**If a child is in immediate danger or is at risk of harm you should phone First Response and/or the police to make a referral.**

It is best practice to display the First Response Report a Concern poster in your provision.

[Report-a-concern-poster.pdf \(buckssafeguarding.org.uk\)](https://www.buckssafeguarding.org.uk/report-a-concern-poster.pdf)

## **Escalation**

It is important that professionals should feel that their concerns have been considered. If a professional is unhappy with a decision that has been made regarding a referral, they should be confident in challenging the referral decision. Use the BSCP's [Escalation, Challenge and Conflict Resolution procedure](#) for guidance.

## **Buckinghamshire Safeguarding Children Partnership (BSCP)**

To comply with the Statutory Working Together guidance, the Buckinghamshire Safeguarding Children Partnership (BSCP) replaced the Local Safeguarding Children Boards in September 2019. The Partnership has joint responsibility for safeguarding children and young people and is led by three safeguarding partners:

Buckinghamshire Council  
Thames Valley Police  
Clinical Commissioning Group

All childcare providers in Buckinghamshire must comply with the BSCP guidance in order to meet the statutory duty.

**However, please note the BSCP is a strategic body, it is not operational and must not be contacted if you have concerns regarding children in your care.**

For more detailed information and guidance for professionals please go to the Buckinghamshire Safeguarding Children Partnership (BSCP) website:

[Home - Buckinghamshire Safeguarding Children Partnership \(buckssafeguarding.org.uk\)](https://www.buckssafeguarding.org.uk)

## Managing Allegations

The Buckinghamshire **Local Authority Designated Officer (LADO)** is responsible for overseeing the management of all allegations against people in a position of trust working with children in Buckinghamshire, directly or indirectly, in a paid or voluntary position when that person has or may have:

- Harmed a child
- Committed an offence against a child
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children

The LADO does not complete investigations but is involved in the management and oversight of individual cases; providing advice and guidance to employers and voluntary organisations, and monitoring cases to ensure that they are dealt with as quickly as possible, consistent with a thorough and fair process.

For further information on Managing Allegations against staff and volunteers working with children go to the Buckinghamshire Safeguarding Children Partnership (BSCP) [website](#)

## Contacting the LADO

**If an allegation or a concern is raised about an adult working with children, this must be reported to LADO within 24 hours and Ofsted as soon as possible but within 14 days.** Advice will be given by LADO on the action required and it is important that providers do not investigate until told otherwise, to ensure the matter is handled appropriately.

Telephone: 01296 382 070

Secure email: [secure-lado@buckinghamshire.gov.uk](mailto:secure-lado@buckinghamshire.gov.uk)

Local Authority Designated Officer (LADO) Walton Street Offices, Aylesbury, Buckinghamshire

The LADO office is open from 9am – 5.30pm Monday to Thursday, and from 9am – 5pm on Friday.

OFSTED

Telephone: 0300 123 1231

Email: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

## Registered Childminders

If you are a childminder and employ someone else in a position of trust with children (such as another childminder or an assistant) and you have concerns or an allegation is made about him or her, you must (in your capacity as an employer) contact the LADO via the details above.

If you are a registered childminder working as a sole trader and an allegation is made about you, you should inform **Early Years** and ask to speak to the **Early Years Designated Manager or their deputy** within 24 hours. In the first instance, Early Years will support you and consider whether the allegation meets the Local Authority Designated Officer (LADO) threshold and liaise directly with the LADO as appropriate.

## **Low Level Concerns**

It is important for all providers to have an ongoing culture of vigilance and that there are clear procedures in place for reporting low level concerns, including;

- concerns that are inconsistent with the staff code of conduct
- inappropriate conduct outside of work
- concerns that do not meet the allegations threshold or are otherwise not considered serious enough to consider a referral to the LADO

These low-level concerns must be taken seriously, responded to promptly and should be recorded and kept on file. Advice can be sought from the LADO service or Early Years Safeguarding team.

## **Early Years Service - Safeguarding Team:**

### **Early Years Designated Manager for allegations against the childcare workforce:**

Vanessa Mills

### **Deputy Early Years Designated Managers for allegations against the childcare workforce:**

Tanya Page

Natalie Wrench

For advice or to raise a concern please contact a member of the team:

Designated email account: [eyesafeguarding@buckinghamshire.gov.uk](mailto:eyesafeguarding@buckinghamshire.gov.uk)

Telephone: 01296 387111

## **Safer Recruitment and Suitable people**

"Providers must ensure that people looking after children are suitable to fulfil the requirements of their roles. Providers must have effective systems in place to ensure that practitioners ... are suitable" EYFS 3.9

It is highly recommended that those responsible for recruiting staff should complete safer recruitment training and keep their knowledge up to date. » [Buckinghamshire Council Early Years Training](#)

For further information and detailed guidance on safer recruitment please go to the [BSCP website](#) to access this.



## Disclosure and Barring Service (DBS) Checks

All providers must obtain an enhanced DBS check in respect of every person aged 16 and over (including for unsupervised volunteers, and supervised volunteers who provide personal care) who:

- works directly with children
- lives on the premises on which the childcare is provided (unless there is no access to the part of the premises when and where children are cared for).

Ideally all new recruits should have a DBS before they start work. However, if a provider allows an individual to start work in a regulated activity before their DBS certificate is available, they should;

- ensure that the person is never left in unsupervised contact with children,
- that they are in the process of obtaining a DBS certificate for that individual.
- ensure a risk assessment is in place
- ensure all remaining staff are aware so statutory requirements are met.

A DBS check has no official expiry date. It is up to an employer/organisation to decide if and when a new check is needed. Repeat DBS checks should follow the organisation's policy. It is best practice to recheck an employee or volunteer's DBS every 3 years.

