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Safeguarding Children Statement	Early Start Education Ltd Early Start Group Ltd
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Company Lead DSL Deputy Lead DSL's	Justin Elder, Managing Director Pippa Alabaster, Director Sharon Cox, Director
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Service Area Designated Safeguarding Leads:	<p>Nursery: Martina Kempster, Nursery Manager Sabina Choudhury, Nursery Manager</p> <p>BSiL: Georgia Leech, Snr Nutritionist Dominic Beattie, IT and Systems Manager</p> <p>FCC: Roweida Adam, FCC Manager Nadia Walker, Deputy Manager Davina Harvey, Senior Supervisor Doreen Paters, Senior Supervisor Leigh Jarratt, Senior Supervisor</p>
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Subject to review, monitoring and revision by	Justin Elder
Reviewed every	Year
Date approved by Board of Directors	May 2024
Signed on behalf of Early Start	J A Elder

Children have the right to be treated with respect, be helped to thrive and to be safe from any abuse in whatever form. The authorities will be notified if it is suspected that a child is either suffering from or at risk of suffering significant harm.

At Early Start we work with children, parents, external agencies and the community to protect children from maltreatment and have robust procedures in place to prevent the impairment of children's health and development. Safeguarding children is everybody's responsibility and all staff, students, families and visitors are made aware of and must adhere to our Child Protection and Safeguarding Policy.

What to do if you're worried a child is being abused?

- Report your concerns / incident to a Designated Safeguarding Lead for your service area
- The DSL gathers information and will usually discuss concerns with the child's parents unless this is likely to place the child at greater risk
- Before making a decision whether to refer to Children' Services, the DSL may discuss the issues with the MASH Team or Local Authority Designated Officer (LADO). This is in order to determine whether there is a case for no

further action and to monitor or need to make a referral to another agency and / or to make a request to Children's Service for support or protection

- Newham Children's Services MASH Team – telephone number is 0203 373 4600 (outside of office hours/weekends) 020 8430 2000 or email MASH@newham.gov.uk
- Early Start staff record any safeguarding concerns or incident on a Safeguarding Concern Form which is saved on the child's confidential file
- Referrals made to the MASH Team are initially made by phone and followed-up by a written referral submitted within 24 hours via www.newham.gov.uk/mash
- If a child is in immediate danger of significant harm the DSL will consider contacting the police first and then following-up with a phone call and referral to the MASH Team.
- The DSL continues to liaise with the Newham MASH Team until the referral is allocated and the outcome of a referral is known.

Important Contacts

- | | |
|---|-----------------|
| Newham Children's Services MASH Team | ☎ 0203 373 4600 |
| 02084302000 (out of hours) | |
| Newham Prevent Team | ☎ 0203 373 2634 |
| Local Authority Designated Officer (LADO) | ☎ 0203 373 3803 |
| Ofsted enquires@ofsted.gov.uk | ☎ 0300 123 1231 |
| Non-emergency police | ☎ 101 |
| Emergency | ☎ 999 |
- Government helpline for extremism concerns ☎ 020 7340 7264
(Monday to Friday 9 to 5, excluding bank holidays)
 - Help@NSPCC.ORG.UK or ☎ 0808 800 5000
(Monday to Friday, 8 to 10, weekends 9 to 6)
 - Local Early Help services at earlyhelppartnershipteam@newham.gov.uk
 - Newham Safeguarding Partnership <https://www.newhamscp.org.uk/>
 - Child exploitation and Online protection command (CEOP)
<https://www.ceop.police.uk/safety-centre/>
 - Free 24 hour Refuge National Domestic Abuse Helpline ☎ 0808 2000 247
 - Governments Forced Marriage Unit (FMU) ☎ 020 7008 0151
(Out of hours ☎ 020 7008 5000)
 - Free 24 hour Modern Slavery Helpline ☎ 08000 121 700
 - Crimestoppers ☎ 0800 555 111

Child Protection and Safeguarding Children Policy

At Early Start we work with children, parents, external agencies and the community to ensure the welfare and safety of children and to give them the very best start in life. Children have the right to be treated with respect, be helped to thrive and to be safe from any abuse in whatever form.

Safeguarding children is everybody's responsibility. All staff, students, families and visitors are made aware of and must adhere to the policy. This policy should be used in conjunction with all our other policies and procedures.

Safeguarding and promoting the welfare of children, in relation to this policy is defined as:

- Protecting children from maltreatment
- Preventing the impairment of children's health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes.

Legal Framework

- Children Act 1989 and 2004
- Childcare Act 2006 (amended 2018)
- Safeguarding Vulnerable Groups Act 2006
- Children and Social Work Act 2017
- Working Together to Safeguard Children 2023
- Keeping Children Safe in Education 2023
- Data Protection Act 2018
- What to do if you're worried a child is being abused 2015
- Counter-Terrorism and Security Act 2015
- Early years Foundation Stage (EYFS) Statutory Framework 2024
- Ofsted EIF inspections and the Early Years 2024
- Prevent Duty 2015
- Sexual Offences Act 2003.

Policy Intent

Our practitioners have a duty to protect and promote the welfare of children; our staff may often be the first people to identify that there may be a problem. They may well be the first people in whom children confide information that may suggest abuse or to spot changes in a child's behaviour which may indicate abuse.

Our primary responsibility is the welfare and well-being of each child in our care and our staff will work with other agencies in the best interest of the child, including as part of a multi-agency team, where needed.

Early Start aims to:

- Provide a safe and secure environment where children in our care are protected and supported.
- Keep the children at the centre of all we do, providing sensitive interactions that develop and build children's well-being, confidence and resilience. We will

support children to develop an awareness of how to keep themselves safe, healthy and have positive relationships.

- Ensure service provision enables children to develop a positive self-image, promotes tolerance and acceptance of different beliefs, cultures and communities and challenge inequality and discrimination.
- Actively listen to children.
- Create and embed a culture of openness, trust and transparency
- Ensure staff are trained from induction to understand the child protection and safeguarding policy and procedures, are alert to identify possible signs of abuse (including the signs known as softer signs of abuse), understand what is meant by child protection and are aware of the different ways in which children can be harmed, including by other children (peer on peer) through bullying or discriminatory behaviour.
- Be aware of the increased vulnerability of children with Special Educational Needs and Disabilities (SEND), isolated families and vulnerabilities in families; including the impact of toxic trio on children and Adverse Childhood Experiences (ACE's).
- Ensure that all staff feel confident and supported to act in the best interest of the child; maintaining professional curiosity around welfare of children and share information, and seek the help that the child may need at the earliest opportunity.
- Ensure that all staff are familiar and updated regularly with child protection training and procedures and kept informed of changes to local/national procedures, including thorough annual safeguarding newsletters and updates
- Make any child protection referrals in a timely way, sharing relevant information as necessary in line with procedures set out by the London Borough of Newham.
- Ensure that information is shared only with those people who need to know in order to protect the child and act in their best interest.
- Keep children safe online using appropriate filters, checks and safeguards, monitoring access at all times and maintaining safeguards around the use of technology by staff, parents and visitors.
- Promote an open and transparent culture in which concerns about any adults behaviour with children can be raised with a senior member of staff including self-referral to identify inappropriate, problematic or concerning behaviour early to minimise the risk of abuse.
- Ensure that adults working in or on behalf of the company are clear about professional boundaries and act within these boundaries and in accordance with the ethos and values of Early Start
- Identify changes in staff behaviour and act on these as per the Staff Behaviour Policy
- Take any appropriate action relating to allegations of serious harm or abuse against any person working with children or working on Early Start premises including reporting such allegations to Ofsted and other relevant authorities.
- Take any appropriate action relating to low-level concerns.
- Ensure parents and carers are fully aware of child protection policies and procedures when they register with / are referred to Early Start and are kept informed of all updates when they occur.

- Regularly review and update this policy with staff and parents / carers where appropriate and make sure it complies with legal requirements.

Local Arrangements

- All managers and directors in Early Start are trained DSL's.
- There will always be a manager in the Early Start building you are in / at as well as a director who can be contacted by phone within our business hours, who is a trained DSL.
- The overall lead DSL for the company is Justin Elder ☎ **0203 373 0283** Managing Director.
- If you are worried about a child call Newham Children's Social Care (MASH team) ☎ **0203 373 4600** between 9am – 5:15pm or ☎ **020 8430 2000** out of hours. If it is an emergency ☎ **999**
- If your concerns are about a member of staff you can contact the Local Authority Designated Duty Officer (LADO) ☎ **0203 373 3803**
- [For information on Newham's Pathways to help and Support Children and Families, refer to, Newham-Pathways-to-help-and-support-guidance-2022-v3-1.pdf \(newhamscp.org.uk\)](http://newhamscp.org.uk)

Types of Abuse and Procedure to be followed

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

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

Indicators of Child Abuse

- Failure to thrive and meet developmental milestones
- Fearful or withdrawn tendencies
- Unexplained injuries to a child or conflicting reports from parents or staff
- Repeated injuries
- Unaddressed illnesses or injuries
- Significant changes to behaviour patterns.

Softer signs of abuse as defined by National Institute for Health and Care Excellence (NICE) include:

Emotional States	Behaviour	Interpersonal Behaviours
<ul style="list-style-type: none"> • Fearful • Withdrawn • Low self-esteem. 	<ul style="list-style-type: none"> • Aggressive • Oppositional habitual body rocking 	<ul style="list-style-type: none"> • Indiscriminate contact or affection seeking • Over-friendliness to strangers including healthcare professionals

		<ul style="list-style-type: none"> • Excessive clinginess, persistently resorting to gaining attention • Demonstrating excessively 'good' behaviour to prevent parental or carer disapproval • Failing to seek or accept appropriate comfort or affection from an appropriate person when significantly distressed • Coercive controlling behaviour • Lack of ability to understand and recognise emotions, appropriate to age/stage of development • Very young children showing excessive comforting behaviours when witnessing parental or carer distress.
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Peer-on-peer Abuse

We are aware that peer-on-peer abuse can take place in the form of bullying, physically hurting another child, emotional abuse or sexual abuse. We will take action to protect the children in our charge, take advice from the appropriate bodies including to support both the victim and the perpetrator and ensure any abuse is reported in line with our safeguarding procedures.

Physical Abuse

Action needs to be taken if there is reason to believe that there has been a physical abuse to a child such as hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. These symptoms may include bruising or injuries in an area that is not usual for a child, i.e. fleshy parts of the arms and legs, back, wrists, ankles, trunk and face.

Many children will have cuts and grazes from normal childhood injuries. When children enter Early Start with an existing injury we will record the details of the injury. Any injuries that are a cause of concern will be followed up with the designated safeguarding lead.

Fabricated Illness

Physical harm may be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. The parent or carer may seek out unnecessary medical treatment or investigation. They may exaggerate a real illness and symptoms or deliberately induce an illness through poisoning with medication or other substances or they may interfere with medical treatments. Fabricated illness is a form of physical abuse and any concerns will be reported in line with our safeguarding procedures.

Female Genital Mutilation (FGM)

FGM is a procedure where the female genitalia are injured or changed and there is no medical reason for this. Some ethnic groups practise this form of physical abuse as a cultural ritual. When the procedure happens is dependent on the community and it may occur shortly after birth, during childhood, during adolescence, just before marriage or during a woman's first pregnancy. The practice can cause severe pain, mental and physical health problems such as urinary infection, septicaemia, incontinence, difficulties in childbirth and/or death.

If you have concerns about a child or family you should contact the children's social care team in the same way as other types of physical abuse. We have a mandatory duty to report to police any case where an act of FGM appears to have been carried out on a girl under the age of 18.

Breast Ironing

Breast ironing also known as "breast flattening" is the process where young girls' breasts are strapped, ironed, massaged, and/or pounded down through the use of hard or heated objects in order for the breasts to disappear or delay the development of the breasts entirely. It can be believed that by carrying out this act young girls will be protected from harassment, rape, abduction and early forced marriage; this is a form of abuse and we will remain vigilant for the signs and symptoms in any children and families using our services and follow-up concerns following our safeguarding procedures.

Sexual Abuse

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. Sexual abuse can take place online and technology can be used to facilitate offline abuse. Adult males do not solely perpetrate sexual abuse; women can also commit acts of sexual abuse, as can other children.

Action must be taken if you have reason to suspect a child has/is being sexually abused. Indicators may include sexual activity expressed through words, play, drawing, and or excessive preoccupation with sexual matters that are inappropriate to age/stage of the child. Inappropriate knowledge of adult sexual behaviour or language again that is uncommon for their age/stage of development. Behaviour may include acting out sexual activity on dolls/toys, in role-play or with peers. The physical symptoms of sexual abuse may include genital trauma, discharge and bruises between the legs or signs of a sexually transmitted disease (STD). Emotional symptoms could include a distinct change in a child's behaviour like withdrawal or overly extroverted and outgoing. They may withdraw away from a particular adult and become distressed if they reach out for them, but they may also be particularly clingy so all symptoms and signs should be looked at together and in context and assessed.

Child Sexual Exploitation (CSE)

Working Together to Safeguard Children defines CSE as “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.” We will be aware of the possibility of CSE and the signs and symptoms this may manifest as. If we have concerns, we will follow the same procedures as for other concerns and we will record and refer as appropriate.

Emotional Abuse

Working Together to Safeguard Children defines emotional abuse as 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.

Signs that children are being emotionally abused may include shying away from an adult who is abusing them, becoming withdrawn, aggressive or clingy in order to receive their love and attention, not having a close bond with their parent/carer, seeming unconfident or anxious, or being aggressive towards others.

Action should be taken if the staff member has reason to believe that there is a severe, adverse effect on the behaviour and emotional development of a child, caused by persistent or severe ill treatment or rejection. Children may also experience emotional abuse through witnessing domestic abuse and alcohol and drug misuse by adults caring for them.

Neglect

Working Together to Safeguard Children defines Neglect as 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:

- a. Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- b. Protect a child from physical and emotional harm or danger

- c. Ensure adequate supervision (including the use of inadequate caregivers)
- d. Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Signs may include a child who is persistently unwashed or unkempt, wearing clothes that are too small (especially shoes that may restrict the child's growth or hurt them), arriving in the same nappy they went home in. A child having an illness or identified special educational need or disability that is not being addressed by the parent/carer. A child may be persistently hungry if a parent/carer is withholding food or not providing enough for a child's needs. Neglect may also be shown through emotional signs such as a child may not be receiving the attention they need at home and may crave love and support. Action should be taken if the staff member has reason to believe that there has been any type of neglect of a child in line with our safeguarding procedures.

Child Criminal Exploitation (CCE)

Child Criminal Exploitation (CCE) can be described as when an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18. The victim may have been criminally exploited even if the activity appears consensual. Child Criminal Exploitation does not always involve physical contact, it can also occur through the use of technology.

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs from cities into smaller towns, using dedicated mobile phone lines or other form of 'deal line.' Customers will live in a different area to where the dealers and networks are based usually so drug runners are needed to transport the drugs and collect payment. They are likely to exploit children and vulnerable adults to move the drugs and money and will often use coercion, intimidation, violence (including sexual violence) and weapons.

Signs that a child may be involved in county lines could be a change in behaviour, suddenly having more money or possessions, changes in friendship group, withdrawing from family life, sudden change in appearance, unexplained physical injuries, staying out late or a lack of interest in school and previous positive activities.

Cuckooing

Cuckooing is a form of county lines crime in which drug dealers take over the home of a vulnerable person in order to criminally exploit as a base for drug dealing. Signs may be an increase in people entering or leaving the property, an increase in cars or bikes outside the home, windows covered or curtains closed for long periods, family not being seen for extended periods, signs of drug use or an increase in anti-social behaviour at the home. If we recognise any of these signs, we will report our concerns as per our reporting procedures.

Contextual safeguarding

Contextual safeguarding expands the objectives of the child protection system beyond focusing on families in recognition that children and young people can be vulnerable to abuse in a range of social contexts such as in their neighbourhoods,

schools and online which can feature violence and abuse. Parents and carers can have little influence over these contexts and young people's experiences of extra-familial abuse can undermine parent-child relationships. As part of our safeguarding procedures we will work in partnership with parents/carers and other agencies to work together to safeguard children and provide the support around contextual safeguarding concerns.

Adultification

As defined in Working Together to Safeguard Children, the term 'child' refers to anyone under the age of 18. Adultification is a type of bias which skews the perception of certain children, leading to others – including professionals – viewing them as more 'grown up' or, 'adult'. This can then lead to lapses in appropriate safeguarding.

Domestic Abuse

The official definition of domestic abuse is any incident or pattern of incidents of controlling, coercive or 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. Domestic abuse is the abuse of power and control over one person by another and can take many different forms, including physical, sexual, emotional, verbal and financial abuse.

Domestic abuse can happen to anyone regardless of gender, age, social background, religion, sexuality or ethnicity and can happen at any stage in a relationship. If we are concerned that domestic violence is happening within a home and a child is at risk we will follow our safeguarding policy and reporting procedures.

The Domestic Violence, Crime and Victims Act (2004) extended provisions to help stop domestic abuse including creating a new offence of causing or allowing the death of a child or vulnerable adult. This Act was amended in 2012 (Domestic Violence, Crime and Victims (Amendment) Act 2012) to include causing or allowing serious physical harm (equivalent to grievous bodily harm) to a child or vulnerable adult.

Where incidents of domestic violence are shared by an employee or parent/carers, we will respect confidentiality at all times and not share information without 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(s) involved.

The signs and symptoms of domestic violence 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.

Honour Based Violence

Honour based violence (HBV) 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 violence 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 violence. There is no honour or justification for abusing the human rights of others.

The signs and symptoms of HBV 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.

Where incidents of HBV are shared by an employee or parent/carer, we will respect confidentiality at all times and not share information without 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(s) 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 immediate danger of being forced into a marriage we may contact the Police and the Governments Forced Marriage Unit (FMU) on ☎ **020 7008 0151**, out of hours ☎ 020 7008 5000

Extremism and the Prevent Duty

We have a duty to **prevent** people being drawn into terrorism / radicalisation and refer any concerns to the police/local authority. Safeguarding concerns relating to the prevent duty may include a change in behaviour of a child or family member, comments causing concern or actions that lead staff to be worried about the safety of a child. Staff and volunteers should be alert to any early signs in children and families, who may be at risk and follow the procedures for reporting and recording concerns if they are worried about a child. Speak to a DSL and to refer any concerns of extremism to the local authority via Newham Children's Services MASH. Newham also has a Prevent Lead, Ghaffar Hussain ☎ **0203 373 2634**. The Government

helpline for extremism concerns ☎ 020 7340 7264 can also be contacted for guidance or the police should be contacted in an emergency ☎ 999.

Working Together to Safeguard Children (2023) states that 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.

The NSPCC states that signs of radicalisation may be:

- Isolation including from family and friends
- Talking as if from a scripted speech
- Unwillingness or inability to discuss views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use.

At Early Start, 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 the Prevent Lead, Police or the Government helpline in a timely way, sharing relevant information as appropriate
- Ensure our nursery is an inclusive environment where inequalities and negative points of view are tackled and where we teach children about tolerance through British Values.
- Using the Government document Prevent Duty Guidance for England and Wales¹

Bullying and Discrimination

Behaviour and language, which condemns or ridicules people because of a perceived or actual protected characteristic is completely unacceptable to Early Start. The Equality Act 2010 defines protected characteristics to include age, disability, gender reassignment (transgender), marriage & civil partnership, pregnancy, maternity and paternity, race, religion or belief (including no belief), sex (Gender Identity), sexual orientation or through association with someone of a particular sexual orientation.