Individuals should be encouraged to use the DBS update service [DBS Update Service - GOV.UK \(www.gov.uk\)](https://www.gov.uk/dbupdate)

Agency staff should come with a DBS check already on the update service which should be checked by the employer and logged.

External providers who visit your provision to offer specific activities should have a DBS check already on the update service. It is the responsibility of the employer to ensure their suitability is checked prior to sessions starting and a record is kept on site.

Depending on the organisation structure the registered person or Voluntary Management Committee must complete a DBS check via Ofsted, followed by an EY2 form where Ofsted will check their full suitability. These checks must be completed before registering the organisation or joining the committee as a standing member. DBS and suitability records must be kept on site.

The DBS check will not cover any time you lived or worked outside of the UK. An additional criminal records check (or checks if more than one country) should also be made. The person requesting the check may ask you:

- to [get a check in the country you lived in](#)
- for your permission to get a check on your behalf through an embassy

It is best practice for employers to monitor the ongoing suitability of their workforce and must consider effective processes to do so. This does not replace the requirement for a DBS check to be completed.

## Disqualification Under the Childcare Act 2006

Updates regarding Disqualification by Association can be accessed from the following website address; [Disqualification Under the Childcare Act 2006](#)

**Annex A (Page 30)** includes a summary of changes to the arrangements, including removal of disqualification by association for individuals working in childcare in non-domestic settings e.g. schools and nurseries, but will continue to apply for individuals providing and working in childcare in domestic settings e.g. where childcare is provided in a childminder's home.

## **OFSTED Safeguarding Requirements**

[Inspecting safeguarding in early years, education and skills - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/inspecting-safeguarding-in-early-years-education-and-skills) states: Everything that Ofsted does should be in the interests of children and young people. This includes ensuring that the providers we regulate and inspect have effective procedures for keeping children, learners and vulnerable adults safe from abuse, neglect and exploitation. During inspection and should there be any concerns and/or complaints made against childcare providers, Inspectors must evaluate how well providers fulfil their statutory and other responsibilities and how well staff exercise their professional judgement in keeping children and learners safe.

## **Information Sharing**

Information sharing is essential for effective safeguarding and promoting the welfare of children and young people. It is a key factor identified in many Child Safeguarding Practice Reviews (formerly known as Serious Case Reviews), where poor information sharing has resulted in missed opportunities to take action that keeps children and young people safe.

For the most current guidance to sharing information go to: [Advice for practitioners providing safeguarding services to children, young people, parents and carers July 2018](#) This guidance has been updated to reflect the General Data Protection Regulation (GDPR) and Data Protection Act 2018.

## Useful contacts

Organisation	Contact number.	Email
First Response	01296 383962 0800 999 7677 (Out of hours)	<a href="mailto:cypfirstresponse@buckinghamshire.gov.uk">cypfirstresponse@buckinghamshire.gov.uk</a> <a href="mailto:secure-cypfirstresponse2@buckinghamshire.gov.uk">secure-cypfirstresponse2@buckinghamshire.gov.uk</a>
Local Area Designated Officer (LADO)	01296 382070	<a href="mailto:secure-lado@buckinghamshire.gov.uk">secure-lado@buckinghamshire.gov.uk</a>
The Early Years Service Safeguarding Team for managing allegations in the workforce	01296 387111 Vanessa Mills Tanya Page Natalie Wrench	<a href="mailto:eysafeguarding@buckinghamshire.gov.uk">eysafeguarding@buckinghamshire.gov.uk</a>
Buckinghamshire Family Information Service (BFIS)	01296 383065 Text 07786202920	<a href="mailto:familyinfo@buckinghamshire.gov.uk">familyinfo@buckinghamshire.gov.uk</a>
Buckinghamshire Safeguarding Children Partnership (BSCP)		<a href="http://www.buckssafeguarding.org.uk/childrenpartnership/">www.buckssafeguarding.org.uk/childrenpartnership/</a>
Child Exploitation and Online Protection Centre (CEOP)	0870 000 3344	<a href="http://www.ceop.police.uk">www.ceop.police.uk</a>
Child Protection and Sexual Crime Unit (Police)	01628 816935	
Department for Education	0370 000 2288	<a href="https://www.gov.uk/government/organisations/department-for-education">https://www.gov.uk/government/organisations/department-for-education</a>
Disclosure and Barring Service (DBS)	01325 953 795	<a href="http://www.gov.uk/government/organisations/disclosure-and-barring-service">www.gov.uk/government/organisations/disclosure-and-barring-service</a>
National Society for the Prevention of Cruelty to Children (NSPCC)	0808 800 5000	<a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a>
Ofsted	0300 123 1231	<a href="mailto:enquiries@ofsted.gov.uk">enquiries@ofsted.gov.uk</a>