Bullying is defined by the DfE as *'behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.'* Under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. If this is the case, the reporting procedures must be followed.

Bullying affects self-esteem, self-confidence and identity in children and adults and in severe cases can lead to mental health problems and potential self-harm and suicide. Existing evidence suggests that homophobic, biphobic and transphobic bullying can have a disproportionate impact on LGBTQ+ young people.

- **Types of Bullying, Harassment, Victimisation, Discrimination, Being treated unfairly for other reasons include**
 - **Physical** - hitting, kicking, tripping or the destruction of a person's property. Physical bullying not only affects the bully and the victim, but also may have an impact on innocent bystanders.
 - **Verbal** - insults, teasing, name calling, sexual harassment or racist language, including threats.
 - **Covert** - attempted behind the victim's back, often to damage the victim's reputation and can include creating rumours, mimicking, and humiliation. This is the most frequently used form of bullying.
 - **Cyber** - can occur through text messages or over the internet, making it difficult to control. This may include impersonating a victim, spreading gossip, or excluding the victim online.
 - **Alienation:** encouragement of peers to alienate the victim, treating the victim like an outcast, the victim will have difficulty forming relationships and may be prone to isolation later in life. This so-called "pack mentality" is most frequently seen in senior schools but can be evident at any age.

The signs and symptoms may include:

- Bruises
 - Broken or missing possessions
 - Changes in habits or behaviour
 - Complaining of headaches or stomach aches
 - Pattern of absences
 - Sudden change in attainment or engagement.
- Everyone should be able to live their lives safely and to feel safe at home, in our centres and online. Children and families should feel welcomed and safe in our centres so that they can reach their full potential. We want children and young people and families to feel our services are relevant to their identity and to be able to fully participate without fear of Bullying, Harassment, Victimisation, Discrimination, Being treated unfairly for other reasons. We also want to support staff and volunteers to be role models for all children and young people.

At Early Start, we will tackle bullying and discrimination by:

- Creating an anti-bullying, anti-oppressive culture and promoting British Values – Rule of Law, Democracy, Individual Liberty, Mutual Respect and Tolerance
- Reinforcing that Bullying, Harassment, Victimisation, Discrimination, Being treated unfairly for other reasons is not acceptable, through observation, open and challenging discussions and reporting
- Listening not only to words but also non-verbal communication and presentation of children, young people and adults
- Addressing any witnessed bullying swiftly
- Recording concerns and monitoring including any likelihood of ‘significant harm’ which will be addressed through safeguarding procedures.

Online Safety

Keeping Children Safe in Education (2023) categorises online safety into three areas:

- i. Content - being exposed to illegal, inappropriate or harmful material
- ii. Contact - being subjected to harmful online interaction with other users
- iii. Conduct - personal online behaviour that increases the likelihood of, or causes, harm.

At Early Start we aim to keep children, families and staff and safe online by:

- Ensuring we have appropriate antivirus and anti-spyware software on all devices and update them regularly
- Ensure content blockers and filters are on all our devices, i.e. computers, laptops, tablets and any mobile devices
- Ensuring all devices are password protected. Passwords should be kept safe and secure, changed regularly and are not written down
- Monitoring all internet usage
- Ensuring controls and monitoring is in place for any social media or messaging apps used by our services installed on company devices
- Reviewing all apps or games downloaded onto devices available to children / families ensuring they are age and content appropriate
- Using only approved company devices to record/photograph children / families
- Reporting emails with inappropriate content to Data and Systems Manager who may refer on to the internet watch foundation (www.iwf.org.uk)
- Teaching children / families how to stay safe online and report any concerns
- Ensuring children are supervised when using internet connected devices
- Using tracking software to monitor suitability of internet usage
- Not permitting staff or visitors to access to the company Wi-Fi
- Talking to children about ‘stranger danger’ and deciding who is a stranger and who is not; comparing people in real life situations to online ‘friends’
- Only using approved video conferencing software with password protection, closed room systems in place and discussing with the children and young people what they would do if someone they did not know tried to contact them
- Providing training for staff, at least annually, in online safety and understanding how to keep children safe online.
- In our nurseries we encourage staff and families to complete an online safety briefing, which can be found at <https://moodle.ndna.org.uk> (0 to 5 years) and

[across our services we signpost parents to https://www.nspcc.org.uk/keeping-children-safe/online-safety/parental-controls/](https://www.nspcc.org.uk/keeping-children-safe/online-safety/parental-controls/)

- Ensuring all staff abide by an acceptable use policy; instructing staff to use the work IT equipment for matters relating to the children and families education and care only.
- Managing our digital reputation, including the appropriateness of information and content that we post online, both professionally and personally.
- All electronic communications between staff and parents/carers should be professional and take place via the official communication channels.

If any concerns arise relating to online safety then we will follow our safeguarding policy and report all online safety concerns to a DSL.

The DSL will make sure that:

- All staff know how to report a problem and when to escalate a concern, including the process for external referral
- All concerns are logged, assessed and actioned in accordance with the safeguarding procedures
- Parents/families are supported to develop their knowledge of online safety issues concerning their children
- Staff have access to information and guidance for supporting online safety
- Under no circumstances should any member of staff, either at work or in any other place, make, deliberately download, possess, or distribute material they know to be illegal, for example child sexual abuse material.

Mobile Phone and Electronic Device Use Policy

Staff are not permitted to take any photographs or recordings of a child on their own information storage devices i.e. cameras, mobiles, tablets or smartwatches and may only use those provided by the nursery.

Parents, and children, are not permitted to use any recording device or camera (including those on mobile phones or smartwatches) on the premises without the prior consent of the manager.

All managers/directors are issued with a phone for work use only. If staff are working in the community or taking children on an approved visit/outing, the visit co-ordinator, as a minimum, will also be issued with a work phone. Photographs or videos recorded on mobile devices will be transferred to the correct storage device as soon as possible to ensure no images are left on mobile devices.

To ensure the safety and well-being of children and families we do not allow staff to use personal mobile phones and or electronic devices during working hours outside of staff only break rooms / offices. Smartwatches that receive calls and have digital recording/imaging capabilities are prohibited in contact rooms and classrooms.

Parents and visitors will be asked to refrain from using their mobile phones/devices in our premise or when dropping off / collecting children. Parents/Carers are requested not to allow their child to wear or bring in devices that

may take photographs or record videos or voices. This includes smart watches with these capabilities, such as Vtech. This ensures all children are safeguarded.

The acceptable IT use policies should be read in conjunction with the information in this policy.

Photographs and Videos

We ensure that any photographs or recordings (including CCTV) taken of children is done with the knowledge of parents/guardians and social worker and only share photos in a secure manner. We will obtain permission/consents when a child is registered / referred and update it on a regular basis to ensure that this permission is still valid.

Human Trafficking and Slavery

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. The Modern Slavery Act (2015) defines slavery is a term that covers:

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

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

- **Action** - 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** - sexual exploitation, forced labour or domestic servitude, slavery, financial exploitation, illegal adoption, removal of organs.

Victims of trafficking and modern slavery are likely to be subjected to other types of abuse such as physical, sexual and emotional abuse. Action should be taken if an adult or child 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 wears the same clothes every day or wear unsuitable clothes. The victim is not able to move around freely and is reluctant to talk to strangers or the authorities including appearing frightened, withdrawn, or shows signs of physical or psychological abuse.

When a concern is raised about trafficking or modern slavery we follow our safeguarding procedures and if the child (or adult) is at risk of immediate harm then the police will be called.

Up-skirting

Up skirting involves 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. This is a criminal offence and any such action would be reported following our reporting procedures.

Child Abuse linked to Faith or Belief (CALFB)

Child abuse linked to faith or belief (CALFB) can happen in families when there is a concept of belief in:

- Witchcraft and spirit possession, demons or the devil acting through children or leading them astray (traditionally seen in some Christian beliefs)
- The evil eye or djinns (traditionally known in some Islamic faith contexts) and dakini (in the Hindu context)
- Ritual or multi murders where the killing of children is believed to bring supernatural benefits, or the use of their body parts is believed to produce potent magical remedies
- Use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation.

This is not an exhaustive list and there will be other examples where children have been harmed, when adults think that their actions have brought bad fortune.

Safeguarding Reporting Procedures

All staff have a responsibility to report safeguarding concerns and suspicions of abuse:

- Report concerns / incident to a Designated Safeguarding Lead (DSL) immediately
- The DSL gathers information and will usually discuss concerns with the child's parents unless this is likely to place the child at greater risk
- Before making a decision whether to refer to Children's Services the DSL may discuss the issues with the MASH Team. This is in order to determine whether there is a case for no further action and to monitor or need to make a referral to another agencies and or to make a request to Children's Service for support or protection
- Newham Children's Services MASH Team – telephone number is 📞 **0203 373 4600** or email MASH@newham.gov.uk
- Early Start staff record any safeguarding concerns or incident on a Safeguarding Concern Form which is saved on the child's confidential file
- Referrals made to the MASH Team are initially made by phone and followed-up by a written referral submitted within 24 hours via www.newham.gov.uk/mash or directly [Login \(newham.gov.uk\)](http://Login(newham.gov.uk))
- If a child is in immediate danger of significant harm the DSL will consider contacting the police first and then following-up with a phone call and referral to the MASH Team.
- The DSL continues to liaise with the Newham MASH Team until the referral is allocated and the outcome of a referral is known.

For children who arrive with an existing injury, a form will be completed along with the parent's/carers explanation as to how the injury happened. Staff will have professional curiosity around any explanations given and any concerns around existing injuries will be reported to the DSL. Any signs of marks/injuries to a child or information a child has given will be recorded and stored securely. If there are queries/concerns regarding the injury/information given then the DSL will:

- Contact the Local Authority children's social care team to report concerns and seek advice immediately or as soon as it is practical to do so. **If it is believed that, a child is in immediate danger we will contact the police.**
- Newham MASH Team Tel: 0203 373 4600; Email MASH@newham.gov.uk
- All information and action taken relating to the concern raised and actions to be taken is recorded
- Speak to the parents unless advised not to do so by LA children's social care team.

If the safeguarding concern relates to an allegation against an adult working then the reporting procedure for allegations against adults working or volunteering with children should be followed – see below.

Keeping children safe is our highest priority and if, for whatever reason, staff do not feel able to report concerns to the DSL they should call the Local Authority children's social care team, the Police or the NSPCC and report their concerns anonymously. These contact numbers are included within this policy document and on display in Early Start.

Responding to a spontaneous disclosure from a child

If a child starts to talk openly to a member of staff about abuse (including historical abuse) they may be experiencing then staff will:

- Give full attention to the child or young person
- Keep body language open
- Recognise their body language
- Take time and slow down: we will respect pauses and will not interrupt the child – let them go at their own pace
- Show understanding and reflect back - including to check your understanding of what has been said - using their language
- Reassure the child that they have done the right thing in telling you. Make sure they know that abuse is never their fault
- Never talk to the alleged perpetrator about the child's disclosure.

(Information taken from NSPCC)

Any disclosure will be reported to the DSL on duty will be referred to the local authority children's social care team immediately, following our reporting procedures.

Recording Suspicions of Abuse and Disclosures

Staff should make an objective record of any observation or disclosure, supported by the DSL. This record should include:

- Child's name
- Child's address
- Age of the child, ethnicity and date of birth
- Date and time of the observation or the disclosure, location
- Exact words spoken by the child (word for word) and any non-verbal communication that was observed
- Exact position and type of any injuries or marks seen, recorded in words and shown on the body map within the injuries form

- Exact observation of any incident including any concern was reported, with date and time; and the names of any other person present at the time
- Any discussion held with the parent(s) (where deemed appropriate).

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

If a child starts to talk to an adult about potential abuse it is important not to promise the child complete confidentiality. This promise cannot be kept. It is vital that the child is allowed to talk openly and disclosure is not forced or words put into the child's mouth. As soon as possible after the disclosure details must be logged accurately. It is not Early Start's role to investigate, it is the role of statutory services to complete this.

Staff involved in a safeguarding case may be asked to supply details of any information/concerns they have with regard to a child. Early Start expects all members of staff to co-operate with the local authority children's social care, police, and Ofsted in any way necessary to ensure the safety of the children. Staff must not make any comments either publicly or in private about the supposed or actual behaviour of a parent, child or member of staff.

Informing Parents

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

Confidentiality

All suspicions, enquiries and external investigations are kept confidential and shared only with those who need to know. Any information is shared in line with guidance from the local authority. All staff, students and volunteers are bound by confidentiality and any information will not be discussed out of work, or this will become a disciplinary matter.

Early Start has due regard to the data protection principles as in the Data Protection Act 2018 and UK General Data Protection Regulations (UK GDPR). These do not prohibit the collection and sharing of personal information, even without consent if this would put the child at further risk. We will follow the principles around data collection and information sharing and ensure any information is recorded and shared in an appropriate way.

Support to families

Early Start aim to build up trusting and supportive relations among families, staff, and volunteers; to provide early help and/or referral on children and families who might need additional support and/or protection. Parents/carers and families will be treated with respect in a non-bias and objective manner in general and including whilst the subject of any external investigations and/or proceedings related to child protection and/or safeguarding.

Record Keeping

Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child, **only if appropriate and in line with guidance of the local authority with the proviso that the care and safety of the child is paramount.** We will do all in our power to support and work with the child's family.

Early Start keeps appropriate records to support the early identification of children and families that would benefit from support. Factual records are maintained in a chronological order with parental discussions. Records are reviewed regularly by the DSL to look holistically at identifying children's needs.

Early Help

Sometimes concerns about a child may not be of a safeguarding nature and relate more to their individual family circumstances. When a child and/or family would benefit from support but do not meet the threshold for Local Authority Social Care Team, a discussion will take place with the family around early help services. Early help provides support as soon as a concern/area of need emerges, helping to improve outcomes and prevent escalation onto local authority services. Early Start will work in partnership with parents/carers to identify any early help services that would benefit your child or your individual circumstances, with your consent, this may include family support, foodbank support, counselling or parenting services.

Where indicated we will complete an Early Help Record (EHR), working together with the family and different professionals and agencies to prevent complex needs escalating and/or to inform a later referral to the social care team if needs do escalate and meet statutory thresholds. Additional information can be found at <https://www.newhamscp.org.uk/early-help/> or email earlyhelppartnershipteam@newham.gov.uk

Allegations against Adults Working or Volunteering with Children

There is a responsibility to hold a consultation / make a referral to the LADO if you become aware of an allegation that any person who works with children, in connection with their employment or voluntary activity, has:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child;
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children.
- Has behaved in a way in their personal life that raises safeguarding concerns. These concerns do not have to directly relate to a child but could, for example, include arrest for possession of a weapon;
- As a parent or carer, has a child that has become subject to child protection procedures;
- Is closely associated with someone in their personal lives (i.e. partner, member of the family or other household member) who may present a risk of harm to child/ren for whom the member of staff is responsible in their employment/volunteering.

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

- Report the allegation to a director. If this person is the subject of the allegation then this should be reported to another director.
- The director/MD will **consult with the Newham LADO Service ☎ 0203 3733803 and or email lado@newham.gov.uk**
- The LADO will provide advice and guidance on whether the allegation sits within the scope of the procedures including duty to notify Ofsted
- If the allegation does fall within the scope of the procedures, the LADO will ask for a written referral to be submitted and oversee the management of the allegation; co-ordinate meetings, information-sharing and monitor and track any investigations with the aim to resolve it as quickly as possible. Early Start will be responsible for informing Ofsted.
- Support will be provided to all those involved in an allegation throughout the external investigation in line with local authority's support and advice.
- Early Start reserves the right to suspend any member of staff during an investigation.
- All enquiries/external investigations/interviews will be documented and kept in a locked file for access by the relevant authorities.
- Founded allegations will be passed on to the relevant authorities/organisations where an offence is believed to have been committed, the police will also be informed.
- Founded allegations will be dealt with as gross misconduct in accordance with our disciplinary procedures and may result in the termination of employment. Ofsted will be notified immediately of this decision along with notifying the Disclosure and Barring Service (DBS) to ensure their records are updated.
- All safeguarding records will be kept until the person reaches normal retirement age or for 21 years and 3 months if that is longer. This will ensure accurate information is available for references and future DBS checks and avoids any unnecessary reinvestigation.
- Early Start retains the right to dismiss any member of staff in connection with founded allegations following an inquiry
- Unfounded allegations will result in all rights being reinstated.
- A return to work plan will be put in place for any member of staff returning to work after an allegation has been deemed unfounded. Individual support will be offered to meet the needs of the individual staff member and the nature of the incident; this may include more frequent supervisions, coaching and mentoring and external support.

Low-level Concerns

A low-level concern is a concern that an adult working in or on behalf of the company may have acted in a way that is inconsistent with the staff code of conduct and values of the company, including inappropriate conduct outside of work.

Examples of such behaviour could include, but is not limited to, being over friendly with children, having favourites, collusion, engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or humiliating children/families. Such behaviour can exist on a wide spectrum from the inadvertent or thoughtless,

behaviour that may look to be inappropriate but might not be when the specific circumstances are understood, and through to that which is ultimately intended to enable abuse.

Low-level concerns may arise in several ways and from a number of sources such as suspicion, complaint, or disclosure made by a child, parent or other adult within or outside of the organisation, self-referral or as a result of vetting checks undertaken.

It is crucial that all low-level concerns are shared responsibly with line managers, including during supervision, are recorded and dealt with appropriately. Ensuring they are dealt with effectively will also protect those working with children from becoming the subject of potential false low-level concerns or misunderstandings.

Sharing Low-Level Concerns Procedure

- Line managers will ensure starting from induction that their staff are issued with the employee code of conduct and are clear about what appropriate behaviour is and are confident in distinguishing expected and appropriate behaviour from inappropriate, problematic or concerning behaviour in themselves and others.
- Through supervision staff will be asked to share any safeguarding concerns and identify any unprofessional behaviour – the intent is to support the individual concerned to discuss and correct any unprofessional conduct at an early stage, prevent harm to children, and promote best practice
- Supervision should be an environment where staff can speak about concerns openly and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards
- All low-level concerns should be recorded in writing. The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that should be respected as far as reasonably possible.
- Once written up the line manager/DSL must send the record to the MD.
- All records are to be kept, securely and comply with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR).
- Records should be reviewed termly by the MD or nominated Deputy Lead so that potential patterns of concerning, inappropriate, problematic or concerning behaviour can be identified.
- Where a pattern of such behaviour is identified, the MD/Deputy Lead will decide on a course of action in consultation with the LADO and HR as appropriate. This could be managed through the disciplinary procedures and where a pattern of behaviour moves from a low-level concern to meeting the harm threshold the case will be referred to the LADO following the steps set out above.
- Information about low-level concerns will be held on file for the term of employment.
- All staff can share concerns confidentially with any service area DSL, company lead or deputy.

- Line managers must inform the Lead or Deputy of all the low-level concerns and in a timely manner according to the nature of each particular low-level concern.
- The company Lead or nominated deputy in their absence should be the ultimate decision maker in respect of all low-level concerns, although it is recognised that the preferable method is a collaborative decision making approach.
- Low-level concerns which are shared about supply staff and contractors should be notified to their employers, so that any potential patterns of inappropriate behaviour can be identified.
- If in any doubt as to whether the information which has been shared about a member of staff as a low-level concern in fact meets the harm threshold, the company lead should consult with the LADO.
- If the concern has been raised via a third party, the company lead or nominated deputy should collect as much evidence as possible by speaking directly to the person who raised the concern, unless it has been raised anonymously, and to the individual involved and any witnesses. The information collected will help them to categorise the type of behaviour and determine what further action may need to be taken. This information needs to be recorded in writing along with the rationale for their decisions and action taken.