## Safeguarding Training Pathway for Early Years and Childcare Providers

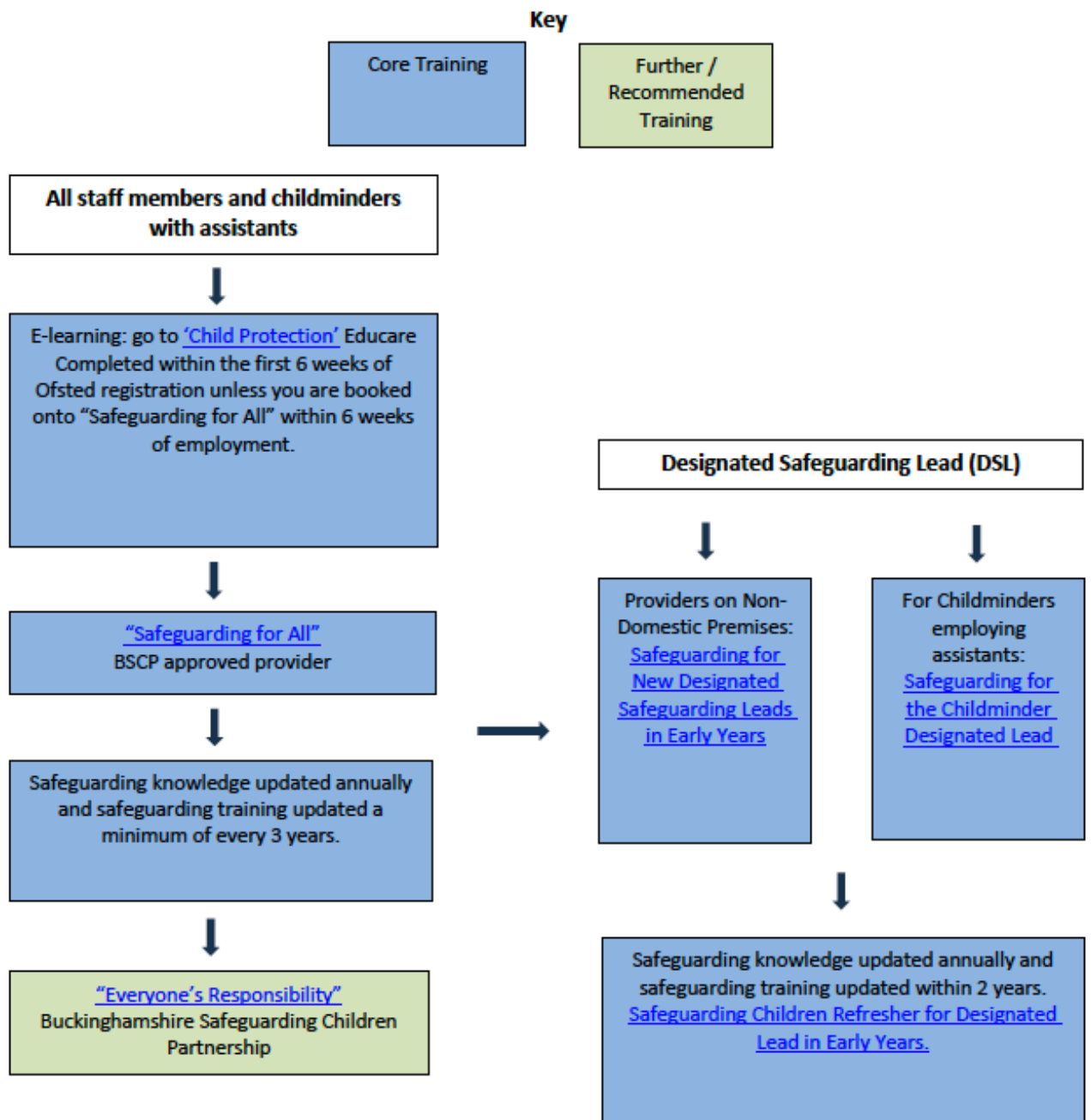
The Early Years Service (EYS) in partnership with Buckinghamshire's Safeguarding Children Partnership (BSCP) sets out the following advice on local training options available. The pathways and guidance will assist providers in identifying the most appropriate training for their staff that is specific to their roles and responsibilities.

### Guidance for all Early Years Providers

- Safeguarding is everyone's responsibility and must be included within induction procedures. The Early Years Service (EYS) strongly recommend that E- learning training should be accessed within 6 weeks of employment and suggest the completion of the Educare course [Child Protection - Educare](#) . Go to their webpage for further information.
- All practitioners must complete accredited safeguarding training every **3 years** as a minimum and should have safeguarding and child protection **refreshers annually**, which could be in the form of; training, workshops, in-house meetings, newsletters etc. EYS recommend staff complete [Safeguarding for all training](#) through Bucks Early Years.
- Every Early Years & childcare provider must have a designated safeguarding lead (DSL) who takes responsibility in dealing with any safeguarding matters or concerns. Childminders must take the lead responsibility themselves. Once initial safeguarding training has been attended, all DSLs must then complete the Designated Safeguarding Lead course through [Buckinghamshire Early Years training](#) to ensure providers are clear of the terminology and procedures in the county. This training must be repeated every **2 years** to ensure their knowledge and skills are up to date.
- The designated safeguarding lead must always be contactable during operational hours. It is best practice for providers to have a deputy who can take on this responsibility in their absence and has also completed the DSL training. Through this training 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
- Arrangements should be in place for management, including trustees of voluntary organisations to complete DSL training so that they can challenge and support leaders in order to assure themselves that safeguarding is effective.
- Childminders who work with assistants can consider which pathway best meets their needs but must be aware of their additional responsibilities as an employer of staff. In addition, providers should refer to Section 3 of the EYFS statutory Framework p21-22 'Safeguarding and welfare requirements which states the legal requirements for Safeguarding Training.