References

Low-level concerns which relates exclusively to safeguarding (and not to misconduct or poor performance) should not be referred to in a reference. However, where a low-level concern (or group of concerns) meets the harm threshold for referral to the LADO and found to be substantiated, it should be referred to in a reference.

Monitoring Attendance

We are required to monitor attendance patterns to ensure they are consistent and there is no cause for concern. Customers and clients should be asked to inform us of any planned or other absences including incidents of sickness absence on the same day so we able to account for plan for service delivery and monitor children's welfare through attendance information.

At all our premises if a child has not arrived within one hour of the expected time, the parents/guardians will be called to ensure the child is safe and healthy. If the parents are not contactable then the emergency contact numbers listed will be used to ensure all parties are safe. Staff will work their way down the emergency contact list until contact is established and we are made aware that all is well with the child and family.

Where a child is part of a child protection plan, or during a referral process, any absences will immediately be reported to the local authority children's social care team to ensure the child remains safe and well.

Injury on Arrival:

- All signs of marks/injuries to a child, when they come into an Early Start will be recorded as soon as noticed by a staff member using an Injury on Arrival Report Form and brought to the attention of the DSL
- The incident will be discussed with the parent at the earliest opportunity, if appropriate
- Such discussions will be recorded and the parent will have access to such records, if appropriate
- If there are queries regarding the injury, Newham Children's Services MASH team will be notified in line with Safeguarding procedures.

Looked After Children

As part of safeguarding we will ensure our staff are aware of how to keep looked after children safe. In order to do this we ask that we are informed of:

- The legal status of the child (i.e. whether the child is being looked after under voluntary arrangements with consent of parents or on an interim or full care order)
- Contact arrangements for the biological parents (or those with parental responsibility)
- The child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her
- The details of the child's social worker and any other support agencies involved
- Any child protection plan or care plan in place for the child in question.

Staffing and Volunteering

Our policy is to provide a secure and safe environment for all children. We follow safer recruitment practices including obtaining references. All staff employed to work with children will have enhanced criminal record checks from the Disclosure and Barring Service (DBS) before being able to carry out intimate care routines or be left unsupervised with children. We will obtain enhanced criminal records checks (DBS) for volunteers in the setting. Volunteers and visitors will never have unsupervised access to children.

All staff will attend child protection/safeguarding training and receive initial basic child protection training during their induction period. This will include the procedures for spotting signs and behaviours of abuse and abusers/potential abusers, recording and reporting concerns and creating a safe and secure environment for the children in Early Start. During induction staff will be given a copy of the policies and procedures with the contact details for the local authority children's social care team's, the local safeguarding children partnership and Ofsted to enable them to report any safeguarding concerns, independently, if they feel it necessary to do so.

Ongoing suitability of staff is monitored through:

- regular supervisions
- peer observations
- annual childcare disqualification disclosure / declaration
- safeguarding competencies
- regular review of DBS using the online update service.

Safeguarding Adults

Adults can be abused in many different ways. Some groups, such as the elderly and the frail, are at particular risk of abuse and harm. Safeguarding adults is about protecting those at risk of harm (vulnerable adults) from suffering abuse or neglect.

Abuse of adults can happen anywhere. It can happen at home, in a residential or nursing home, in a hospital, at work or in the street. There are different types of abuse, which include:

- **Physical** - being hurt or harmed either deliberately or through rough, careless or thoughtless behaviour.
- **Emotional abuse or bullying** - being humiliated or put down or made to feel anxious or frightened.
- **Financial abuse or theft** - someone using your money or possessions in a way that you don't want.
- **Neglect** - not being given the things you need to feel safe and comfortable or not making sure you get the care or treatment you need.
- **Sexual abuse** - being made to do something that you don't want to do.
- **Discrimination** - including racist, sexist or abuse about a person's disability.
- **Domestic abuse** - examples include psychological, physical, sexual, financial, emotional abuse or 'honour'-based violence.
- **Modern slavery** - includes slavery, human trafficking and forced labour.
- **Organisational abuse** - includes neglect and poor care within an institution or specific care setting such as a hospital or care home.
- **Self-neglect** - includes not caring for personal cleanliness, health or surroundings, and displaying behaviour such as hoarding.

Designated Safeguarding Leads (DSL)

We have named persons within Early Start who take lead responsibility for safeguarding and co-ordinate child protection and welfare issues. The role of the Designated Safeguarding Lead is to ensure that the Safeguarding policy and procedures are reviewed and developed in line with current guidance and to develop staff understanding of the policies and procedures including through training. All managers and directors at Early Start are trained DSL's and there is always at least one DSL on duty during the opening hours of the centres. The designated persons will receive comprehensive training at least every two years and update their knowledge on an ongoing basis, but at least once a year.

Early Start DSL's liaise with the local authority children's social care team, undertake specific training including a child protection training course and receives regular updates to developments within this field. They in turn support the ongoing development and knowledge of the staff team with regular safeguarding updates.

DSL's:

- Take the lead on responding to information from the staff team relating to child protection concerns
- Provide advice, support and guidance on an on-going basis to staff, students and volunteers
- Identify children who may need early help or who are at risk of abuse

- Help staff to ensure the right support is provided to families
- Liaise with the local authority and other agencies with regard to child protection concerns
- Ensure the Nursery settings are meeting the requirements of the EYFS Safeguarding requirements
- Ensure policies are in line with the local safeguarding procedures and details
- Disseminate updates to legislation to ensure all staff are kept up to date with safeguarding practices
- Manage and monitor accidents, incidents and existing injuries; ensuring accurate and appropriate records are kept
- Attend meetings, with the child's key person where possible
- Attend case conferences and external safeguarding meetings, as requested, by external agencies.

Early Start Safeguards Children and Staff by:

- Providing adequate and appropriate staffing resources to meet the needs of all children
- Informing applicants for posts within Early Start that the positions are exempt from the Rehabilitation of Offenders Act 1974. Candidates are informed of the need to carry out checks before posts can be confirmed. Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information
- Giving staff members, volunteers and students regular opportunities during supervisions and having an open door policy to declare changes that may affect their suitability to care for the children. This includes information about their health, medication or about changes in their home life such as child protection plans for their own children.
- We use the DBS update service (with staff consent) to re-check staff's criminal history and suitability to work with children at regular intervals
- Abiding by the requirements of the EYFS and any Ofsted guidance in respect to obtaining references and suitability checks for staff, students and volunteers, to ensure that all staff, students and volunteers working in the setting are suitable to do so
- Ensuring we receive at least two written references before a new member of staff commences employment with us
- Ensuring all students will have enhanced DBS checks completed before their placement starts
- Volunteers, including students, do not carry out any intimate care routines and are never left to work unsupervised with children
- Abiding by the requirements of the Safeguarding Vulnerable Groups Act 2006 and the Childcare Act 2006 (amended 2018) in respect of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of child protection concern will be reported to the Disclosure and Barring Services (DBS)
- Having procedures for recording the details of visitors to Early Start and take security steps to ensure that no unauthorised person has unsupervised access to the children
- Ensuring all visitors/contractors are supervised whilst on the premises, especially when in the areas the children use

- Staying vigilant to safeguard the whole nursery environment and be aware of potential dangers on Early Start boundaries such as drones or strangers lingering. We will ensure the children remain safe at all times
- Having a Staff Behaviour policy, which sits alongside this policy to enable us to monitor changes in behaviours that may cause concern. All staff sign up to this policy to ensure any changes are reported to management so we are able to support the individual staff member and ensure the safety and care of the children is not compromised
- Ensuring that staff are aware not to contact parents/carers and children through social media on their own personal social media accounts and they will report any such incidents to the management team to deal with
- Ensuring that all staff have access to, and comply with, the whistleblowing policy, which provides information on how they can share any concerns that may arise about their colleagues in an appropriate manner.
- We encourage a culture of openness and transparency, and all concerns are taken seriously
- Ensuring all staff are aware of the signs to look for of inappropriate staff behaviour, this may include inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images. This is not an exhaustive list, any changes in behaviour must be reported and acted upon immediately
- Ensuring all staff will receive regular supervision meetings where opportunities will be made available to discuss any issues relating to individual children, child protection training, safeguarding concerns and any needs for further support or training
- Having peer on peer and manager observations in the setting to ensure that the care we provide for children is at the highest level and any areas for staff development are identified promptly. Peer observations allow us to share constructive feedback, develop practice and build trust so that staff are able to share any concerns they may have. Concerns are raised with the designated lead and dealt with in an appropriate and timely manner
- Ensuring the deployment of staff within Early Start allows for constant supervision and support. Where children need to spend time away from the rest of the group we will be put into action other measures to ensure the safety of the child and the adult such as clear lines of sight between spaces, vision panels, leaving doors ajar and CCTV.
- Operating a Phones and Other Electronic Devices, Social Media and Online Safety policies which state how we will keep children safe whilst at nursery.

Early Start has a clear commitment to protecting children and promoting welfare. Should anyone believe that this policy is not being upheld it is their duty to report the matter to the attention of Justin Elder, Managing Director, or Deputy Lead, at the earliest opportunity.

Intimate Care Policy

Intimate care routines are essential throughout the day to meet children's basic needs. Such as: nappy changing, supporting children with toileting, changing clothes, and giving first aid treatment and specialist medical support, where required. The child's key person will carry out the majority of these actions on a one-to-one basis, wherever possible. The first adult to assist, who is a qualified first aider must carry out first aid treatment.

We aim to ensure the safety and welfare of children and staff during intimate care routines and safeguard them against any potential harm 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 practitioners undertaking intimate care routines have suitable enhanced DBS checks
- Training all practitioners in the appropriate methods for intimate care routines and arranging specialist training where required, i.e. first aid training, specialist medical support
- Personal care, nappy changing and intimate routines take place in changing spaces where staff conducting are always in view of colleagues
- Conducting thorough inductions for all new practitioners 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 as laid out in the Parent and Carers as Partners Policy. This is essential for intimate care routines, which require specialist training and/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 practitioners to care for the child fully and meet their individual needs
- Ensuring all practitioners 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 practitioners raise any concerns about their peers or managers; and helping practitioners 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 being put into practice and the staff fully support all children.
- Conducting regular risk assessments on all aspects of the nursery operations, including intimate care and reviewing the safeguards in place.

Nappy Changing

We will ensure there are discussion between parents and the nursery, so that information is shared about nappy changing and toilet training in a way that suits the

parents and meets the child's needs. Parents will be engaged in the process of toilet training at an appropriate time and supported to continue this with their child at home.

We will use appropriate designated facilities for nappy changing which meet the following criteria:

- Facilities are separate to food preparation and serving areas and children's play areas
- Changing tables have a sealed plastic covering that is sanitised between uses and is frequently checked for damage.
- Clean nappies are stored in a clean dry place; soiled nappies are placed in a yellow sack in the clinical waste bin.
- If a child requires a non-prescription cream / lotion for example nappy rash for skin conditions, these must be supplied by the parent/guardian in the product container and must be clearly labelled with the child's name. When applying creams for rashes, a gloved hand is used.

Staff changing nappies will:

- Ensuring hygiene procedures are followed appropriately
- Use appropriate PPE, i.e. a new disposable apron and pair of gloves for each child changed and always wash hands before and after each nappy change
- Clean, disinfect and dry changing tables thoroughly after each nappy change
- Ensure they have all the equipment they need before each nappy change
- Keep waste bags and PPE is out of reach of babies and children.

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

Safe and Respectful Care Policy

We believe that all children need to feel safe, secure and happy. This involves nursery practitioners being responsive to children's needs, whilst maintaining professionalism, this includes giving children cuddles and changing children's clothes.

To promote good practice and to minimise the risk of allegations we have the following guidelines:

- We recognise it is appropriate to cuddle children, if the child seeks from the practitioner, or the child needs comfort to support their emotional well-being. Staff are advised to only do this in view of other staff and children, whenever possible. It is the duty of all staff and the manager to ensure that children are appropriately comforted and to monitor practice
- We discourage inappropriate behaviour such as over tickling, over boisterous play or inappropriate questions such as asking children to tell them they love them and we advise staff to report any such observed practice
- Staff are respectful of each other and the children and families in the nursery and do not use inappropriate language or behaviour
- The manager carries out checks throughout the day to ensure safe practices
- Management will challenge inappropriate behaviour in line with the supervision / disciplinary procedures
- That all staff are made aware of the whistleblowing procedures.

If a parent or member of staff has concerns or questions about safe care and practice procedures or behaviour they consider as inappropriate, including between colleagues, they are urged to see the manager at the earliest opportunity. If the concern relates to the manager and/or nursery director, then parents should contact Ofsted or the local authority children's social care team.

Whistleblowing Policy

At Early Start we expect all our colleagues, both internal and external, to be professional at all times and hold the welfare and safety of every child as their prime objective.

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

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

Legal framework

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

A qualifying disclosure is one made in the public interest by an employee who has a reasonable belief that:

- A criminal offence
- A miscarriage of justice
- An act creating risk to health and safety
- An act causing damage to the environment
- A breach of any other legal obligation or
- Concealment of any of the above
- Any other unethical conduct
- An act that may be deemed as radicalised or a threat to national security

is being, has been, or is likely to be, committed.

Qualifying disclosures made before 25 June 2013 must have been made 'in good faith' but when disclosed, did not necessarily have to have been made 'in the public interest.'

Disclosures made after 25 June 2013 do not have to be made 'in good faith'; however, they must be made in the public interest. This is essential when assessing a disclosure made by an individual.

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

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

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

Disclosure of information

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

- That a criminal offence has been committed or is being committed or is likely to be committed
- That a person has failed, is failing or is likely to fail to comply with any legal obligation to which they are subject (i.e. EYFS, Equalities Act 2010)
- That a miscarriage of justice has occurred, is occurring, or is likely to occur
- That the health or safety of any individual has been, is being, or is likely to be endangered
- That the environment, has been, is being, or is likely to be damaged
- That information tending to show any of the above, has been, is being, or is likely to be deliberately concealed.

Disclosure procedure

- If this information relates to child protection/safeguarding then the nursery safeguarding children/child protection policy should be followed, with particular reference to the staff and volunteering section.
- Where you reasonably believe one or more of the circumstances listed above has occurred, you should promptly disclose this to your manager so that any appropriate action can be taken. If it is inappropriate to make such a disclosure to your manager (i.e. because it relates to your manager) you should speak to a nursery director or the managing director
- Employees will suffer no detriment of any sort for making such a disclosure in accordance with this procedure.
- For further guidance in the use of the disclosure procedure, employees should speak in confidence to a director
- Any disclosure or concerns raised will be treated seriously and will be dealt with in a consistent and confidential manner and will be followed through in a detailed and thorough manner
- Any employee who is involved in victimising colleagues who make a disclosure, takes any action to deter employees from disclosing information or makes malicious allegations in bad faith will be subject to potential disciplinary action which may result in dismissal
- Failure to report serious matters can also be investigated and potentially lead to disciplinary action which may result in dismissal
- Any management level employee who inappropriately manages a whistleblowing matter/disclosure (i.e. failing to react appropriately by not taking action in a timely manner or disclosing confidential information) may be deemed to have engaged in gross misconduct which could lead to dismissal
- We give all of our practitioners the telephone numbers of the Local Authority Designated Officer (LADO), the local authority children's social care team and Ofsted so all practitioners may contact them if they cannot talk to anyone internally about the issues/concerns observed.

Mobile Phone and Electronic Device Use Policy

This policy refers to all electronic devices that are capable of taking pictures, recording videos; that can send or receive calls and messages. The policy should be used together with our Safeguarding and Child Protection and Children Policy and Acceptable IT Use policies.

To ensure the safety and well-being of children we do not allow staff to use personal mobile phones and or electronic devices during working hours, except in their break times within the staff rooms/designated offices. Smartwatches that receive calls and messages are prohibited in nursery classroom

We use mobile phones supplied by the nursery to provide a means of contact in certain circumstances. All managers/directors are issued with a nursery phone for work use only. If practitioners take the children out of the nursery on an approved visit/outing the visit co-ordinator, as a minimum will also be issued with a work phone.

Staff are issued with a company maintained and monitored ICT tablet which is supplied for the purpose of recording information on the Tapestry online system and accessing approved educational materials/resources only.

Practitioners must adhere to the following:

- Any personal electronic devices capable of taking pictures, recording, sending or receiving calls and messages may not be taken into nursery classrooms.
- Personal electronic devices such as phones can only be used on a designated break in staff only areas where no children / parents are present
- Personal devices bought to the premise by staff must be stored safely in staff lockers and at all times during the hours of the working day they should be either turned off or on silent
- No personal device is allowed to be connected to the nursery wifi at any time
- The use of nursery devices, such as tablets, must only be used for nursery purposes
- The nursery devices will not have any social media or messaging apps on them
- Any apps downloaded onto nursery devices must be age and content appropriate for children using them. Apps can only be downloaded by IT or nursery management.
- Passwords/passcodes for nursery devices must not be shared or written down, and will be changed regularly
- Only nursery owned devices will be used to take photographs or film videos.
- During visits / outings practitioners will use mobile phones belonging to the nursery wherever possible. Photographs must not be taken of the children on any personal phones or any other personal information storage device.
- Nursery devices will not be taken home by practitioners and will remain secure at the setting when not in use, with the exception personal with authorised/secure company equipment

Parents' and visitors' use of mobile phones and smartwatches

Whilst we recognise that there may be emergency situations which necessitate the use of a mobile telephone, in order to ensure the safety and welfare of children in our care and share information about the child's day, parents and visitors are kindly asked to refrain from using their mobile phones/devices in the nursery or when dropping off / collecting their children. If you are found to be using a mobile device inside the nursery premises you will be asked to stop.

Visitors are requested to leave their mobile phones, electronic devices or smart watches in the office where they will be locked away safely.

Parents are requested not to allow their child to wear or bring in devices that may take photographs or record videos or voices. This includes smart watches with these capabilities, such as Vtech. This ensures all children are safeguarded and also protects their property as it may get damaged or misplaced at the nursery.

Photographs and videos

Photographs and video recordings play a part in the life of the nursery. We ensure that any photographs or recordings (including CCTV) taken of children in our nursery is only done with prior written permission from each child's parent and only share photos with parents in a secure manner. We will obtain this permission when each child is registered.

We ask for individual permissions for photographs and video recordings for a range of purposes including: use in the child's learning journey; for display purposes; for promotion materials including our nursery website, brochure and the local press; and for security in relation to CCTV and the different social media platforms we use. We ensure that parents understand that where their child is also on another child's photograph, but not as the primary person, that may be used in another child's learning journey. Photographs and videos will not be taken in areas where intimate care routines are carried out.

If a parent is not happy about one or more of these uses, we will respect their wishes and find alternative ways of recording their child's play or learning.

Practitioners are not permitted to take any photographs or recordings of a child on their own information storage devices i.e. cameras, mobiles, tablets or smartwatches and may only use those provided by the nursery. The nursery manager will monitor all photographs and recordings to ensure that the parents' wishes are met and children are safeguarded.