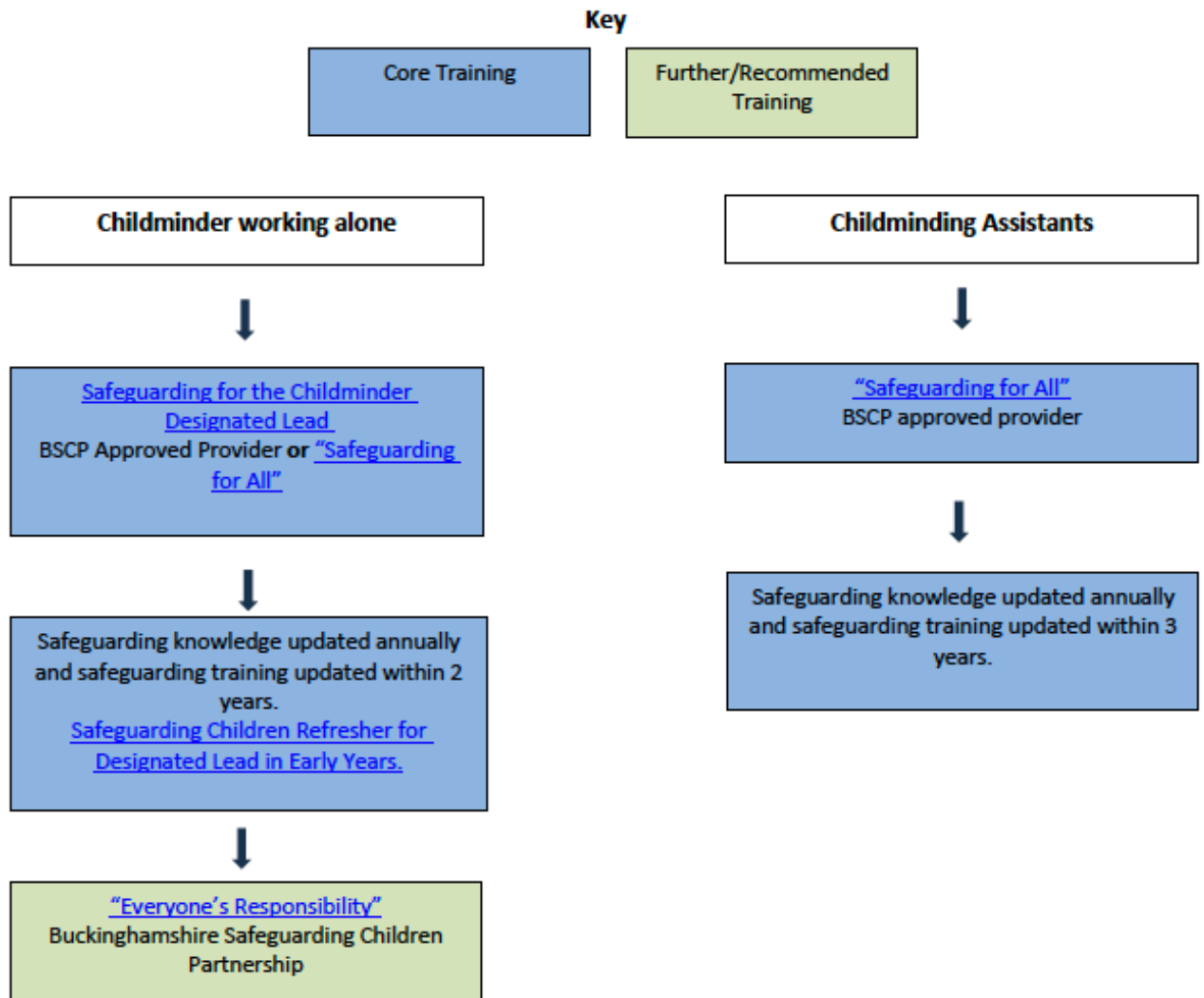
Please refer to the training pathway below to identify next steps.

## Safeguarding Training Pathway for Providers on Non-Domestic Premises and Childminders Employing Assistants





## Safeguarding Training Pathway for Childminders Working Alone and/or Childminding Assistants.



<b>Appendix</b>	
<b>Document</b>	<b>URL Link</b>
Working Together to Safeguard Children 2018	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942454/Working_together_to_safeguard_children_inter_agency_guidance.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942454/Working_together_to_safeguard_children_inter_agency_guidance.pdf</a>
What to do if you are worried a child is being abused	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf</a>
Statutory Framework for the early years foundation stage 2023	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1170108/EYFS_framework_from_September_2023.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1170108/EYFS_framework_from_September_2023.pdf</a>
Childminders and Childcare providers: register with Ofsted. Registration requirements	<a href="https://www.gov.uk/guidance/childminders-and-childcare-providers-register-with-ofsted/registration-requirements">https://www.gov.uk/guidance/childminders-and-childcare-providers-register-with-ofsted/registration-requirements</a>
Keeping Children Safe in Education 2023	<a href="https://www.gov.uk/government/publications/keeping-children-safe-in-education--2">https://www.gov.uk/government/publications/keeping-children-safe-in-education--2</a>
Prevent Duty guidance 2015	<a href="https://www.gov.uk/government/publications/prevent-duty-guidance">https://www.gov.uk/government/publications/prevent-duty-guidance</a>
BSCP – writing a child protection policy	<a href="https://www.buckssafeguarding.org.uk/childrenpartnership/resources/writing-a-child-protection-policy/">https://www.buckssafeguarding.org.uk/childrenpartnership/resources/writing-a-child-protection-policy/</a>
Information Sharing – Advice for practitioners	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1062969/Information_sharing_advice_practitioners_safeguarding_services.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1062969/Information_sharing_advice_practitioners_safeguarding_services.pdf</a>
Child sexual exploitation DfE	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf</a>
Domestic Abuse: How to get help	<a href="https://www.gov.uk/guidance/domestic-abuse-how-to-get-help">https://www.gov.uk/guidance/domestic-abuse-how-to-get-help</a>
Mandatory reporting for FGM	<a href="https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information">https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information</a>
Criminal exploitation of children and vulnerable adults: County lines	<a href="https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines/criminal-exploitation-of-children-and-vulnerable-adults-county-lines#what-is-county-lines-exploitation">https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines/criminal-exploitation-of-children-and-vulnerable-adults-county-lines#what-is-county-lines-exploitation</a>
BSCP - Continuum of Need	<a href="https://www.buckssafeguarding.org.uk/childrenpartnership/wp-content/uploads/sites/2/2020/10/Thresholds-doc-Sept-2018-new-1st-Response-number.pdf">https://www.buckssafeguarding.org.uk/childrenpartnership/wp-content/uploads/sites/2/2020/10/Thresholds-doc-Sept-2018-new-1st-Response-number.pdf</a>
Report a concern about a child - MARF	<a href="https://account.bucksc.gov.uk/service/Report_a_concern_about_a_child">https://account.bucksc.gov.uk/service/Report_a_concern_about_a_child</a>
Report a concern poster	<a href="https://www.buckssafeguarding.org.uk/childrenpartnership/wp-content/uploads/sites/2/2020/08/Report-a-concern-poster.pdf">https://www.buckssafeguarding.org.uk/childrenpartnership/wp-content/uploads/sites/2/2020/08/Report-a-concern-poster.pdf</a>
Escalation, challenge and conflict resolution process	<a href="https://bscb.procedures.org.uk/pkqlq/joint-working-procedures-and-guidance/escalation-challenge-and-conflict-resolution-procedure/#s1247">https://bscb.procedures.org.uk/pkqlq/joint-working-procedures-and-guidance/escalation-challenge-and-conflict-resolution-procedure/#s1247</a>
BSCP - Home page	<a href="https://www.buckssafeguarding.org.uk/childrenpartnership/">https://www.buckssafeguarding.org.uk/childrenpartnership/</a>
Criminal record checks for overseas applicants	<a href="https://www.gov.uk/government/publications/criminal-records-checks-for-overseas-applicants">https://www.gov.uk/government/publications/criminal-records-checks-for-overseas-applicants</a>