Photographs or videos recorded on nursery mobile devices will be transferred to the correct storage device as soon as possible to ensure no images are left on mobile devices.

During special events, i.e. Christmas or leaving parties, practitioners may produce group photographs to distribute to parents on request. In this case we will gain individual permission for each child before the event. This will ensure all photographs taken are in line with parental choice. We ask that photos of events such as

Christmas parties are not posted on any social media websites/areas without permission from parents of all the children included in the picture.

Online Learning Journals

We use tablets in the rooms to take photos of the children and record evidence that maps their learning journey. We use an online password protected system called Tapestry. We ensure that tablets issued to practitioners by the nursery are used for this purpose only and do not install applications such as social media or messaging sites on to these devices. We routinely check to ensure that emails and text messages (where applicable) have not been sent from these devices and remind practitioners of the whistleblowing policy if they observe practitioners not following these safeguarding procedures.

Social Networking Policy

Social media is a large part of the world we live in and at Early Start we need to make sure we protect our children by having procedures in place for safe use. We use Facebook and Instagram to share pictures of the activities the children have taken part in while at nursery. In order to safeguard children, we will:

- Ensure all children in the photographs or posts have the correct permissions in place from their parent / carer
- Not allow others to post on our Facebook page, i.e. only management can post on the page, only parents / family / carers who have been invited to join the group can view and comment on the posts
- Monitor comments on all posts and address any concerns immediately.

Practitioners use of social media

We require our practitioners to be responsible and professional in their use of social networking sites in relation to any connection to the nursery, nursery practitioners, parents or children.

- When using social networking sites such as Facebook, Instagram, TikTok or any other social network practitioners must:
 - Not name the nursery they work at
 - Not make comments relating to their work or post pictures from work or work related events
 - Not send private messages to any parent's/family members
 - If a parent asks questions relating to work via social networking sites, then practitioners should reply asking them to contact the nursery manager
 - Ensure any posts reflect their professional role in the community (i.e. no inappropriate social event photos or inappropriate comments)
 - Report any concerning comments or questions from parents to the manager
 - Follow the employee code of conduct
 - Not post anything that could be construed to have any impact on the nursery's reputation or relate to the nursery or any children attending the nursery in any way.
- If any of the above points are not followed then the member of staff involved will face disciplinary action, which could result in dismissal.

All electronic communications between practitioners and parents should be professional and take place via the official nursery communication channels, i.e. work emails and phone numbers. This is to protect practitioners, children and parents.

Parents and visitors' use of social networking

We ask all parents and visitors to follow this policy to ensure that information about children, images and information do not fall into the wrong hands.

We ask parents not to:

- Send friend requests to any member of nursery practitioners

- Screen shot or share any posts or pictures from the nursery on social media platforms (these may contain other children in the pictures)
- Post any photographs to social media that have been supplied by the nursery with other children in them (i.e. sports day photographs or photographs from an activity at nursery).

We ask parents to:

- Share any concerns regarding inappropriate use of social media through the official procedures (please refer to the partnership with parent's policy, complaints procedures and grievance policy).

Acceptable IT Use Policy

This Policy describes the rights and responsibilities of practitioners using resources, such as computers, tablets, the internet, landline and mobile telephones, and other electronic equipment. It explains the procedures you are expected to follow and makes clear what is considered acceptable behaviour when using them. These devices are a vital part of our business and should be used in accordance with our policies in order to protect children, practitioners and families.

Legislation

- Data Protection Act 2018
- General Data Protection Regulation (Regulation (EU) 2016/679) UK GDPR

Related Policies

- Whistleblowing
- Social Networking
- Safeguarding Children/Child Protection
- Online Safety

Security and passwords

All electronic devices will be password protected and passwords will be updated on a regular basis. Passwords for our systems are confidential and must be kept as such. You must not share any passwords with any other person; in particular, you must not allow any other practitioner to know or use your password.

Email

We expect all practitioners to use their common sense and good business practice when using email. As email is not a totally secure system of communication and can be intercepted by third parties, external email should not normally be used in relation to confidential transactions.

Emails must not be used to send abusive, offensive, sexist, racist, disability-biased, sexual orientation based or defamatory material, including jokes, pictures or comments which are potentially offensive. Such use may constitute harassment and/or discrimination and may lead to disciplinary action up to and including summary dismissal. If you receive unwanted messages of this nature, you should bring this to the attention of your Manager.

Internet access

You must not use the internet facilities to visit, bookmark, download material from or upload material to inappropriate, obscene, pornographic or otherwise offensive websites. Such use constitutes misconduct and will lead to disciplinary action up to and including summary dismissal in serious cases.

Each employee has a responsibility to report any misuse of the internet or email. By not reporting such knowledge, the employee will be considered to be collaborating in the misuse. Each employee can be assured of confidentiality when reporting misuse.

Personal use of the internet, email and telephones

Any use of our electronic communication systems (including email, internet and telephones) for purposes other than the duties of your employment is not permitted.

Emergency personal calls need to be authorised by the manager and where possible, be made on your own personal mobile phone outside the nursery spaces and in the staff rooms only.

Disciplinary action will be taken where:

- the privilege of using our equipment is abused; or
- unauthorised time is spent on personal communications during working hours.

Data protection

When using any of our systems employees must adhere to the requirements of The Data Protection Act 2018, General Data Protection Regulation 2018 (UK GDPR). For more information, see our Data Protection and Confidentiality Policy.

Downloading or installing software

Employees may not install any software that has not been cleared for use by the manager onto our computers or systems. Such action may lead to disciplinary action up to and including summary dismissal in serious cases.

Using removable devices

Before using any removable storage media which has been used on hardware not owned by us (i.e. USB pen drive, etc.) the contents of the storage device must be virus checked.

Removable devices must not be taken home unless under exceptional circumstances and authorised to do so by the management team, with prior written permission and risk assessment in place.

Tapestry

Early Start Education will be using Tapestry as an online learning journal.

Tapestry is a secure online Learning Journal to record photos, observations and comments, in line with the **Early Years** Foundation Stage curriculum, to build up a record of children's experiences during their time with Early Start Education. Each member of practitioners will be issued with a username and password that they must keep secure in line with our ICT policy. Members of practitioners will be issued with a tablet that they will use to access Tapestry in which they can make observations and update the care diary on daily basis whilst in a nursery room/garden. Reports will need to be completed in line with Early Start Education timelines. Tapestry is only to be accessed on Early Start Education approved equipment, onsite and using Early Start Education secure internet and Wi-Fi. Tapestry is not to be accessed on personal devices outside our sites and/or working hours unless given explicit permission from Early Start Education management. Monthly audits will track user's access to Tapestry to ensure this policy is adhered to.

Confidentiality in line with the Data Protection Act 2018 and UK GDPR apply. No information from Tapestry is to be shared with anyone outside of the organisation unless approved by Early Start Management. Viewing records within Tapestry should be only undertaken for professional reasons. Failure to comply will result in disciplinary action as a data breach. Do not share your access to Tapestry with other colleagues. Each member of staff will have their own account and must use this to

access Tapestry. You must ensure that you log out of your session when you have finished. All devices should be locked when not in use and put away securely at the end of each working day.

Training will be supplied by the Information and Systems manager initially with on-going support from Early Start managers who will act as Tapestry Champions for day to day issues. Any functional issue needs to be raised with the Information and Systems manager. Any operational issues in how the programme should be used should be raised with Early Start Education managers.

CCTV

The nursery CCTV surveillance is intended for the purposes of:

- promoting the health and safety of children, practitioners and visitors
- protecting the nursery building and resources.

The system comprises of internal and external cameras that are placed around the nursery but **not** in the toilets or changing areas, or offices/practitioners welfare spaces.

The use of CCTV to control the perimeter of the nursery for security purposes has been deemed to be justified by the nursery management. The system is intended to deter crime or capture images of intruders or of individuals damaging property or removing goods without authorisation or of antisocial behaviour.

Monitoring

The CCTV is monitored centrally from the nursery offices and is registered with the Information Commissioner under the terms of the Data Protection Act. This policy outlines the nursery's use of CCTV and how it complies with the Act. The nursery complies with Information Commissioner's Office (ICO) CCTV Code of Practice to ensure the CCTV is used responsibly.

All authorised operators and employees with access to images are aware of the procedures that need to be followed when accessing the recorded images. All operators are trained to understand their responsibilities under the CCTV Code of Practice. All employees are aware of the restrictions in relation to access to, and disclosure of, recorded images. A copy of this CCTV Policy will be provided on request to practitioners, parents and visitors to the nursery and will be made available on the website and in the policy file.

Location of cameras

The location of CCTV cameras will also be indicated and adequate signage will be placed at the perimeter of each setting in which a CCTV camera(s) is sited to indicate that CCTV is in operation. Adequate signage will also be prominently displayed at the entrance to the nursery's property.

Storage and retention

The images captured by the CCTV system will be retained for a maximum of 45 days, except where the image identifies an issue and is retained specifically in the context of an investigation/prosecution of that issue. The images/recordings will be stored in a secure environment with a log of access kept. Access will be restricted to authorised personnel.

Supervising the access and maintenance of the CCTV System is the responsibility of the registered person / nursery directors. In certain circumstances, the recordings may also be viewed by other individuals. When CCTV recordings are being viewed, access will be limited to authorised individuals on a need-to-know basis. Files will be stored in a secure environment with a log of access to recordings kept. Recorded footage and the monitoring equipment will be securely stored in a restricted area. A log of access to footage will be maintained.

When accessing images, wherever possible, two authorised members of practitioners must be present. A written record of access will be made. A record of the date of any disclosure request along with details of who the information has been provided to (the name of the person and the organisation they represent), why they required it and how the request was dealt with will be made and kept, in case of challenge.

Subject Access Requests (SAR)

Individuals have the right to request access to CCTV footage relating to themselves under the Data Protection Act / UK GDPR. Individuals submitting requests for access will be asked to provide sufficient information to enable the footage relating to them to be identified. For example, date, time and location.

The nursery will respond to requests as soon as possible and in line with the Company's GDPR policy. The nursery reserves the right to refuse access to CCTV footage where this would prejudice the legal rights of other individuals or jeopardise an on-going investigation or if footage contains images relating to third parties and the nursery cannot take appropriate steps to mask and protect the identities of those individuals.

A record of the date of the disclosure along with details of who the information has been provided to (the name of the person and the organisation they represent) and why they required it will be made.

Complaints

Complaints and enquiries about the operation of CCTV within the nursery should be directed to the manager of the nursery in the first instance.

Monitoring Staff Behaviour Policy

At Early Start we take the safety and welfare of our children and practitioners seriously. This policy ensures practitioners behave in an appropriate manner to act as a role model for and protect all children in their care. Within this policy, we will also ensure that any changes to staff behaviours or ways of working are closely monitored, discussed and supported to ensure all children are safeguarded throughout their time here.

Expected staff behaviour

Within our nursery we expect our practitioners to:

- Put our children first: their safety, welfare and ongoing development is the most important part of their role
- Behave as a positive role model for the children in their care by remaining professional at all times and demonstrating caring attitudes to all
- Work as part of the wider team, cohesively and openly
- Be aware of their requirements under the EYFS Statutory Framework and the nursery policies and procedures designed to keep children safe from harm whilst teaching children and supporting their early development
- React appropriately to any safeguarding concerns quickly and concisely in accordance to the nursery / Local authority procedures and training received
- Not share any confidential information relating to the children, nursery or families using the facility
- Maintain the public image of the nursery and do nothing that will bring the company into disrepute
- Ensure that parental relationships are professional and external social relationships are not forged. If a relationship exists prior to the child starting at the setting, this must be disclosed and discussions held with management to ensure the relationship remains professional.
- Report to management immediately any changes in personal life that may impact on the ability to continue the role. These may include (but not limited to) changes in police record, medication, any social service involvement with their own children.

Monitoring staff behaviour

Within the nursery we:

- Conduct regular observations using all practitioners and management, during which we will look at interactions with children and their peers
- Have regular supervisions with all practitioners in which ongoing suitability will be monitored and recorded
- Use a whistleblowing policy that enables team members to discuss confidentially any concerns about their colleagues
- Ensure all new practitioners members are deemed suitable with the appropriate checks as detailed in the safeguarding policy.

Some behaviours that may cause concern and will be investigated further:

- Change in moods
- Sudden change in religious beliefs / cultural beliefs (may be a sign of radicalisation)

- Changes in the way of acting towards the children or the other members of the team (becoming more friendly and close, isolation, avoidance, agitation etc.)
- Sudden outbursts
- Becoming withdrawn
- Secretive behaviours
- Missing shifts, calling in sick more often, coming in late
- Standards in work slipping
- Extreme changes in appearance.

Procedures to be followed:

If we have a concern about changes in staff behaviour within the nursery, an immediate meeting will be called with the individual and a member of management to ascertain how the person is feeling. We will aim to support the practitioners wherever possible and will put support mechanisms in place where appropriate.

Ultimately we are here to ensure all practitioners are able to continue to work with the children as long as they are suitable to do so, but if any behaviours cause concern about the safety or welfare of the children then the procedure in the child protection/safeguarding policy will be followed as in the case of allegations against a team member and the Local Authority Designated officer (LADO) will be contacted

All conversations, observations and notes on the staff member will be logged and kept confidential.

Lone Working Policy

At Early Start 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 practitioners 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, i.e. management, opening and closing the setting, carrying out cleaning or maintenance at the settings and practitioners operating outside operating hours.

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

It is the responsibility of both the employee and their manager to identify the hazards and minimise the risks of working alone.

Considerations when deciding on lone working include how lone workers manage with a variety of tasks such as talking to parents and supervising activities whilst maintaining the safety and welfare of children and ensuring that each member of practitioners required to work alone has the training and/or skills for the role; i.e. paediatric first aid certificate, child protection/safeguarding training and competency, food hygiene training and if they hold a level 3 qualification.

Employees/managers' responsibilities when left in a room alone include ensuring:

- To complete a risk assessment for practitioners working alone
- Ratios are maintained
- There is someone to call on in an emergency if required
- The member of practitioners and children are safeguarded at all times (relating to additional policies as above).

Employee's responsibilities when left in the building alone:

- To make a member of the management team 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 secure 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 practitioners working alone are competent and confident to carry out any safety procedures i.e. 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 completed for these occasions including hazards and risks and how these are controlled.

Inclusion and Equality Policy

At Early Start we take great care to treat each individual as a person with equal rights and responsibilities to any other individual, whether they are an adult or a child. We are committed to providing equality of opportunity and anti-discriminatory practice for all children and families according to their individual needs.

Discrimination on the grounds of gender, age, race, religion or belief, marriage or civil partnership, disability, sexual orientation, gender reassignment, pregnancy or maternity/paternity, ethnic or national origin, or political belief has no place within our nursery.

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

The legal framework for this policy is based on:

- Special Education Needs and Disabilities Code of Practice 2015
- Children and Families Act 2014
- Equality Act 2010
- Childcare Act 2006
- Children Act 2004
- Care Standards Act 2002
- Special Educational Needs and Disability Act 2001.

The nursery and practitioners are committed to:

- Recruiting, selecting, training and promoting individuals on the basis of occupational skills requirements. In this respect, the nursery will ensure that no job applicant or employee will receive less favourable treatment because of age, sex, gender reassignment, disability, marriage or civil partnership, race, religion or belief, sexual orientation, pregnancy or maternity/paternity
- Providing a childcare place, wherever possible, for children who may have learning difficulties and/or disabilities or are deemed disadvantaged according to their individual circumstances, and the nursery's ability to provide the necessary standard of care
- Making reasonable adjustments for children with special educational needs and disabilities
- Striving to promote equal access to services and projects by taking practical steps (wherever possible and reasonable), such as ensuring access to people with additional needs and by producing materials in relevant languages and media for all children and their families
- Providing a secure environment in which all our children can flourish and all contributions are valued
- Including and valuing the contribution of all families to our understanding of equality, inclusion and diversity
- Providing positive non-stereotypical information

- Continually improving our knowledge and understanding of issues of equality, inclusion and diversity
- Regularly reviewing, monitoring and evaluating the effectiveness of inclusive practices to ensure they promote and value diversity and difference and that the policy is effective and practices are non-discriminatory
- Making inclusion a thread which runs through the entirety of the nursery, for example, by encouraging positive role models through the use of toys, imaginary play and activities, promoting non-stereotypical images and language and challenging all discriminatory behaviour (see dealing with discriminatory behaviour policy).

Admissions/service provision

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

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

Recruitment

Recruitment, promotion and other selection exercises such as redundancy selection will be conducted on the basis of merit, against objective criteria that avoid discrimination. Applications will complete an application via our website. Shortlisting should be done by more than one person if possible.

All members of the selection group will be committed to the inclusive practice set out in this policy and will have received appropriate training in this regard.

Vacancies should generally be advertised to a diverse section of the labour market. Advertisements should avoid stereotyping or using wording that may discourage particular groups from applying.

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

Under the Equality Act 2010 you can only ask questions prior to offering someone employment in the following circumstances:

- You need to establish whether the applicant will be able to comply with a requirement to undergo an assessment (i.e. an interview or selection test)
- You need to establish whether the applicant will be able to carry out a function that is intrinsic to the work concerned
- You want to monitor diversity in the range of people applying for work
- You want to take positive action towards a particular group – for example offering a guaranteed interview scheme
- You require someone with a particular disability because of an occupational requirement for the job.

The national College for Teaching and Leadership provides further guidance specific to working with children:

Providers have a responsibility to ensure that practitioners have the health and physical capacity to teach and will not put children and young people at risk of harm. The activities that a practitioner must be able to perform are set out in the Education (Health Standards England) Regulations 2003. Providers are responsible for ensuring that only practitioners who have the capacity to teach remain on the staff team.

People with disabilities or chronic illnesses may have the capacity to teach, just as those without disabilities or medical conditions may be unsuitable to teach. Further information on training to teach with a disability is available from the DfE website.

Successful applicants offered a position may be asked to complete a fitness questionnaire prior to commencing the programme. Providers should not ask all-encompassing health questions, but should ensure that they only ask targeted and relevant health-related questions, which are necessary to ensure that a person is able to teach.

Staff

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

Practitioners will follow the 'Dealing with Discriminatory Behaviour' policy where applicable to report any discriminatory behaviours observed.

Training

The nursery recognises the importance of training as a key factor in the implementation of an effective inclusion and equality policy. All new practitioners receive induction training including specific reference to the inclusion and equality policy.

Early learning framework

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

We do this by:

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

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

Information and meetings

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

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

Special Consideration for Employees

At Early Start we recognise that certain employees such as young persons, new and expectant mothers and persons with a disability may require special consideration.

Legal requirements

The nursery follows the legal requirements set out in The Management of Health and Safety at Work Regulations 1992 and the Equality Act 2010. Our Health and Safety Policy has regard to any employees requiring special consideration at the commencement of employment and during the course of it. The following procedure is followed.

Procedure

The nursery manager:

- Assesses any employee requiring special consideration in conjunction with the individual on induction to the nursery or when their condition or disablement comes to light
- Carries out any risks assessments relating to the occupation of such workers
- Agrees with the worker any necessary special measures such as training and supervision, arrangements, modifications and medical surveillance
- Carries out further assessments and reviews at least annually, or if and when any changes to the special circumstances or environment occur.

Disabilities

Practitioners who are disabled or become disabled should inform their line manager to allow for a discussion to take place in order to consider if/what reasonable adjustments or support can be put in place.