DBS Update Service	<a href="https://www.gov.uk/db-update-service">https://www.gov.uk/db-update-service</a>
Disqualification under the Childcare Act 2006	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741597/APPENDICES-Disqualification_under_the_childcare_act_statguidance_4.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741597/APPENDICES-Disqualification under the childcare act statguidance 4 .pdf</a>

<b>Training Appendix</b>	
<b>Document</b>	<b>URL Link</b>
Educare – child protection training	<a href="https://www.educare.co.uk/courses/child-protection">https://www.educare.co.uk/courses/child-protection</a>
Early Years safeguarding training	<a href="https://evcpd.buckinghamshire.gov.uk/home/safeguarding/">https://evcpd.buckinghamshire.gov.uk/home/safeguarding/</a>
Early Years Safer recruitment training	<a href="https://evcpd.buckinghamshire.gov.uk/book/add/p/61">https://evcpd.buckinghamshire.gov.uk/book/add/p/61</a>
e-learning prevent training	<a href="https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/">https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/</a>
BSCP – Everyone’s Responsibility training	<a href="https://ims.buckssafeguarding.org.uk/events-list?e=xQTO">https://ims.buckssafeguarding.org.uk/events-list?e=xQTO</a>



#### **49. 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.

Brindley House now has a video entry access system. Staff use the keypad to gain access; parents & those authorised to pick up children press the buzzer and are then let in.

##### **Nursery:**

Upon entering the building, parents will be greeted on reception by the manager, a deputy manager, or the nursery administrator.

People who do not normally pick up children will be asked for id as well as passwords.

Parents/those authorised to pick up children 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. Downstairs we have the children aged from two to five years.

Upon arrival in their relevant room 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: 14.08.23**

**Review date: 14.08.24**

## 50. 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: 14.08.23**

**Review date: 14.08.24**

## **51. 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: 14.08.23**

**Review date: 14.08.24**

## **52. 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: 14.08.23**

**Review date: 14.08.24**

### 53. Sleep Policy

EYFS: 3.60

At Brindley House Childcare Centre we aim to ensure that all children have enough sleep to support their development and natural sleeping rhythms in a safe environment.

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

- Babies are placed on their backs to sleep, if a baby has rolled onto their tummy, we turn them onto their back again unless they are able to roll from back to front and back again, on their own, in which case we enable them to find their own position
- Babies/toddlers are never put down to sleep with a bottle to self-feed
- Babies/toddlers are monitored visually when sleeping looking for the rise and fall of the chest and if the sleep position has changed
- Checks are recorded every 10 minutes and as good practice we monitor babies under six months or a new baby sleeping during the first few weeks every five minutes until we are familiar with the child and their sleeping routines, to offer reassurance to them and families.
- Babies/ children are never left to sleep in a separate sleep room without staff supervision. The exception to this is in little dots where children may sleep with a video monitor. If this is the case children are checked on every five minutes and the team also view the camera monitor.

We provide a safe sleeping environment by:

- Monitoring the room temperature
- Using clean, light bedding/blankets and ensuring babies are appropriately dressed for sleep to avoid overheating
- Only using safety-approved cots or other suitable sleeping equipment (i.e. mats) that are compliant with British Standard regulations, and mattress covers are used in conjunction with a clean fitted sheet
- Only letting babies sleep in prams if they lie flat and we have parents' written permission
- Enable babies to sleep outdoors, where appropriate and with parents' permission
- Not using cot bumpers or cluttering cots with soft toys, although comforters may be given where required
- Keeping all spaces around cots and beds clear from hanging objects i.e. hanging cords, blind cords, drawstring bags
- Ensuring every baby/toddler is provided with clean bedding labelled to them and working in partnership with parents to meet any individual needs for example if a child prefers to sleep in a sleeping bag we will ask parents/carers to bring one from home
- Cleaning all bedding as required daily.
- Transferring any baby who falls asleep while being nursed by a practitioner to a safe sleeping surface to complete their rest
- Having a no smoking policy.

We ask parents to complete sheets on their child's sleeping routine with the child's key person when the child starts at nursery, and these are reviewed and updated at timely intervals. If a

baby has an unusual sleeping routine or a position that we do not use in the nursery i.e. babies sleeping on their tummies or in a sling. We will explain our policy to the parents and not usually offer this unless the baby's doctor has advised the parent of a medical reason to do so in which case, we would ask them to sign to say they have requested we adopt a different position or pattern on the sleeping babies form.

We recognise parents' knowledge of their child regarding sleep routines and will, where possible, work together to ensure each child's individual sleep routines and well-being continues to be met. However, staff will not force a child to sleep or keep them awake against his or her will. They will also not usually wake children from their sleep.

In little dots individual sleep routines are followed rather than one set sleep time for all children. We create an environment that helps to settle children that require a sleep for example dimming the lights, using soft music, where applicable whilst ensuring that we continue to meet the needs of the children that do not require a sleep and ensure they can continue to play, learn and develop. This may involve taking children outdoors or linking with others rooms/children.

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

### **Sleeping twins**

We follow the advice from The Lullaby Trust regarding sleeping twins.

Further information can be found at: <http://www.lullabytrust.org.uk>

**Date: 14.08.23**

**Review date: 14.08.24**

#### **54. 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.

#### **Vaping and E-cigarettes**

Staff must not vape or use e-cigarettes in the building and the same rules apply as per smoking.

**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: 14.08.23**

**Review date: 14.08.24**

## 55. 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: 14.08.23**

**Review date: 14.08.24**

## 56. 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 number 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: 14.08.23**

**Review date: 14.08.24**

## 57. Staff Working with Their Own Children / Close Relation

EYFS: 3.1, 3.20, 3.80

At Brindley House Childcare Centre we support all employees returning to work after having a baby and understand that there may be times when a member of staff chooses our nursery to provide childcare alongside them working or that there may be occasions when a member of staff is working in the same environment a close relation e.g. niece or nephew.

In these cases we request the member of staff meet with the nursery manager and room leader, where appropriate, to discuss how best this will work alongside the nursery business needs.

We believe children learn best when they are healthy, safe and secure, have their individual needs met and have a positive relationship with the staff caring for them. It is our policy that all staff remain neutral and treat all children as individuals with the same regard.

When looking to accommodate staff members working alongside their own child or close relative in the nursery we will make a decision/agreement based on the following circumstances:

- The individual needs of the child, including if they have any special educational needs and/or disabilities
- The number of rooms/number of staff/staff deployment/ratios
- Age/stage of development of the child
- Staff members expertise and where/when they usually work
- Days/times the child attends
- Transition arrangements.

All decisions will be made on an individual basis; this may be that the child or close relation is better placed within the same room or a different room.

Once a decision has been made an agreed set of guidelines will be developed between the nursery and the member of staff setting out the expectations of working with their child/close relation. This includes that during their time at nursery the child is in the care of the nursery and it is the nursery that retains responsibility for the child and their care, what they will do if they need to cover in different rooms, outdoor play time etc. A similar agreement will be put in place for any staff that may not work within the nursery rooms but own child or family member still attends, e.g. manager, cook, admin.

Staff caring for another staff member's child will treat them as they would any other parent/child.

Where this agreement is not working or is impacting on the care of the child or other children in the room, the manager will meet with the member of staff to review the agreement and the following will be considered:

- Time left until the child is due to transition to the next room/school
- Temporarily moving the staff member to another room. It is nursery policy to move the staff member and not the child (unless transitioning) so the child continues to be in the

appropriate age/stage group and can forge consistent relationships with other children in the group

- Where the staff member is already in another room, but there are concerns there will be an agreement between the staff member, manager and room leader about contact with the child during the nursery day. Although we do not want to restrict a parent seeing their child, we must consider the room routine and the upset a visit may cause the child when their parent leaves the room again

#### Breastfeeding

Where a staff member's baby requires breastfeeding, the nursery will adapt the above guidelines to suit both the baby's and mother's needs. Cover will be provided during this time.

**Date: 14.08.23**

**Review date: 14.08.24**

## **58. 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: 14.08.23**

**Review date: 14.08.24**

## 59. Supervision of Children Policy

EYFS: 3.29

At Brindley House Childcare Centre we have suitable staffing arrangements to meet the needs of all children and ensure their safety. The nursery manager is responsible for all staff, students and relief/agency staff receiving information on health and safety policies and procedures in the nursery in order to ensure they are adequately supervising the children, including whilst they are eating.

### **Supervision**

We ensure that children are supervised adequately at all times, whether children are in or out of the building, including eating through:

- Appropriately deploying staff members meeting the ratio and qualification requirements to ensure children's needs are met and continuing to monitor this across the setting regularly. This includes informing parents and/or carers about staff deployment, and, when relevant and practical involving them in these decisions
- Making sure that every child is always within the sight and/or hearing of a suitably vetted member of staff
- Completing registers as soon as children enter and leave the premises and carrying out head counts throughout the day
- Risk assessing activities/experiences and equipment to ensure children are not exposed to unnecessary risks, including removal of any choking hazards and fully supervising any activities that may pose this risk
- Ensuring children are fully supervised at all times when using water play/paddling pools as we are aware that children can drown in only a few centimetres of water
- Taking special care when children are using large apparatus e.g. a climbing frame, and when walking up or down steps/stairs
- Support children to identify, minimise and manage risks in their play
- Making sure staff recognise and are aware of any dangers relating to bushes, shrubs and plants when on visits/outdoors
- Supervising children at all times when eating; monitoring toddlers and babies closely and never leaving babies alone with a bottle. Babies are always bottle fed by a member of staff. Supervising sleeping babies/children and never leaving them unattended
- Never leaving babies/children unattended during nappy changing times
- Supervising children carefully when using scissors or tools, including using knives in cooking activities where this is required
- Increasing staff: child ratios during outings to ensure supervision and safety (please refer to Outings policy)
- Strictly following any safety guidelines given by other organisations or companies relating to the hire of equipment or services e.g. hire of a bouncy castle and a member of staff MUST supervise the children at all times.