Expectant Mothers

Practitioners should inform their manager as soon as they confirm they are pregnant. A risk assessment will be undertaken to ensure their safety at work.

Part-time and fixed-term work

Part-time and fixed-term employees should be treated the same as comparable full-time or permanent employees and enjoy no less favourable terms and conditions (on a pro-rata basis where appropriate), unless different treatment is justified.

Special Educational Needs and Disabilities (SEND)

This policy has been created with regard to:

- The SEND Code of Practice 2015
- Children and Families Act 2014 (Part 3)
- Equality Act 2010
- Working Together to Safeguard Children (2018)
- Statutory Framework for the EYFS (2021)

Special Educational Needs and Disability (SEND) code of practice.

The nursery has regard to the statutory guidance set out in the Special Educational Needs and Disability code of practice (DfE 2015) to identify, assess and make provision for children's special educational needs.

At Early Start we use the SEND Code of Practice (2015) definition of Special Educational Needs and Disability:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

All children have the right to be cared for and educated to develop to their full potential alongside their peers through positive experiences, to enable them to share opportunities and experiences and develop and learn from each other. We provide a positive and welcoming environment where children are supported according to their individual needs and we work hard to ensure no children are discriminated against or put at a disadvantage as a consequence of their needs. Each child's needs are unique, therefore any attempt to categorise children is inappropriate.

We are committed to working in partnership with parents in order to meet their child's individual needs and develop to their full potential. We are committed to working with any child who has a specific need and/or disability and making reasonable adjustments to enable every child to make full use of the nursery's facilities. All children have a right to a broad and well-balanced early learning environment.

The nursery will undertake a Progress Check of all children at age two in accordance with the Code of Practice. The early year's provider will also undertake an assessment at the end of the Early Years Foundation Stage (in the final term of the year in which a child turns five) to prepare an EYFS Profile of the child.

Where we believe a child may have additional needs that have previously been unacknowledged, we will work closely with the child's parents and any relevant professionals to establish if any additional action is required.

Where a child has additional needs, we feel it is paramount to find out as much as possible about those needs; any way that this may affect his/her early learning or care needs and any additional help he/she may need by:

- Liaising with the child's parents and, where appropriate, the child
- Liaising with any professional agencies
- Reading any reports that have been prepared
- Attending any review meetings with the local authority/professionals
- Observing each child's development and monitoring such observations regularly.

All children will be given a full settling in period when joining the nursery according to their individual needs.

We will:

- Recognise each child's individual needs and ensure all practitioners are aware of, and have regard for, the Special Educational Needs Code of Practice
- Ensure that all children are treated as individuals/equals and are supported to take part in every aspect of the nursery day according to their individual needs and abilities
- Include all children and their families in our provision
- Identify the specific needs of children with special educational needs and/or disabilities and meet those needs through a range of strategies
- Ensure that children who learn at an accelerated pace i.e. 'most able' are also supported
- Encourage children to value and respect others
- Provide well informed and suitably trained practitioners to help support parents and children with special educational difficulties and/or disabilities
- Develop and maintain a core team of practitioners who are experienced in the care of children with additional needs and identify a Special Educational Needs and Disabilities Co-ordinator (SENCO) who is experienced in the care and assessment of children with additional needs. Practitioners will be provided with specific training relating to SEND and the SEND Code of Practice
- Monitor and review our practice and provision and, if necessary, make adjustments, and seek specialist equipment and services if needed
- Challenge inappropriate attitudes and practices
- Promote positive images and role models during play experiences of those with additional needs wherever possible
- Celebrate diversity in all aspects of play and learning.
- Work in partnership with parents and other agencies in order to meet individual children's needs, including the education, health and care authorities, and seek advice, support and training where required
- Share any statutory and other assessments made by the nursery with parents and support parents in seeking any help they or the child may need

Our nursery Special Education Needs and Disabilities Co-ordinator (SENCO) is **the Nursery Manager**.

The role of the SENCO in our setting includes:

- 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
- liaising with professionals or agencies beyond the setting
- taking the lead in implementing the graduated approach and supporting colleagues through each stage of the process.

We will:

- Designate a named senior member of staff to be the SENCO and share their name with parents
- Have high aspirations for all children and support them to achieve to their full potential
- Develop respectful partnerships with parents and families
- Ensure parents are involved at all stages of the assessment, planning, provision and review of their child's care and education and where possible include the thoughts and feelings voiced by the child
- Signpost parents and families to our Local Offer in order to access local support and services
- Undertake formal Progress Checks and Assessments of all children in accordance with the SEND Code of Practice January 2015
- Provide a statement showing how we provide for children with special educational needs and/or disabilities and share this with practitioners, parents and other professionals
- Ensure that the provision for children with SEN and/or disabilities is the responsibility of all members of practitioners in the nursery through training and professional discussions
- Set out in our inclusive admissions practice on how we meet equality of access and opportunity
- Make reasonable adjustments to our physical environment to ensure it is, as far as possible suitable for children and adults with disabilities using the facilities
- Provide a broad, balanced, aspirational early learning environment for all children with SEN and/or disabilities and differentiated activities to meet all individual needs and abilities
- Liaise with other professionals involved with children with special educational needs and/or disabilities and their families, including transition arrangements to other settings and schools. (See our transitions policy).
- Use the graduated response system to assess, plan, do and review to ensure early identification of any SEND
- Ensure that children with special educational needs and/or disabilities and their parents are consulted at all stages of the graduated response, taking into account their levels of ability
- Review children's progress and support plans every four weeks and work with parents to agree on further support plans
- Ensure the effectiveness of our SEN/disability provision
- Monitor and review our policy and procedures annually.

Effective assessment of the need for early help

Local agencies should work together to put processes in place for the effective assessment of the needs of individual children who may benefit from early help services. Children and families may need support from a wide range of local agencies. Where a child and family would benefit from coordinated support from more than one agency (i.e. education, health, housing, police) there should be an inter-agency assessment. These early help assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989.

The early help assessment should be undertaken by a lead professional who should provide support to the child and family, act as an advocate on their behalf and coordinate the delivery of support services. The lead professional role could be undertaken by a General Practitioner (GP), family support worker, teacher, health visitor and/or special educational needs coordinator. Decisions about who should be the lead professional should be taken on a case by case basis and should be informed by the child and their family.

For an early help assessment to be effective:

- The assessment should be undertaken with the agreement of the child and their parents or carers. It should involve the child and family as well as all the professionals who are working with them;
- A teacher, GP, health visitor, early years' worker or other professional should be able to discuss concerns they may have about a child and family with a social worker in the local authority. Local authority children's social care should set out the process for how this will happen; and
- If parents and/or the child do not consent to an early help assessment, then the lead professional should make a judgement as to whether, without help, the needs of the child will escalate. If so, a referral into local authority children's social care may be necessary.

If at any time it is considered that the child may be a child in need as defined in the Children Act 1989, section 17, or that the child has suffered significant harm, or is likely to do so, a referral should be made immediately to local authority children's social care. This referral can be made by any professional. *Working together to safeguard children 2018*.

Graduated Approach

We follow the SEND Code of Practice (2015) recommendation that, in addition to the formal checks above, nurseries should adopt a graduated approach to assessment and planning, led and coordinated by a SENCO. Good practice of working together with parents, and the observation and monitoring of children's individual progress, will help identify any child with special educational needs or disability. This graduated approach will be led and coordinated by the SENCO and appropriate records will be kept according to the Code of Practice.

Assess

In identifying a child as needing SEN support, the key person, working with the SENCO and the child's parents, will carry out an analysis of the child's needs. This initial assessment will 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 will contact them, with the parents' agreement.

Plan

Where it is decided to provide SEN support and having formally notified the parents, the key person and the SENCO, in consultation with the parents, will agree 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 will take into account the views of the child.

The support and intervention provided will 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 practitioner's development needs should be identified and addressed. Parents will be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

Do

The child's key person will be responsible for working with the child on a daily basis. With support from the SENCO, they will oversee the implementation of the intervention agreed as part of SEN support. The SENCO will support the key person in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and its impact on the child's progress will be reviewed in line with the agreed date. The impact and quality of the support will be evaluated by the key person and the SENCO in full consultation with the child's parents and taking into account the child's views. Information will be shared with parents about the impact of the support provided.

Education, Health and Care Plan (EHC)

Some children and young people may require an EHC needs assessment in order to decide whether it is necessary to develop an EHC plan. The purpose of an EHC plan is to make adjustments and offer support to meet the special educational needs of the child, to secure the best possible outcomes for them across education, health and social care.

The local authority will conduct the EHC needs assessment and take into account a wide range of evidence, including

- evidence of the child's developmental milestones and rate of progress
- information about the nature, extent and context of the child's SEN
- evidence of the action already being taken by us as the early years provider to meet the child's SEN
- evidence that, where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided

- evidence of the child's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies.

We will then work with the local authority and other bodies to ensure that the child receives the support they need to gain the best outcomes.

Looked After Children

At Early Start we are committed to providing a welcoming and inclusive quality environment for all children and families.

Definition and legal framework

A child who has been in the care of their local authority for more than 24 hours is known as a looked after child. Looked after children are also often referred to as children in care, they might be the subject of a care order or temporarily cared for on a planned basis or short basis by a local authority. Most looked after children will be cared for by foster carers with a small minority in children's homes, looked after by family members or even placed back within the family home.

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

- Childcare Act (2006)
- Children Act (1989 and 2004)
- Adoption and Children Act (2002)
- Children and Young Persons Act (2008)
- Children and Families Act (2014)
- Children and Social Work Act (2017).

Our policy

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

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

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

The designated person for looked after children is **the nursery manager**.

Each child has an allocated a key person. The key person will support the child with settling in, with transitions and build up a relationship with the child, their carer's and other key individuals involved. Regular contact will be maintained with the carers

throughout the child's time at the nursery and with the social worker or others in line with the child's care plan.

The key person will follow the standard observation, assessment and planning framework of the nursery.

Where necessary we will work with the social worker to develop the child's care plan along with carers and professionals. Where applicable and in partnership we will develop the Personal Education Plan (PEP) for any children aged three to five in partnership with the social worker and/or care manager and carers. The key person and nursery manager will work together to ensure any onward transition to school or another nursery is handled sensitively to ensure that this is as smooth as possible and all necessary information is shared.

Private Fostering

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

A privately fostered child is a child under the age of 16 (18 if a disabled child) who is cared for and provided with accommodation for more than 28 days and where the care is intended to continue by someone other than:

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

It is a statutory duty for us to inform the local authority where we are made aware of a child who may be subject to private fostering arrangements. We will do this by contacting the local authority children's social care team.

Dealing with Discriminatory Behaviour

At Early Start we do not tolerate discriminatory behaviour and take action to tackle discrimination; we follow our legal duties in relation to discrimination and equality.

Definition and legal framework

Types of discrimination

- **Direct discrimination** occurs when someone is treated less favourably than another person because of a protected characteristic
- **Discrimination by association** occurs when there is a direct discrimination against a person because they associate with a person who has a protected characteristic
- **Discrimination by perception** occurs when there is a direct discrimination against a person because they are perceived to have a protected characteristic
- **Indirect discrimination** can occur where a provision, criterion or practice is in place which applies to everyone in the organisation but particularly disadvantages people who share a protected characteristic and that provision, criterion or practice cannot be justified as a proportionate means of achieving a legitimate aim
- **Harassment** is defined as 'unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual'
- **Victimisation** occurs when an employee is treated badly or put to detriment because they have made or supported a complaint or raised grievance under the Equality Act 2010 or have been suspected of doing so.

Protected characteristics

The nine protected characteristics under the Equality Act 2010 are:

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

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

Examples of discriminatory behaviour are:

- Physical assault against a person or group of people
- Derogatory name calling, insults and discriminatory jokes

- Graffiti and other written insults (depending on the nature of what is written)
- Provocative behaviour such as wearing badges and insignia and the distribution of discriminatory literature
- Threats against a person or group of people pertaining to the nine protected characteristics listed above
- Discriminatory comments including ridicule made in the course of discussions
- Patronising words or actions.

Our procedures

We tackle discrimination by:

- Consistently promoting the British Values of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs to all practitioners, children and families in the setting
- Challenging any observed instances of discrimination from practitioners, children and families and following this policy, as outlines below, to ensure that discriminatory behaviours are not tolerated within our setting
- Expecting all practitioners in the nursery to be aware of and alert to any discriminatory behaviour or bullying taking place in person or via an online arena
- Expecting all practitioners to intervene firmly and quickly to prevent any discriminatory behaviour or bullying, this may include behaviour from parents and other staff members
- Expecting all staff to treat any allegation seriously and report it to the nursery manager, or designated person in the nursery manager's absence
- Investigating and recording each incident in detail as accurately as possible and making this record available for inspection by practitioners, inspectors and parents where appropriate, on request.
- The nursery manager, or designated person in the nursery manager's absence is responsible for ensuring that incidents are handled appropriately and sensitively and recorded. Any pattern of behaviour should be indicated. Perpetrator/victim's initials may be used in the record as information on individuals is confidential to the nursery
- Ensuring any online bullying or discriminatory behaviour is tackled immediately
- Parents of the child(ren) who are perpetrators and/or victims should be informed of the incident and of the outcome, where an allegation is substantiated following an investigation
- Excluding or dismissing any individuals who display continued discriminatory behaviour or bullying, but such steps will only be taken when other strategies have failed to modify behaviour. This includes any employees where any substantiated allegation after investigation will incur our disciplinary procedures.

We record any incidents of discriminatory behaviour or bullying to ensure that:

- Strategies are developed to prevent future incidents
- Patterns of behaviour are identified
- Persistent offenders are identified
- Effectiveness of nursery policies are monitored

- A secure information base is provided to enable the nursery to respond to any discriminatory behaviour or bullying.

If the behaviour shown by an individual is deemed to be radicalised, we will follow our Safeguarding procedures.

Nursery practitioners

We aim to create an atmosphere where all members of practitioners ensure that they do not express any views or comments that are discriminatory; or appear to endorse such views by failing to counter behaviour, which is prejudicial in a direct manner.

We expect all practitioners to use a sensitive and informed approach to counter any harassment perpetrated out of ignorance.

Promoting Positive Behaviour

At Early Start 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 individuality. Early Start actively promotes British values and encourages and praises positive, caring and polite behaviour and provides an environment where children learn to respect themselves, other people and their environment and are set clear and consistent boundaries.

Our golden 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 and involve children to encourage cooperation.

We aim to:

- Recognise the individuality of all our children
- Recognise that some behaviours can be normative dependant on ages and stages of development etc.
- Encourage self-discipline, consideration for each other, our environment
- Encourage children to participate in a wide range of group activities to enable them to develop their social skills
- Ensure that all practitioners act as positive role models for children
- Encourage parents and other visitors to be positive role models
- Work in partnership with parents by communicating
- Praise children and acknowledge their positive actions and attitudes; ensuring that children see that we value and respect them
- Encourage all practitioners working with children to accept their responsibility for implementing the goals of this policy and to be consistent within a team approach
- Promote non-violence and encourage children to deal with conflict peacefully
- Provide a key person system enabling practitioners to build a strong and positive relationship with children and their families
- Provide activities and stories to help children learn about accepted behaviours
- Have a named person who has overall responsibility for behaviour management.

The Nursery Manager has overall responsibility for managing behaviour and will:

- Advise other practitioners on behaviour issues
- Along with each room leader, keep up to date with legislation and research
- Support changes to policies and procedures
- Access relevant sources of expertise where required and act as a central information source for all involved
- Attend external training events and ensure all practitioners attend relevant in-house or external training for behaviour management.

Children who behave inappropriately, for example by physically abusing another child or adult i.e. 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.

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 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
- Practitioners will not shout at the children or colleagues other than to keep children safe
- We help practitioners to reflect on their own responses towards challenging behaviours to ensure that their reactions are appropriate
- We support all children to develop positive behaviour and we make every effort to provide for their individual needs
- 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 practitioners support children in developing empathy and age/stage appropriate empathy/communication skills
- We support children in developing non-aggressive strategies to enable them to express their feelings
- We may ask parents to meet 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
- We inform parents and ask them to read and sign any incidents concerning their child
- 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 plan where a child's behaviour involves aggressive actions towards other children and practitioners, for example regular hitting, kicking etc. The manager will complete an assessment identifying any potential triggers or warning signs, safety concerns. In some instances, we may remove a child from an area until they have calmed down and or in exceptional circumstances follow the nursery Exclusion Policy.

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 can be 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 and what is contextually appropriate behaviour.

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.

Biting

The nursery uses a range of strategies to help prevent biting. We understand that children may use certain behaviours such as biting as part of their development. Biting is a common behaviour that some young children go through and can be triggered when they do not have the words to communicate frustration or needs.

In the event of a child being bitten we use the following procedure:

- Comfort any child who has been bitten and check for any visual injury. Administer first aid, where necessary
- Tell the child who has caused the bite in terms that they understand, that biting (the behaviour and not the child) is unkind and help the child understand why it makes practitioners and the child, who has been bitten, sad. The child will be asked to say sorry and helped to develop their empathy/communication skills
- Complete an accident form for the child who has been bitten and an incident form for the child who have bitten them and inform the parents
- For confidentiality purposes, we do not disclose the name of the child who has caused the bite to the parents
- Continue to observe the bitten area for signs of infection
- If a child continues to bite, practitioners will carry out observations to try to distinguish a cause, i.e. tiredness or frustration and discuss with the child's parent's strategies to prevent/intervene.

Well-being in the Nursery

At Early Start we ensure that all children, families, practitioners and visitors are welcomed and we are an inclusive setting. Children's personal, social, emotional development and physical development is supported through our carefully planned curriculum.

We provide nutritionally balanced meals for the children and support our practitioners 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 make friendships with other children in the nursery in order to support their social well-being and communication. Children have the opportunities to play singularly, in pairs, small groups and large groups in order to support development.

We provide activities in which children are able to recognise and express their emotions, including emotional literacy. Emotional literacy involves having self-awareness and recognition of your own feelings and knowing how to manage them, such as the ability to stay calm when you feel angry or to reassure yourself when in doubt. It includes empathy, i.e. having sensitivity to the feelings of others. This enables us to provide support for children who may be experiencing big emotions they can't cope with just yet. This includes supporting children to manage their own emotions and behaviours using rules and boundaries created by the children themselves. Practitioners use the promoting positive behaviour policy to ensure consistency.

Practitioners 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 will support them throughout their life.

Sickness and Illness

At Early Start we promote the good health of all children attending. To help keep children healthy and minimise infection we do not expect children to attend nursery if they are unwell. If a child is unwell, in most cases, in their best interest to be in a home environment rather than at nursery.

Our procedures

To protect health and minimise the spread of infection we follow guidance issued by the UK Health Security Agency (UKHSA) with regards to school based exclusions and protection protocols as follows: [Health protection in education and childcare settings - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/health-protection-in-education-and-childcare-settings)

If a child becomes ill during the nursery day, we contact their parent(s) and ask them to pick up their child as soon as possible. During this time, we care for the child in a quiet, calm area with their key person, wherever possible.

Should a child have an infectious disease, such as sickness and diarrhoea, they must not return to nursery until they have been clear for at least 48 hours

We inform all parents if there is a contagious infection identified in the nursery, to enable them to spot the early signs of this illness. We thoroughly clean and sterilise all equipment and resources that may have come into contact with a contagious child to reduce the spread of infection

We notify Ofsted as soon as is reasonably practical, but in any event within 14 days of the incident of any food poisoning affecting two or more children cared for on the premises.