**Date: 14.08.23**

**Review date: 14.08.24**

## 60. Supervision of Staff 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: 14.08.23**

**Review date: 14.08.24**



## **61. 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: 14.08.23**

**Review date: 14.08.24**

## 62. 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: 14.08.23**

**Review date: 14.08.24**

**63. Well-Being Policy**

This policy includes:

- A. Well-Being for Staff Policy
- B. Well-Being in the Nursery Policy

## **A. Well-being for Staff Policy**

EYFS: 3.20-3.23

**This policy links to the Health and Safety, Well-being in the Nursery, Attendance Management Policy & Procedure, Safeguarding and Child Protection and Prevent Duty and Radicalisation policies.**

At Brindley House Childcare Centre we promote the good health and well-being of all our staff. As a Nursery, we endeavour to support staff well-being, not only to ensure that children receive high quality care, but also to ensure our employees feel supported and cared for, as part of a team.

Mental ill-health is usually caused by a combination of work and non-work related factors. There is a myriad of reasons for mental ill-health; from the pressure of ongoing change at work to longer or more intense hours exacerbated by financial pressures at home, or relationship problems and greater caring responsibilities. Striking the balance between what is considered appropriate results or output, and robust mental health is tricky. We are committed to constantly upskilling ourselves so that we know about how to create and maintain conditions that support and encourage good mental health, as well as recognise the signs of ill health and provide appropriate support.

We recognise the importance of safeguarding the mental health of all of our employees, by providing a happy and nurturing working environment. With statistics in the UK showing that each week 1 in 6 of us experiences a common mental health problem, we are committed to acknowledging and supporting our staff's physical and emotional needs.

### **Our ethos**

We know that the care and education of babies and young children is highly rewarding. However, we are also aware of the day to day demands and pressures of modern life such as family life, financial worries, health concerns and work-life balance; and how these pressures, alongside the role of providing high quality care and education to babies and young children, can place a high level of demand on all of our employees.

In order to support our staff team, we, the management team, put procedures in place that ensure staff well-being remains one of the key focuses of our practice. In doing this, we aim to provide our team with a safe, inclusive and nurturing working environment that acknowledges their needs, not just within the work place but as a whole person.

Sarah Fahey is the named member of staff who leads our setting's well-being practice. They offer support on staff well-being and know where to access external support.

Wallis Harley is also committed to keeping their well-being and mental health knowledge up to date and is responsible for reviewing our practices; supporting the developing knowledge of the whole staff team, to ensure we are implementing the necessary strategies to safeguard the well-being of our staff.

### **Procedure to minimise work related stress:**

- To ensure staff are supported within the setting, new staff will receive a full induction so they feel competent and capable to carry out their role and responsibilities

- Staff will receive ongoing training, coaching and mentoring to ensure that they are supported to feel confident in their role to minimise stress within the workplace
- Regular supervisions take place every 3 months in which staff well-being is discussed and recorded
- Practitioners are respected and valued in their work, whatever their role. Tasks are shared out appropriately according to their role and level of responsibility, the workload is monitored and reviewed on a regular basis
- Staff are encouraged to have a healthy work-life balance; this is supported by ensuring the workload is monitored so that it is not necessary for staff to work outside of their scheduled hours. All contributions to work are valued and celebrated
- We carefully review our expectations around the amount of paperwork that staff must complete, including observations and assessments of children. We work as a team to ensure all record keeping is meaningful and kept to an appropriate level so as not to add undue pressure to staff members
- We work hard to maintain a reflective culture within the setting that encourages feedback from staff about management procedures and working relationships. This reflective culture supports an environment of teamwork, facilitating the involvement of every member of staff in the practice of our setting
- Staff are encouraged to take their required breaks at appropriate intervals to ensure they have time to rest and recuperate, with time away from busy rooms
- The nursery leader/well-being representative are available for staff to come and discuss any issues or concerns
- The nursery ensures that confidential conversations take place in private, away from other staff members and children
- All information remains confidential or on a needs to know basis to support the facilitation of open and honest conversations. However, where the manager or the well-being representative feels there is a question around the safety of the staff member, they will refer to outside agencies for support and guidance. These measures will be discussed in a sensitive and understanding manner with the staff member, as appropriate
- We actively promote a culture of mutual respect, tolerance and cooperation tolerance, in line with the British values
- Team meetings are facilitated to support with team development, to raise awareness of mental health and well-being by engaging staff in conversations about how we, as a setting, can be maintaining a supportive environment
- We promote a culture that supports any staff member who is experiencing a mental health related illness to discuss this and reasonable adjustments will be made to support any staff experiencing stress and any mental health issues
- If the nursery is made aware of any member of staff who requires support, a plan for more regular support sessions and adjustments to their working day will be discussed and decided in partnership with the staff member. This plan will be reviewed regularly and adapted to ensure it is a relevant and appropriate (**See Supporting Staff Members Individually Section**)
- If adjustments are unable to meet the needs of the member of staff or the nursery, then further advice support will be sought.
- Staff well-being and staff self-care information is available within designated staff areas

- Leaders and managers support practitioners in a safe culture where bullying, harassment and discrimination is not tolerated; along with a culture that will challenge and deal with any inappropriate behaviour in a timely manner.

### **Supporting staff members individually**

We include well-being as part of our discussions at staff supervision sessions and appraisals. During these sessions, we work with staff on an individual basis, and have well-being discussions to ascertain any individual well-being needs. Where the Manager and staff member feel it is appropriate, they will draw up an individual action plan, this includes looking at the workload and any stress triggers. With the needs of the nursery also in mind, reasonable adjustments will be made for the member of staff; this could include flexible working agreements, changes in environment, adjustments to jobs role and responsibilities; more frequent breaks, a working buddy, or any other appropriate measure that it is felt could be helpful.