We ask parents to keep children on antibiotics at home for the first 48 hours of the course (unless this is part of an ongoing care plan to treat individual medical conditions i.e. asthma and the child is not unwell).

We have the right to refuse admission to a child who is unwell. This decision will be taken by the manager on duty and is non-negotiable.

We offer information to parents/carers through newsletters or tapestry about common childhood conditions and infections.

Meningitis procedure

If we are informed that a child attending our setting has meningitis the nursery manager will contact Public Health Newham. We will follow guidance given and notify the appropriate personnel and authorities including Ofsted where necessary.

If we are worried about a child's health

At any point, we will recommend the parents see their GP or call [NHS 111](https://www.nhs.uk) for advice; we will do the same if the child is in the setting and becomes unwell. We will dial 999 for an ambulance if a child becomes severely unwell such as:

- Is struggling for breath
- Turns blue or stops breathing

- Will not wake, is unconscious or seems unaware of what is going on
- Has a seizure, fit, even if they seem to recover
- This is not an exhaustive list.

Transporting children to hospital procedure

The nursery manager/senior staff member on duty must:

- Call 999 for an ambulance immediately if the illness is severe
- Follow the instructions from the 999 call handler
- Whilst waiting for the ambulance, a member of practitioners must contact the parent(s) and arrange to meet them at the nursery or hospital
- Redeploy practitioners if necessary to ensure there is adequate practitioners to care for the remaining children. This may mean temporarily grouping the children together
- Arrange for the most appropriate member of practitioners to accompany the child taking with them any relevant information such as registration forms, relevant medication sheets, medication and the child's comforter
- Remain calm at all times. Children who witness an incident may well be affected by it and may need lots of cuddles and reassurance. Practitioners may also require additional support following the accident.

Infection Control

Any outbreak of infection, either children, staff or both, must be reported immediately to the Directors. It should not be discussed within teams, unless there is an immediate risk of harm

We follow [Guidance on infection control in schools and other childcare settings | HSC Public Health Agency \(hscni.net\)](#) including:

- Encouraging children to use tissues when coughing and sneezing to catch germs
- Ensure all tissues are disposed of in a hygienic way – catch it, kill it, bin it - and all children and practitioners wash their hands once the tissue is disposed of
- Develop children’s understanding of the above and the need for good hygiene procedures in helping them to stay healthy
- Wear the appropriate Personal Protective Equipment (PPE) when changing nappies, toileting children and dealing with any other bodily fluids. Practitioners are requested to dispose of these in the appropriate manner in the designated hygiene bins and wash hands immediately
- Clean and sterilise all potties and changing tables/mats before and after each use
- Clean toilets at least daily and check them throughout the day
- Remind children to wash their hands before eating, after visiting the toilet, playing outside or being in contact with any animal and explain the reasons for this
- Wash or clean all equipment used by babies and toddlers as and when needed, including when the children have placed it in their mouth
- Store dummies in hygienic/sterilising dummy boxes labelled with the child’s name to prevent cross-contamination with other children
- Store toothbrushes hygienically and in ways to prevent cross-contamination
- Clean and sterilise (where necessary) any dummy or bottle that falls on the floor or is picked up by another child before it goes back in the child’s mouth
- Label bedding for children that is not used by any other child (until laundered) and wash this at least once a week
- Ask parents and visitors to remove all outdoor footwear or use shoe covers when entering rooms where children may be crawling or sitting on the floor
- Where applicable wear specific indoor shoes or slippers whilst inside the rooms
- Follow the sickness and illness policy when children are ill to prevent the spread of any infection in the nursery.
- Staff are to stay at home if they are unwell, or inform their manager if they become unwell while at work and need to go home, with a contagious disease for the relevant exclusion period and report the reason they are off work sick to their line manager.
- The nursery manager retains the right of refusal of all children, parents, practitioners and visitors who are deemed contagious and may impact on the welfare of the rest of the nursery

- Periodically the nursery will be deep cleaned including carpets and soft furnishings to ensure the spread of infection is limited. This will be implemented earlier if the need arises
- We will follow Government health guidance, as well as seeking legal advice and information from our insurers, on any national outbreak of a virus/ pandemic and keep parents informed of any course of action. Each specific circumstance will differ and to ensure we take the most appropriate action; we will treat each case on an individual basis.

Medication Policy

If a child requires medication, 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. We will only administer oral medication (such as antibiotics) or medication that is part of a care plan (with the appropriate training).

Medication prescribed by a UK medical practitioner i.e.: doctor, dentist, nurse or pharmacist

- Only medicine prescribed by the above and for the child named will be administered by the nursery practitioners
- 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
- Those with parental responsibility must give prior written permission for the administration of each and every medication using the Medication Form – found on the website
<https://www.earlystartgroup.com/nurseries/medical-needs-form/>
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, i.e. 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, i.e. 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 confirm next time to be given (in nursery); this should be recorded by the staff member in Tapestry.
- A Medication Form (in Tapestry) will be completed each day by staff who have administered or witnessed the administration of the medication for each administration; stating amount and time given. Staff must feedback to parents at the end of the day, using the details on the form
- Parents are also able to view the completed form once released by management in Tapestry in the child's care diary
- Prior to administering the medication another member of staff will double check the medication ensuring; correct medication, prescription details and witness the administration
- At the time of administering the medicine, a senior/experienced 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 practitioners 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 Medication Form

Non-prescription medication

- 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 the parent to provide the medicine
- On registration, parents will be asked 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.
- An emergency nursery supply of fever relief (i.e. 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 practitioners 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 i.e. Aveeno Cream, prior written permission via the Medication Form 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, practitioners 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. Notes are recorded in the care diary in Tapestry (each day).

- The nursery DOES NOT administer any medication unless prior written consent is given for each and every medicine.

Practitioners medication

All nursery practitioners have a responsibility to work with children only where they are fit to do so. Practitioners must not work with children where they are infectious or too unwell to 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 they must inform their line manager and seek medical advice. The nursery manager in consultation with the registered person will decide if a staff member is fit to work, including circumstances where other practitioner's 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 practitioners may occasionally or regularly need medication, any such medication must be kept in the person's locker in the staff room where practitioners may need easy access to the medication such as an asthma inhaler. In all cases it must be stored out of reach of the children. It must not be kept in the first aid box and should be labelled with the name of the member of practitioners.

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 practitioners 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 practitioners agree to administer medication.

Accidents and First Aid

We follow this policy and procedure to ensure all parties are supported and cared for when accidents or incidents happen and that the circumstances of the accident or incident are reviewed with a view to minimising any future risks.

Accidents

- The person responsible for reporting accidents, incidents or near misses is the member of staff who saw the incident or was first to find the child where there are no witnesses. They must record it on an Accident Form in Tapestry and report it to the nursery manager. Other practitioners who have witnessed the accident may also countersign the form and, in more serious cases, provide a statement. This should be done as soon as the accident is dealt with
- Parents must be informed of any first aid treatment given and sign the accident form on the same day, or as soon as reasonably practicable after, through the online Tapestry journal
- The nursery manager reviews accident forms at least monthly for patterns, i.e. one child having a repeated number of accidents, a particular area in the nursery or a particular time of the day when most accidents happen. Any patterns will be investigated by the nursery manager and all necessary steps to reduce risks are put in place
- 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)
- The Accident File will be kept for at least 21 years and three months
- Where medical attention is required, a senior member of practitioners will notify the parent(s) as soon as possible whilst caring for the child appropriately
- 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 we will follow the advice on the NHS website <https://www.nhs.uk/conditions/minor-head-injury/>
- The child's care will be overseen by a trained first aider
- The priority will be to calm and comfort the child and assess the child's condition to ascertain if hospital treatment or an ambulance is required or they can go home/remain in the nursery with monitoring and observation

- If the skin is not broken, we will administer a cold compress for short periods of time to reduce any swelling
- 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 and discuss next steps as appropriate, i.e. collect their child from nursery, an ambulance has been called and to meet at the hospital
- Complete the accident form.

Transporting children to hospital procedure

The nursery manager/senior staff member on duty must:

- Call 999 for an ambulance immediately if the illness is severe
- Follow the instructions from the 999 call handler
- Whilst waiting for the ambulance, a member of staff must contact the parent(s) and arrange to meet them at the nursery or hospital
- Redeploy staff if necessary to ensure there is adequate practitioners to care for the remaining children. This may mean temporarily grouping the children together
- Arrange for the most appropriate member of staff to accompany the child taking with them any relevant information such as registration forms, relevant medication sheets, medication and the child's comforter
- Remain calm at all times. Children who witness an incident may well be affected by it and may need lots of cuddles and reassurance. Staff may also require additional support following the accident.

First aid

Practitioners receive training in paediatric first aid as part of employment induction/probation with the nursery unless they have a valid certificate/qualification verified on appointment. First aid training must be updated every three years.

Each room has on display a list of practitioners, by each fire call point, who are trained first aiders including emergency, paediatric, and first aid at work.

When children are taken on an outing away from our nursery, we will always ensure they are accompanied by at least one practitioner who is trained in first aid. A first aid box is taken on all outings along with any medication that needs to be administered in an emergency, including inhalers etc.

First aid boxes are located in each nursery room, (Green box) and the kitchen (Blue box). 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. The appointed person responsible for first aid checks the contents of the boxes as needed and replaces items that have been used or are out of date.

The appointed person responsible for first aid is the nursery manager.

Personal protective equipment (PPE)

The nursery provides practitioners with PPE according to the need of the task or activity. Practitioners must wear PPE to protect themselves and the children during tasks that involve contact with bodily fluids. PPE is also provided for housekeeping tasks. Practitioners are consulted when choosing PPE to ensure all allergies and individual needs are supported and this is evaluated on an ongoing basis.

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.

At Early Start we treat our responsibilities and obligations in respect of health and safety as a priority and we provide ongoing training to all practitioners which reflect best practice and is in line with current health and safety legislation.

Immunisation

We encourage parents to take part in the government's health and immunisation programme for their child's age. We ask that parents to show us the immunisation pages from their child's red book at registration and we take a copy which is placed on the child's record.

We ask parents to inform us if their children are not vaccinated so that we can manage any risks to their own child or other children/practitioners/parents in the best way possible. We make all parents aware that some children in the nursery may not be vaccinated, due to their age, medical reasons or parental choice. We do not discriminate against children who have not received their immunisations and will not disclose individual details to other parents. We share the risks of infection information with practitioners and relevant authorities as appropriate, if children have not had immunisations, and ask parents to sign a disclaimer.

We update information about immunisations on children's registration documents as and when necessary, including when the child reaches the age for the appropriate immunisations.

We signpost parents for guidance and support regarding immunisations to the Health Visiting Service, GP and <https://www.newham.gov.uk/health-adult-social-care/childhood-immunisations>

Practitioners vaccinations policy

It is the responsibility of all practitioners to ensure they keep up-to-date with their vaccinations, as recommended by the NHS vaccination schedule and keep the nursery informed. If a member of staff is unsure as to whether they are up-to-date, then we recommend that they visit their GP or practice nurse for their own good health.

Emergency information

We keep emergency information for every child and update it regular reminders to parents in newsletters, at parents' evenings and once a year reminder notice via Tapestry.

Allergy Management Policy

Our aims through this policy is to ensure allergic reactions are minimised or, where possible, prevented and that practitioners are fully aware of how to support a child who may be having an allergic reaction.

Our procedures

- Our practitioners are made aware of the signs and symptoms of a possible allergic reaction in case of an unknown or first reaction in a child. These may include a rash or hives, nausea, stomach pain, diarrhoea, itchy skin, runny eyes, shortness of breath, chest pain, swelling of the mouth or tongue, swelling to the airways to the lungs, wheezing and anaphylaxis
- We ask parents to share all information about allergic reactions and allergies on child's registration form and to inform practitioners of any allergies discovered after registration
- Where a child has a known allergy, the nursery managers will discuss this with the parents, ask them to supply additional information from health professionals etc., and agree a care plan for the child
- The nursery manager will create an Allergy Alert notice that will be discussed with the Director and displayed in the classroom and the food preparations areas (if the allergy is food related) for the attention of all practitioners
- All practitioners are informed on induction of the location of allergy notices and children in their room with allergies.
- Appropriate additional training is provided as necessary
- All food prepared for a child with a specific allergy is prepared in an area where there is low risk of contamination and served on equipment that has not been in contact with this specific food type, i.e. nuts
- The manager, practitioners and parents will work together to ensure a child with specific food allergies receives no food at nursery that may harm them. This may include substituting specific meals on the current nursery menu
- Where deemed appropriate, practitioners will sit with children who have allergies and where age/stage appropriate, practitioners will discuss food allergies and the potential risks
- If a child has an allergic reaction to food, a bee or wasp sting, plant etc. a first-aid trained member of practitioners will act quickly and administer the appropriate treatment, where necessary. We will inform parents and record the information in the first aid form via Tapestry.
- If an allergic reaction requires specialist treatment, i.e. an EpiPen, then at least two practitioners working directly with the child and the nursery manager will receive specific medical training to be able to administer the treatment to each individual child.

Food Information Regulations 2014

- We will display our weekly menus on the Parent Information Board and will identify when the 14 allergens are used as ingredients in any of our dishes.

Transporting children to hospital procedures

The nursery manager/senior practitioner member on duty must:

- Call 999 for an ambulance immediately if the illness is severe
- Follow the instructions from the 999 call handler
- Whilst waiting for the ambulance, a practitioner must contact the parent(s) and arrange to meet them at the nursery or hospital
- Redeploy practitioners if necessary to ensure there is adequate practitioners to care for the remaining children. This may mean temporarily grouping the children together
- Arrange for the most appropriate practitioner to accompany the child taking with them any relevant information such as registration forms, relevant medication sheets, medication and the child's comforter
- Remain calm at all times. Children who witness an incident may well be affected by it and may need lots of cuddles and reassurance. Practitioners may also require additional support following the accident.

Sun Care

Early Start are committed to ensuring that all children are fully protected from the dangers of too much sun/UV rays. Severe sunburn in childhood can lead to the development of malignant melanoma (the most dangerous type of skin cancer) in later life. Children's safety and welfare in hot weather is a prime objective so practitioners will work closely with parents to ensure all appropriate cream and clothing is provided.

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

- Children need their skin protecting from strong direct sunlight, especially between March and October in the UK.
- Infants under 6 months old will be kept out of direct strong sunlight.
- Suitable precautions are implemented to protect children from burning, including those with more sensitive skin types and those that may be more tolerant to the sunshine, i.e. black and/or Asian colouring.
- Children must have a clearly labelled sun hat which will be worn whilst outside in sunny weather. This hat will preferably be of legionnaires design (i.e. with an extended back and side to shield children's neck and ears from the sun) to provide additional protection
- The nursery provide and apply high factor sun cream – at least SPF 30 sunscreen to protect against UVB and at least 4 star for UVA protection – Parents provide prior written consent for practitioners to apply on the registration form. Practitioners must be aware of the expiry date and discard sunscreen after this date. Sunscreen should be applied generously, reapplied regularly and used together with shade and appropriate clothing.
- Parents are requested to supply light-weight cotton clothing for their children which are suitable for the sun, with long sleeves and long legs
- Practitioners will make day-to-day decisions about the length of time spent outside depending on the strength of the sun; Children will always have sun cream applied before going outside in the hot weather and at frequent intervals during the day
- Children are encouraged to drink water more frequently throughout sunny or warm days and this will be accessible both indoors and out
- Children are made aware of the need for sun hats, sun cream and the need to drink more fluids during their time in the sun
- Shade will be provided to ensure children are able to still go out in hot weather, cool down or escape the sun should they wish or need to.

Vitamin D

Sunlight is important for the body to receive vitamin D. We need vitamin D to help the body absorb calcium and phosphate from our diet. These minerals are important for healthy bones, teeth and muscles. Our body creates vitamin D from direct sunlight on our skin when we are outdoors. Most people can make enough vitamin D from being out in the sun daily for short periods with their hands or other body parts uncovered. Sun cream will stop the ultraviolet B (UVB) rays from reaching your skin, so part of your body should be uncovered and not have sun cream on. At nursery we find the right balance to protecting children from sunburn as well as allowing the skin

to access the sun for the vitamin D benefits, i.e. hands will may be left without sun cream but children will be fully monitored to ensure no hands are burnt.

<https://www.nice.org.uk/guidance/ng34/resources/sunlight-exposure-risks-and-benefits-1837392363205#:~:text=Protection%20from%20the%20sun%20can,do%20not%20allow%20sunlight%20through>

and we let parents know that the advice from NICE is for children to take relevant protection from the sun and take vitamin supplements for Vitamin D.

Health and Safety

The aim of this policy statement is to ensure that all reasonably practical steps are taken to protect the health, safety and welfare of all persons working for and using Early Start premises. To maintain a safe and healthy environment with safe and suitably equipment and systems of work.

Legal framework

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

- The requirements of the Statutory Framework for the Early Years Foundation Stage (EYFS) 2017
- 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.

Policy Objectives

- Establish and maintain a safe and healthy environment including outdoor spaces
- Establish and maintain safe working practices
- Make arrangements for ensuring safety and the minimising of risks to health in connection with the use, handling, storage and transport of hazards and control of hazardous 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 practitioners 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 practitioners, visitors and parents to report any unsafe working practices or areas to ensure immediate response by the management.

We believe the risks in the nursery environment are low and we will maintain the maximum protection for children, practitioners, parents, and visitors. The nursery will:

- Ensure 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
- Ensure that all practitioners, visitors, parents and children are aware of the fire procedures and regular fire drills are carried out
- Have the appropriate fire detection and control equipment which is checked regularly to make sure it is in working order
- Ensure that all practitioners are aware of the procedure to follow in case of accidents for practitioners, visitors and children
- Ensure that all practitioners take all reasonable action to control the spread of infectious diseases and wear protective gloves and clothing where appropriate
- Staff should wash their hands regularly throughout the day, in particular: on arrival in the building; before and after handling food to prevent cross contamination; before and after personal care i.e. nappy changing; giving medication; using the toilet etc. As a minimum...
- Ensure there are suitable hygienic changing facilities (see infection control policy)
- Prohibit smoking on the nursery premises
- Prohibit any contractor from working on the premises without prior discussion with the officer in charge
- Encourage children to manage risks safely and prohibit running inside the premises unless in designated areas
- Risk assess all electrical sockets and take appropriate measures to reduce risks where necessary and ensure no trailing wires are left around the nursery
- Ensure all cleaning materials are placed out of the reach of children and kept in their original containers
- Wear protective clothing when cooking or serving food
- Prohibit certain foods that may relate to children's allergies
- We follow the Food Information Regulations 2014 (FIR). We identify the 14 allergens listed by Law that we use as ingredients in any of the dishes we provide to children and ensure that all parents are informed
- Follow the allergies and allergic reactions policy for children who have allergies
- Follow the Foods Standards Agency guidance on Safer Food relating to the storage and preparation of food produce within the nursery
- Familiarise all practitioners with the position of the first aid boxes and ensure all know who the appointed first aiders are
- Provide appropriately stocked first aid boxes and check their contents regularly
- Ensure children are supervised at all times
- Take all reasonable steps to prevent unauthorised persons entering the premises and have an agreed procedure for checking the identity of visitors
- Ensure no student or volunteer is left unsupervised at any time
- Ensure a list of paediatric first aid trained practitioners is on display and practitioners certificates available to parents on request.

Responsibilities

The employer has overall and final responsibility for this policy being carried out. The designated Health and Safety Officer is the nursery manager.

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 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 nursery manager or deputy manager on duty.

Daily contact, staff meetings and supervision provides consultation between management and employees. This will include health and safety matters.

Health and safety training

Person responsible for monitoring practitioners training is **Justin Elder**.

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

Training table:

Area	Training required	Who
Paediatric First aid	External Course	All practitioners
Dealing with bodily fluid including blood	In-house Induction	All practitioners
Safeguarding/Child protection	In house and training course	All practitioners and students
Health and Safety Level 2 for Early Years Practitioners	External Course	All practitioners and students
Care of babies	External Course	At least half of the practitioners working with under 2s
Risk assessment	In house training	All practitioners
Fire safety procedures	In house training	All practitioners and students
Food hygiene	External Course	Anyone involved in preparing and handling food
Allergy awareness: included in Food Safety where food related	In house Induction & External Course	All practitioners and students

Manual handling – included in H & S course	In house Induction & External Course	All practitioners and students
Stress awareness and management	In house training	All practitioners
Changing of nappies	In house training	All practitioners
Fire marshal duties	In house training	Fire Marshall
Medication requiring technical or medical knowledge i.e. Epi Pen	External courses	As required
SENCO	External course	SENCO's
Supervision and appraisal	In-house training	Managers and deputy

At present at least one member of staff on duty MUST hold a full paediatric First Aid certificate in the nursery and when on outings. In addition to this, all newly qualified entrants to the early year's 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 practitioners: child ratios at level 2 or level 3 in an early years setting.

Health and safety arrangements

- All staff are responsible for 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 will be checked thoroughly by practitioners before children access them or the area. These checks will be recorded and signed by the practitioners responsible. Unsafe areas will be made safe with hazards removed from the area by the member of practitioners. If this cannot be achieved the manager will be notified immediately to close the area until it can be made safe.
- The manager will complete an in-depth site check each day. Any major issues recorded shall also be brought to the attention of the Directors
- We provide appropriate facilities for all children, practitioners, parents and visitors including access to toilets and fresh drinking water
- We adhere to the Control of Substances Hazardous to Health Regulation (COSHH) to ensure all children, practitioners, 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 legionella² and manage these risks including avoiding stagnant water

² <https://www.hsi.eov.uk/legionnaires/>

- All practitioners and students will receive appropriate training in all areas of health and safety, which will include introduction to health and safety at work, risk assessments, manual handling and fire safety.
- We have a clear accident and first aid policy to follow in the case of any person in the nursery suffering injury from an accident or incident
- We have a clear fire safety policy and procedure which supports the prevention of fire and the safe evacuation of all persons in the nursery. This is to be shared with all practitioners, students, parents and visitors to the nursery
- We review accident and incident records to identify any patterns/hazardous areas
- Health and safety matters are reviewed informally on an ongoing basis and formally every term or when something changes. Practitioners and parents will receive updates, as with all policy changes, as and when they happen
- We welcome feedback from practitioners and parents. They are able to contribute to any policy through informal discussions, by email to the nursery mailbox and/or during regular meetings held at nursery.

Risk assessments

Risk assessments document the hazards/aspects of the environment that needs to be checked on a regular basis, who could be harmed, existing controls, the seriousness of the risk/injury, any further action needed to control the risk, who is responsible for what action, when/how often will the action be undertaken and how this will be monitored and checked and by whom.

The nursery carries out written risk assessments regularly (at least annually). These are reviewed and cover potential risks to children, practitioners and visitors at the nursery. When circumstances change in the nursery, i.e. a significant piece of equipment is introduced; we review our current risk assessment or conduct a new risk assessment dependent on the nature of this change. All senior staff are trained in the risk assessment process to ensure understanding and compliance. We follow the Health and Safety Executive's 'Five Steps to Risk Assessment' (www.hsi.eov.uk/risk/fivesteps.htm).

All outings away from the nursery are individually risk assessed and adequately staffed with paediatric first aid trained practitioners. For more details, refer to the visits and outings policy.

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

Practitioners using computers can help to prevent health problems by:

- Sitting comfortably at the correct height with forearms parallel to the surface of the desktop and eyes level with the top of the screen
- Maintaining a good posture
- Avoiding repetitive and awkward movements by using a copyholder and keeping frequently used items within easy reach
- Changing position regularly

- Using a good keyboard and mouse technique with wrists straight and not using excessive force
- Making sure there are no reflections or glare on screens by carefully positioning them in relation to sources of light
- Adjusting the screen controls to prevent eyestrain
- Keeping the screen clean
- Reporting to their manager any problems associated with use of the equipment
- Planning work so that there are breaks away from the workstation.

Seating and posture for typical office based, administrative tasks:

- Good lumbar support from the office seating
- Seat height and back adjustability
- No excess pressure on underside of thighs and backs of knees
- Foot support provided if needed
- Space for postural change, no obstacles should be under the desk
- Forearms approximately horizontal
- Minimal extensions, flexing or straining of wrists
- Screen height and angle should allow for comfortable head position
- Space in front of keyboard to support hand/wrists during pauses in typing.

If an employee requires additional support, please let the manager know as soon as possible. A DSE assessment will be completed by the FD and monitored and followed-up in six months

Safety Checks

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

All practitioners should be aware of potential hazards in the nursery environment and monitor safety at all times.

Electrical equipment

Who checks	How often	Contract in Place
Mains electrical systems checks carried out by an approved LBN contractor	Every 5 years	May 2021
Portable Appliance Testing	Every Year	July 2021
Electric Cooker (SB only)	Every Year	April 2022
Lightning Protection (SL only)	Every Year	November 2022
Burglar Alarms	Every Year	February 2022
Emergency Lighting	Every Year	October 2022
Electric Gate (SB only)	Twice Yearly	January 23
Lifts	Six Times Yearly	October 2022
Intercoms / Doors	Every Year	March 2022
CCTV	Every Year	March 2022
AGM Pressurisation Unit	Every Year	March 2022

- All electrical sockets are all risk assessed – placed at high level - and any appropriate safety measures are in place to ensure the safety of the children
- All electrical cables are kept out of the reach of children wherever possible and shielded by furniture where they need to be at floor level.

Mains information

Locations of:

- Water stop tap: **Under kitchen sink (SB); Mains Water Cupboard (SL)**
- Gas point: **Boiler Rooms (SB & SL) Kitchen (SL)**
- Fuse box: **Electrical In-take Cupboard (SB nursery reception corridor) (SL behind main reception)**

Dangerous substances

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

Hot drinks and food

Hot drinks must only be consumed in the staff room, adjoined to the staff kitchen; any drinks being transported from the staff kitchen must be in a safety cup. No canned drinks, sweets or crisps, or food brought onsite by staff for personal consumption are to be kept or consumed in the nursery rooms.

Transport and outings/educational visits

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

Room temperatures

- Practitioners should be aware of room temperatures in the nursery and should ensure that they are suitable at all times.
- Practitioners must always be aware of the dangers of babies and young children being too warm or too cold
- Temperatures should not fall below 18°C in the baby rooms and 16°C in all other areas – Thermometers should be available and monitored
- Where fans are being used to cool rooms, great care must be taken with regard to their positioning.

Water supplies

- A fresh drinking supply is available and accessible to all children, practitioners and visitors
- All hot water taps accessible to children are thermostatically controlled to ensure that the temperature of the water does not exceed 40°C.

Gas appliances

- All gas appliances are checked annually by a registered Gas Safety Register engineer
- Carbon monoxide detectors are fitted.

The checklists used in nurseries include:

Checklists	Who checks	How often
Spot Check	Senior opening site	Daily
Full Daily Site Check	Manager or Deputy	Daily
Full Premise Check	MD	Annual
External Door Check & Service	Approved Contractor	Annual
Gas Safety Check	Approved Contractor	Annual

Fire Safety

At Early Start we make sure the nursery is a safe environment for children, parents, practitioners and visitors through our fire safety policy and procedures.

The designated senior fire marshal, FD, makes sure the nursery premises are compliant with fire safety regulations, including following any major changes or alterations to the premises and seeks advice from the local fire safety officer as necessary.

The designated senior fire marshal has overall responsibility for the fire drill and evacuation procedures. These are carried out and recorded termly or as and when a large change occurs, i.e. a large intake of children or a new member of practitioners joins the nursery. These drills will occur at different times of the day and on different days to ensure evacuations are possible under different circumstances and all children and practitioners participate in the rehearsals.

Fire checklist

	Who checks	How often	Contract in Place
Escape route/fire exits (all fire exits must be clearly identifiable)	Daily Site Check	Daily	Daily
Fire extinguishers and blankets	Approved contractor	Every Year	July 2022 (SB) December 2022 (SL)
Smoke/heat alarms	Approved contractor	Twice yearly	April 2022
Fire alarms	Approved contractor	Twice yearly	April 2022
Call points, alarm, fire doors are in good repair and working doors free of obstruction and easily opened from the inside	Nursery Manager or Deputy	Weekly Fire Test	See Fire Book

Registration

An accurate record of all practitioners and children present in the building must be kept at all times and children/practitioners must be marked in and out on arrival and departure. An accurate record of visitors must be kept in the visitor's book. These records must be taken out along with the register and emergency contacts list in the event of a fire.

No smoking policy

The nursery operates a strict no smoking policy – please see this separate policy for details.

Fire drill procedure

On discovering a fire:

- Calmly raise the alarm using the nearest, designated fire point
- Immediately evacuate the building under guidance from the fire marshals
- Using the nearest accessible exit lead the children out, assemble at the fire assembly point
- Close doors behind you wherever possible
- Do not use the lift
- Room leaders to take out the register and first aid kit
- Do not stop to collect personal belongings on evacuating the building
- Do not attempt to go back in and fight the fire
- Do not attempt to go back in if any children or adults are not accounted for
- Wait for emergency services and report any unaccounted persons to the fire service/police.

If you are unable to evacuate due to fire blocking available exits:

- Get as far away from the fire as possible, closing all doors and stay by a window if possible
- Keep the children calm and together
- Wherever possible alert a fire marshal of your location and the identity of the children and other adults with you.

The senior fire marshal with fire marshals is to:

- Co-ordinate a clean sweep of the building
- Where possible practitioners/visitors register
- Telephone emergency services: dial 999 and ask for the fire service
- In the fire assembly point area – check the children against the register
- Account for all adults: practitioners and visitors
- Advise the fire service of anyone missing and possible locations and respond to any other questions they may have.

Remember

- Do not stop to collect personal belongings on evacuating the building
- Do not attempt to go back in and fight the fire
- Do not attempt to go back in if any children or adults are not accounted for.

Manual Handling

Practitioners need to carry out manual handling including lifting/carrying babies and some toddlers. A variety of injuries may result from poor manual handling and practitioners must all be aware and adhere to the manual handling policy. We instruct all practitioners in correct handling techniques and expect them to follow these to minimise the risks of injury.

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

Preventing injuries

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

Where manual handling tasks cannot be avoided, for example lifting children when changing nappies i.e. babies or children with limited mobility: all other children should use the steps on the changing table to climb onto the table themselves, we carry out a risk assessment by examining the tasks and deciding what the risks associated with them are and how these can be removed or reduced by adding control measures.

Our manual handling assessment considers the following:

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

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

Planning and procedure

- Think about the task to be performed and plan the lift
- Consider what you will be lifting, where you will put it, how far you are going to move it and how you are going to get there
- Never attempt manual handling unless you have read the correct techniques and understood how to use them
- Ensure that you are capable of undertaking the task – people with health problems and pregnant women may be particularly at risk of injury
- Assess the size, weight and centre of gravity of the load to make sure that you can maintain a firm grip and see where you are going
- Assess whether you can lift the load safely without help. If not, get help or use specialist moving equipment i.e. a trolley. Bear in mind that it may be too dangerous to attempt to lift some loads

- If more than one person is involved, plan the lift first and agree who will lead and give instructions
- Plan your route and remove any obstructions. Check for any hazards such as uneven/slippery flooring
- Lighting should be adequate
- Control harmful loads – for instance, by covering sharp edges or by insulating hot containers
- Check whether you need any Personal Protective Equipment (PPE) and obtain the necessary items, if appropriate. Check the equipment before use and check that it fits you
- Ensure that you are wearing the correct clothing, avoiding tight clothing and unsuitable footwear
- Consider a resting point before moving a heavy load or carrying something any distance.

Carrying children

- If the child is old enough, ask them to move to a position where it is easy to pick them up and ask them to hold onto you as this will support you and the child when lifting
- Do not place the child on your hip, carry them directly in front of you in order to balance their weight equally
- Wherever possible, avoid carrying the child a long distance
- Where a child is young and is unable to hold onto you, ensure you support them fully within your arms
- Avoid carrying anything else when carrying a child. Make two journeys or ask a colleague to assist you
- If a child is struggling or fidgeting whilst you are carrying them, stop, place them back down and use reassuring words to calm the child before continuing
- Students and pregnant practitioners will not carry children.

Position

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

Lifting

Always lift using the correct posture:

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

Moving the child or load

- Move the feet, keeping the child or load close to the body
- Proceed carefully, making sure that you can see where you are going
- Lower the child or load, reversing the procedure for lifting

- Avoid crushing fingers or toes as you put the child or load down
- If you are carrying a load, position and secure it after putting it down
- Make sure that the child or load is rested on a stable base and in the case of the child ensure their safety in this new position
- Report any problems immediately, for example, strains and sprains. Where there are changes, for example to the activity or the load, the task must be reassessed.

The task

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

The environment

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

The individual

- Never attempt manual handling unless you have been trained and given permission to do so
- Ensure that you are capable of undertaking the task – people with health problems and pregnant women may be particularly at risk of injury.
- Where applicable and age/stage appropriate encourage children to use ladders up to the changing table for nappy changes rather than lifting. Where this is not appropriate always follow the lifting process
- The internal shelf on the cots are height adjustable to reflect the age and movement of the child and so avoid bending to lift babies from their cot.

Safe and Healthy Nursery

At Early Start we are committed to providing a workplace which supports and encourages a healthy practitioners team through practitioners training, health and safety awareness and supervisions.

Dress code

Practitioners must follow our dress code at all times. The dress code is detailed in the practitioners HR manual.

Practitioners breaks

It is the responsibility of the nursery manager to ensure that all practitioners working six hours or more take a break of 20 minutes, 30 minutes or 60 minutes' dependant on hours worked and ensuring that ratios are maintained.

Practitioners under 18 require a break of 30 minutes in circumstances where they work 4.5 hours a day. All breaks should be taken away from an employee's normal work area.

Personal hygiene

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

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

After noses have been wiped the tissue must be disposed of hygienically and hands should be washed.

Cleaning

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

Kitchen

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

- Fridges to be cleaned out weekly
- Microwave to be cleaned after every use
- Oven to be cleaned out regularly and recorded
- Freezers to be cleaned out every three months, defrosted and recorded
- All cupboards to be cleaned out weekly
- Fridge and freezer temperatures must be recorded first thing in the morning and last thing at night

- All food to be covered at all times in and out of the fridge and dated to show when each product was opened
- Care must be taken to ensure that food is correctly stored in fridges
- When re-heating food, it should be over 75°C, checked with the probe thermometer and recorded, then cooled down before serving. Food prepared on the premises must be checked with the probe thermometer before serving
- Food served but not used immediately should be appropriately covered and placed in the fridge/freezer within 60 minutes. If this is not followed, food should be discarded immediately
- All opened packets to be dated when opened and placed in an airtight container i.e. baby food, raisins, cereal etc.
- Blended food should be placed in suitable airtight containers, named and dated
- Surfaces to be cleaned with a degreaser i.e. washing up liquid and suitable scourer/cloth, and anti-bacterial spray
- Only appropriate kitchen cloths are to be used. These must be washed daily on a hot wash or disposed and replaced
- Windows protected by fly guards to be opened as often as possible along with the vents
- All plugs to be pulled out of their sockets at the end of each day and switches switched off where practicable (with the exception of the fridge and freezer)
- Children must NOT enter the kitchen
- Doors/gates to the kitchen to be kept closed at all times.

Nursery classrooms

- Practitioners must be aware of general hygiene in the nursery and ensure that high standards are kept at all times
- Regular toy washing rotas must be established in all rooms and recorded. Toys should be washed with sanitising fluid
- Floors should be cleaned during the day when necessary. Vacuum cleaner bags (where used) should be changed frequently
- Practitioners are requested to use the appropriate coloured mop for the task or area (see chart on wall in COSH cupboard) and mop heads should be changed and replaced at least weekly
- Face cloths should be washed on a hot wash after every use and not shared between children
- Low/high chairs must be cleaned thoroughly after every use. Straps and reins must be washed weekly or as required
- Every child should have its own cot/bed sheet and blanket which should be washed at the end of every weekly cycle or whenever necessary if sooner
- All surfaces should be kept clean and clutter free
- Children must always be reminded to wash their hands after using the bathroom and before meals. Practitioners should always encourage good hygiene standards, for example, not eating food that has fallen on the floor
- Children should learn about good hygiene routines and why they need to wash their hands, wipe their noses and cover their mouths when coughing.

Practitioners rooms

- It is the responsibility of every member of staff to ensure that their staff room is kept clean and tidy
- Surfaces: i.e. sink, tables, chairs to be wiped down after every use by each staff member
- All implements used for lunch or break to be washed and tidied away
- All surfaces to be cleaned daily to ensure they are clean and bacteria free – using appropriate cleaning materials
- All toys and equipment should be sanitised daily and deep cleaned as needed or halt termly (whichever is sooner)

Animal Health and Safety

At **Early Start** we recognise that pets can help meet the emotional needs of children and adults. Caring for pets also gives children the opportunity to learn how to be gentle and responsible for others and supports their learning and development.

Nursery pets

At nursery we currently have a cold-freshwater aquarium only

- All pets are homed appropriately and securely
- Only practitioners have responsibility for cleaning out the animals (where applicable)
- Protective equipment such as gloves and aprons are used.

Pet Visits to the nursery

- If a pet visits the nursery as a planned activity, parents of all children who will be in contact or in the same area as the pet are informed. We obtain written permission from parents to ensure no child has an allergy or phobia. We complete a full, documented risk assessment prior to the pet visiting and analyse any risks before this type of activity is authorised.
- We ensure all pets have had all of their relevant vaccinations, are registered with the vet and are child-friendly
- Pets will not be allowed near food, dishes, worktops or food preparation areas. Children will wash their hands with soap and water after handling animals and will be encouraged not to place their hands in their mouths during the activity. The practitioners will explain the importance of this to the children
- Children will be encouraged to leave their comforters and dummies away from the animals to ensure cross-contamination is limited.

Visits to farms

- A site visit must be made by a senior member of practitioners before an outing to a farm can be arranged. We check that the farm is well-managed, that the grounds and public areas are as clean as possible and that suitable first aid arrangements are made. Animals should be prohibited from any outdoor picnic areas
- We check that the farm has suitable washing facilities, appropriately signposted, with running water, soap and disposable towels or hot air hand dryers. Any portable water taps should be appropriately designed in a suitable area
- We will ensure that there is an adequate number of adults to supervise the children, taking into account the age and stage of development of the children
- We will explain to the children that they will not be allowed to eat or drink anything, including crisps and sweets, or place their hands in their mouths, while touring the farm because of the risk of infection and explain why
- We will ensure suitable precautions are in place where appropriate i.e. in restricted areas such as near slurry pits or where animals are isolated.