If a member of staff is returning to work after a period of absence, a back to work interview is carried out as per our 'Attendance Management Policy & Procedure.'

We follow all statutory guidance on the safeguarding of our workforce and as stated, if the Manager is concerned about the safety of a member of staff, we will work with the Designated Safeguarding Lead to ask for support from the appropriate external agencies; this is to ensure the continued safety of our workforce at all times.

## **B. Well-being in the Nursery Policy**

EYFS 3.45

Well-being is a broad term that covers how you feel about yourself and your life. It encompasses the physical, emotional (and mental), social and spiritual areas of a person. Under the Early Years Foundations Stage (EYFS) this is covered in the children's personal, social, emotional development and physical development. Both of which are prime areas of learning and development.

Physical well-being covers everything physical to do with the body:

- Growth and development
- Moving and keeping physically fit
- Caring for your health (e.g. washing, cleaning teeth, etc.)
- Eating a balanced and nutritious diet
- Rest and appropriate sleep patterns.

Mental and emotional well-being includes:

- Acknowledging, expressing and coping with feelings and emotions
- Thought processes
- Reducing stress and anxiety.

Social well-being includes:

- Relationships
- Family (close and extended)
- Friends
- The feeling of belonging and acceptance
- Compassion and caring approaches.

Spiritual well-being can cover the following:

- Value and beliefs held
- Personal identity and self-awareness.

We are an inclusive setting and ensure that all children, families, staff and visitors are welcomed. We aim to embrace spiritual well-being and celebrate families and staff key events.

Children's physical well-being is supported through our carefully planned curriculum programme which supports all types of gross and fine motor play both inside and outside. We provide nutritionally balanced meals for the children and support our staff to make healthy choices in regards to their physical health.

Personal hygiene is supported in children of all ages, explaining the reasons for hand washing, tooth brushing and other routines.

Children are provided with quiet and calming areas for rest, sleep and relaxation. This enables them to recharge their batteries and supports both their physical and mental well-being. We support children to make strong attachments with their key person as well as forge relationships with their peers in order to support their social well-being. We offer opportunities and resources for children to play singly, in pairs, small groups and large groups to support this area of development.

Children's mental and emotional well-being is supported. We provide a safe environment that allows for caregiver to child co-regulation this consistent practice supports the process of children building the capacity for self-regulation to manageable, through providing activities in which children are able to recognise and express their emotions, including emotional literacy. This enables us to provide support for children who may be experiencing big emotions they cannot cope with just yet. We support children's self-regulation through carefully planned activities and resources, modelling calming strategies and naming and talking about feelings and by providing opportunities for children to practice their self-regulation skills.

Staff use the promoting positive behaviour policy to ensure a consistent approach.

Staff are able to recognise when a child may need support with their emotions and provide this one to one or in a small group, whichever is more appropriate. Teaching children to recognise and manage their emotions at a young age helps support foundations to do this throughout their life.

**Date: 14.08.23**

**Review date: 14.08.24**



## 64. 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: 14.08.23**

**Review date: 14.08.24**

## 65. 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: 14.08.23**

**Review date: 14.08.24**

## **66. Working from home Policy**

### **Aim:**

The aim of this policy is to outline the details for managers and employees regarding working from home. This policy will provide guidance to support any 'working at home' arrangements, ensuring that data protection and GDPR regulations are being followed.

### **Flexible work**

Allocated time/flexible working at home is arranged at the discretion of the Beaconsfield Childcare Ltd Directors. Working at home will be based on the ability for work to be carried out effectively at home, and on the nature of the employee's role. Whether or not an employee is permitted to work at home is neither a contractual nor a statutory right and Beaconsfield Childcare Ltd is not obligated to provide 'work at home' days.

Line managers will ensure that sufficient staff/Managers are available to cover an employee's absence from work, should they be carrying out their work from home. If after authorising work at home the nursery/setting is short staffed the employee must come into work for part off/the whole day as deemed appropriate.

While working at home, Beaconsfield Childcare Ltd employees must be contactable by phone, during their normal contracted hours.

### **Security**

The employee working from home must be aware of their responsibility to keep all company information data protected and will ensure that any equipment/documentation that is taken home, is stored securely and returned to their setting/Nursery site upon their return. All Laptops will be password protected and must be turned off when not being used. Only laptops/other equipment supplied by Beaconsfield Childcare Ltd are to be used for company business and only for company business. No personal information is allowed to be stored on them.

Any equipment that employees use at home must not be used by anyone other than the employee and is to be used for work purposes only.

Laptops and memory devices will be password protected/encrypted in order to ensure that they are secure.

### **GDPR**

No personal information of any kind relating to the nursery/setting (i.e. Child; Parents or Staff) are to be stored or used at home, by employees, unless specified on the GDPR audit. Any data that is being used for work purposes is to be stored on a password protected, encrypted memory device.

### **Absences and sickness**

If an employee is not able to work, due to illness, injury or sickness on the day that they would usually work at home, they must inform their line manager, and follow the company's procedure for notification of an absence, just as they would, if they were working in the nursery/setting.

### **Damage to/care of equipment**

Staff will be asked to sign a declaration when given a laptop to use specifically for their role. This will cover their responsibility for any damage to this equipment. Staff must ensure that all laptops that are taken home are in an appropriate work bag and stored securely as to prevent loss or damage. Laptops must not be stored in cars or left in anyone else's possession.

**Date: 14.08.23**

**Review date: 14.08.24**

## **67. 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: 14.08.23**

**Review date: 14.08.24**

## **68. 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: 14.08.23**

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