During the visit

- If children are in contact with, or feeding animals, we will warn them not to place their faces against the animals or put their hands in their own mouths afterwards, and explain why
- We will encourage children to leave comforters (i.e. soft toys and blankets) and dummies either at nursery, in the transport used or in a bag carried by a member of practitioners to ensure cross-contamination is limited
- After contact with animals and particularly before eating and drinking, we will ensure all children, practitioners and volunteers wash and dry their hands thoroughly. If young children are in the group, hand washing will be supervised. We will always explain why the children need to do this
- Meals, breaks or snacks will be taken well away from the areas where animals are kept and children will be warned not to eat anything which has fallen on the ground. Any crops produced on the farm will be thoroughly washed in portable water before consumption
- We will ensure children do not consume unpasteurised produce, i.e. milk or cheese
- Manure or slurry presents a particular risk of infection and children will be warned against touching it. If they do touch it, we will ensure that they thoroughly wash and dry their hands immediately
- We will ensure all children, practitioners and volunteers wash their hands thoroughly before departure
- We will ensure footwear and clothing is as free as possible from faecal materials.

Visits and Outings/educational visits

As part of the curriculum, we plan a range of local outings including walks and visits off the premises. We believe that planned outings and visits complement and enhance the learning opportunities inside the nursery environment and extend children's experiences. We always seek parents' permission for children to be included in such outings.

Procedures

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

- A pre-visit checklist, full risk assessment and outings plan will always be carried out by a senior member of practitioners before the outing to assess the risks or hazards that may arise for the children and identify steps to be taken to remove, minimise and manage those risks and hazards.
- We will endeavour to visit the venue prior to the visit. This will ensure that the chosen venue is appropriate for the age, stage and development of the children
- Permission will always be obtained from parents before taking children on trips
- We provide appropriate practitioner levels for outings dependent on an assessment of the safety and the individual needs of the children
- At least one member of practitioners will hold a valid and current paediatric first aid certificate and this will be increased where risk assessment of proposed activity deems it necessary
- A fully stocked first aid box will always be taken on all outings along with any special medication or equipment required
- A completed trip register together with all parent and practitioners contact numbers will be taken on all outings
- We will note what each child is wearing, and upload a photo on Tapestry taken prior to leaving on the trip, in case of emergencies and a lost child
- Regular headcounts will be carried out throughout the outing. Timings of headcounts will be discussed in full with the nursery manager prior to the outing
- All practitioners will be easily recognisable by other members of the group e.g. high visibility vests/jackets, coloured t-shirts etc..
- Children will be easily identified by practitioners when on a trip by use of a sticker system. The nursery name, number and mobile number will be displayed
- A fully charged mobile phone will be taken as a means of emergency contact
- In the event of an accident, practitioners will assess the situation. If required, the group will return to nursery immediately and parents will be contacted to collect their child. In the event of a serious accident an ambulance will be called at the scene, as well as parents being contacted. One member of staff will accompany the child to the hospital and the rest of the group will return to the nursery.

Risk assessment/outings plan

The full risk assessment and outing plan will be available for parents to see on request. This plan will include details of:

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

Use of vehicles for outings

- All practitioners shall inform parents in advance of any visits or outings involving the transportation of children away from the nursery
- The arrangements for transporting children will always be carefully planned and where necessary additional people will be recruited to ensure the safety of the children. This is particularly important where children with disabilities are concerned
- All vehicles used in transporting children are properly licensed, inspected and maintained
- All vehicles used are fitted to the supplier's instructions with sufficient numbers of safety restraints appropriate to the age/weight of the children carried in the vehicle. Any mini buses/coaches are fitted with 3-point seat belts
- When we use a mini bus, we check that the driver is over 21 years of age and holds a Passenger Carrying Vehicle (PCV) driving licence. This entitles the driver to transport up to 16 passengers
- When children are being transported, we maintain ratios.

When planning a trip or outing using vehicles, records of vehicles and drivers including licenses, MOT certificates and business use insurance are checked. If a vehicle is used for outings the following procedures will be followed:

- Ensure seat belts, child seats and booster seats are used
- Ensure the maximum seating is not exceeded
- All children will be accompanied by a registered member of practitioners
- No child will be left in a vehicle unattended
- Extra care will be taken when getting into or out of a vehicle
- The vehicle will be equipped with a fire extinguisher and emergency kit containing warning triangle, torch, blankets, wheel changing equipment etc.

Lost children

In the event of a child being lost, the Lost Child Procedure will be followed. Any incidents or accidents will be recorded in writing and Ofsted will be contacted and informed of any incidents.

There may be opportunities for parents to assist on outings. The manager will speak to parents prior to the visit regarding health and safety and code of conduct.

In the event of an emergency (including a terrorist attack)

In the event of an emergency whilst out on a visit, we encourage practitioners to find a safe place and remain there until the danger passes. Each outing will have a detailed risk assessment, which covers all these risks and is planned ahead.

Lost Child Procedure from Nursery

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

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

Lost Child Procedure from Outings

This procedure applies where children are on outings and visits. We carry out regular head counts of children throughout any outing or visit. In the unlikely event of a child going missing the procedure below is implemented immediately:

- All practitioners will be aware of the procedure when a child goes missing and supply information to support the search, i.e. a recent photograph and a detailed description of clothing. This will be taken at nursery and uploaded to Tapestry just before departure on the trip day
- The organiser will be informed immediately and all practitioners present will be informed. Some practitioners on the outing/visit will be deployed to start an immediate thorough search of the area, ensuring that all other children remain safe supervised, calm and supported throughout
- If appropriate, on-site security will also be informed and a description given
- The designated person in charge will immediately inform the police
- The designated person in charge will then inform the nursery who will contact the child's parents giving details of what has happened. If the whole nursery is on an outing, all contact details will be taken on the trip by the person in charge
- During this period, practitioners will be continually searching for the missing child, whilst other practitioners maintain the safety and welfare of the remaining children
- It will be the designated person in charge or the manager's responsibility to ensure that there are adequate practitioners to care for the children and get them back safe, and a member of practitioners to meet the police and some practitioners to continue the search. This may mean contacting bank / other practitioners to come into work
- Any incidents must be recorded in writing as soon as practicably possible including the outcome, who was lost, time identified, notification to police and findings
- In the unlikely event that the child is not found, the nursery will follow the local authority and police procedure
- Ofsted must be contacted and informed of any incidents
- With incidents of this nature parents, carers, children and practitioners may require support and reassurance following the traumatic experience. Management will provide this or seek further support where necessary
- In any cases with media attention practitioners will not speak to any media representatives
- Post-incident risk assessments will be conducted following any incident of this nature to enable the chance of this reoccurring being reduced.

No Smoking Policy

Smoking has proved to be a health risk and therefore in accordance with legislation, the nursery operates a strict no smoking policy within its buildings and grounds. This policy also applies to electronic cigarettes.

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

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

Practitioners must not smoke while wearing any items of nursery uniform. If practitioners choose to smoke during breaks, on-route to or leaving the nursery, they are asked to smoke away from the main entrance.

We respect that smoking is a personal choice but aim to help practitioners and parents to stop smoking by providing information of local help and details of the NHS quit smoking programmes.

Alcohol and Substance Misuse

We are committed to providing a safe environment that helps to ensure the welfare of the children in our care. This includes making sure that children are not exposed to adults who may be under the influence of alcohol or other substances that may affect their ability to care for children.

Legislation

- Health and Safety at Work Act 1974
- The Misuse of Drugs Act 1971

Alcohol

If a member of staff arrives clearly under the influence of alcohol they will be asked to leave. The nursery will investigate the matter under the disciplinary process and action taken may include dismissal.

Practitioners can still be under the influence of alcohol the day after the night before and practitioners should be aware of this, ensuring this is not the case when starting work.

If a parent arrives and is clearly impaired under the influence of alcohol the nursery will consider if the parent is able to care for the child before releasing the child. If they are not, they will be asked to leave or wait whilst the nursery calls the second contact on the child's registration form to collect them.

If a child is thought to be at risk the nursery will follow the safeguarding children/child protection procedure and the police/children's services may be called. If the parent/carer arrived at nursery in a car alone and or is the driver and under the influence of alcohol the police will be contacted.

Practitioners, students, parents, carers, visitors, contractors etc. are asked not to bring alcohol on to the nursery premises.

Substance misuse

If a member of staff arrives at the nursery under the influence of illegal drugs or any other substance including medication that impairs their ability to care for children, they will be asked to leave the premises. An investigation will follow which may lead to consideration of disciplinary action including dismissal.

If they a parent/carer arrives at the nursery under the influence of illegal drugs or any other substance including medication that impairs their ability to care for children will judge if the parent is suitable to care for the child. The nursery may call the second contact on the child's registration form to collect them and if a child is thought to be at risk the nursery will follow the safeguarding children/child protection procedure and the police may be called.

The nursery will contact the police if anyone (including practitioners, students, volunteers, contractors and visitors) is suspected of being in possession of illegal drugs or if they are driving or may drive when under the influence of illegal drugs. If they are a member of staff disciplinary procedures will be followed.

If a member of staff is taking prescriptive medication that may affect their ability to work, they must inform the nursery manager as soon as possible to arrange for a risk assessment to take place.

Safeguarding/child protection

If a parent or carer is clearly over the alcohol limit, or under the influence of illegal drugs and it is believed the child is at risk, we will follow our safeguarding/child protection procedures, contact the local authority children's social care team and the police.

Practitioners will do their utmost to prevent a child from travelling in a vehicle driven by them and if necessary the police will be called.

Where an illegal act is suspected to have taken place, the police will be called.

Critical Incident Policy / Business Continuity Plan

The critical incident policy is in place to ensure our nursery is able to operate effectively in the case of a critical incident such as:

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

The Business Continuity Plan (BCP) is to be used during any serious incident, which threatens to or disrupt childcare and early education including premises not available, asset management, insurance cover and IT failure.

If any incidents impact on the ability of the nursery to operate we will contact parents via tapestry, email or by phone, dependent on the emergency and context at the earliest opportunity.

Premises no longer available due to a significant emergency

The Nursery Manager / senior manager will determine whether we can continue to operate the full provision from the sister nursery and confirm those arrangements with the opposite nursery manager and parents/carers. If a setting can only accommodate limited numbers over demand, the priority will be given to working parents/carers and keyworkers where relevant. The Managing Director or Company Director will also contact the Council's Early Years Team or Borough Emergency Command via the contact centre if out of hours for assistance and Ofsted if required to do so.

Asset Management

The asset register of high value equipment is held on our secure electronic system. The system can be accessed anywhere with internet access.

Insurance of premises and resources

The Company is insured via the London Borough of Newham's policies held with Zurich. Policy details are displayed on the notice board in each premises reception area.

Backing up of resources

All Information Technology data is web based and backed up every 48 hours. Data designated critical or sensitive is encrypted and backed up off site using SSL with 1024 bit RSA key exchange, 128 bit RC5 stream cipher and SHA-1 integrity checking.

Significant shortage of practitioners

In the event of not being able to recruit or shortage of practitioners due to illness on a shift/day the manager will utilise our own bank/sessional practitioners in the first instance to cover until the situation is resolved. Management are supernumerary and will provide cover as needed to maintain ratios and safe operations. In the event that this is still not sufficient to cover ratios /safe operations, scheduled bookings will be

reviewed and decisions made on attendance using a criteria system such as; vulnerability, key worker, employment etc..

Depending on reasons for absence, Early Start Education Ltd may need to contact Ofsted / Health Protection Agency.

If the registered Manager is off

The Manager or Deputy are supernumerary on a standard basis and would assume day to day control/cover as required. Depending on the length of time, the MD may put other cover arrangements in place and confirm these with Ofsted.

If children are required to be evacuated from the nursery immediately

They will be gathered in room/age groups, as per our Fire Evacuation plans for each site and escorted as a group to the evacuation area, if temporary, or a designated centre, if for a longer period. Regular headcounts must be taken by the duty manager to account for children and practitioners.

Secure electronic systems allow us to access staff and children’s contact/emergency contact information remotely

At the earliest opportunity, the manager on duty must inform the Managing or Company Director of the scale of incident; what has happened, what is not available and why, including information established from emergency services.

The Managing or Company Director will contact the Local Authority officer for early years at the earliest opportunity including to discuss short term provision of resources, should disaster/incident require significant time before children, families, and practitioners can return. The Director will contact the Council if a contingent ‘rest’ centre is needed, in the event of an emergency via the Council contact centre.

The setting manager will contact all families if we are relocated to a designated centre. Notices will also be posted around the perimeter of the nursery concerned, at the earliest opportunity.

Chain of command contact details

Practitioners name	Role	DDI	Work mobile	Personal Mobile
Justin Elder	Managing Director & Responsible Person for the Nurseries	020337 30283	078661 34304	078334656 99
Sabina Choudhury	Setting Manager –	020337 33079	078163 70187	
Martina Kempster	Nursery Manager – Susan Lawrence	020337 33904	078163 70186	

Pippa Alabaster	Operational Director	020337 30299	078184 57995	
Sharon Cox	Finance Director / Company Director	020337 37247	079294 17733	

Fire

Please refer to the fire safety policy.

- See fire risk assessment – Shrewsbury
- See fire risk assessment – Susan Lawrence

Flood

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

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

Should the nursery be assessed as unsafe through flooding, fire or any other incident we will follow our operational plan and provide care in another location/parents with alternative arrangements in sister nurseries.

Burglary

The management of the nursery follow a lock up procedure which ensures all doors and windows are closed and locked before vacating the premises. Alarm systems are used and in operation during all hours the nursery is closed.

The manager/senior member of staff opening up will always check the premises as they arrive in the morning. Should they discover that the nursery has been broken into they will follow the procedure below:

- Contact the Finance Director, Director of Operations or Managing Director initially
- Call the police with as many details as possible, i.e. name and location, details of what you have found and emphasise this is a nursery and children will be arriving soon should
- Contain the area to ensure no one enters until the police arrive. The practitioners will direct parents and children to a separate area as they arrive. If all areas have been disturbed practitioners will follow police advice, including following the relocation procedure wherever necessary to ensure the safety of the children
- The manager on duty will help the police with enquiries, i.e. by identifying items missing, areas of entry etc.

- A manager will be available at all times during this time to speak to parents, reassure children and direct enquires
- Management will assess the situation following a theft and ensure parents are kept up to date with developments relating to the operation of the nursery.

Abduction or threatened abduction of a child

We have security procedures in place to ensure children are safe while in our care, including safety from abduction. Practitioners must be vigilant at all times and report any persons lingering on nursery property immediately. All doors and gates to the nursery are secured and cannot be accessed unless practitioners allow individuals in. Parents are reminded on a regular basis not to allow anyone into the building/tail gate one another whether they are known to them or not. Visitors and general security are covered in more detail in the supervision of visitor's policy.

Children will only be released into the care of a designated adult; see the arrivals and departures policy for more details.

Parents are requested to inform the nursery of any potential custody battles or family concerns as soon as they arise so the nursery is able to support the child. The nursery will not take sides in relation to any custody battle and will remain neutral for the child.

Parents are requested to issue the nursery with a copy of custody orders/arrangements should they be in place. We will consult our solicitors with regards to any concerns over custody and relay any information back to the parties involved.

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

- The police must be called immediately, dial 999
- The practitioners will notify management immediately and the manager will take control
- The parent(s) will be contacted
- All other children will be kept safe and secure and calmed down where necessary
- The police will be given as many details as possible including details of the child, description of the abductor, car registration number if used, time and direction of travel if seen and any family situations that may impact on this abduction.

Bomb threat/terrorism attack

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

Other incidents

All incidents will be managed by the manager on duty and all practitioners will co-operate with any emergency services on the scene. Any incident that requires

evacuation will follow the Fire Evacuation plan. Other incidents i.e. no water supply will be dealt with on an individual basis taking into account the effect on the safety, health and welfare of the children and practitioners in the nursery.

The Managing Director will notify Ofsted in the event of a critical incident.

Lock down procedure

We will use the lock down procedure when the safety of the children and practitioners is at risk and we will be better placed inside the current building with doors and windows locked and blinds/curtains drawn.

We will activate this emergency procedure in response to a number of situations including:

- An incident or disturbance in the local community with potential to pose a risk to practitioners and children in the nursery
- An intruder on the nursery site
- A warning received regarding a risk locally, i.e. air pollution, smoke plumes, gas cloud etc.
- A major incident in the vicinity of the nursery as long as it is safer staying in the premises rather than leaving.

If the lock down procedure is to be applied practitioners will be notified to take the following action:

- All individuals (including children) will remain in their designated classroom area they are in, if safe to do so. If the children are outside, practitioners are to promptly and calmly direct children into the building, if this will not endanger them. Practitioners will make efforts to close and secure doors wherever safe to do so.
- All individuals will keep away from the windows and doors and children will be occupied in the centre of the room.
- The manager will ensure all children, practitioners and visitors are accounted for and safe before returning to the office area to keep up to date with the current situation via updates.
- The manager on duty will manage the situation dependant on the circumstances and the information available.
- If the nursery is in immediate danger of an intruder, dial 999 for the police.
- In other cases, where the situation has been alerted by the police or local area authority then the nursery will await further instructions.
- Once the all clear has been given externally the manager will issue the all clear internally. After this time the practitioners will try to return to normal practice to enable the children not to be disrupted or upset by the events.
- Any children showing worries or concerns will have time with their key person or other appropriate staff member to talk about these. Parents will be informed about the situation at the earliest safest opportunity and will be kept updated when the information changes.
- After the event a post-incident evaluation will be conducted to ensure that each child and practitioners member was supported fully and the procedure went as planned.

Adverse Weather

An adverse weather policy is in place to ensure our nursery is prepared for all weather conditions that might affect the running of the nursery. If we feel the safety, health or welfare of the children is compromised then we will take the decision to close the nursery and we will contact parents via tapestry, email and phone.

During the course of a day, we will not take children outdoors, where we judge that weather conditions make it unsafe to do so.

Flood

In the case of a flood we will follow our critical incident procedure to enable all children and practitioners to be safe and continuity of care to be planned for.

Snow or other severe weather

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

In the event of practitioner shortages due to snow or other severe weather, we will contact all available off duty practitioners and manager and group the children differently until they are able to arrive. If we are unable to maintain statutory ratio requirements after all avenues are explored we will contact Ofsted to inform them of this issue, recording all details in our incident file.

Heat wave

Please refer to our sun care policy.

Supervision of Children

The nursery manager is responsible for all staff, students and bank/temporary practitioners being provided with up to date and relevant information on health and safety policies and procedures.

Supervision

Children must be supervised adequately at all times whether children are in or out of the building through:

- Making sure that every child is always within the sight and/or hearing of a suitably vetted practitioner. Monitoring practitioner's deployment across the nursery regularly to ensure children's needs are met
- 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 resources such as the climbing frame and when walking up or down steps/stairs
- Practitioners will support children to identify, minimise and manage risks in their play
- Making sure practitioners recognise and are aware of any dangers relating to bushes, shrubs and plants in the garden and when on visits/outdoors
Supervising children at all times when eating: monitoring children with food allergies, toddlers and babies closely and never leaving babies alone with a bottle. Babies are always bottle fed by a practitioner. 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
- Increasing practitioner to child ratios during outings to ensure supervision and safety. Strictly following any safety guidelines given by other organisations or companies relating to the hire of equipment or services i.e. hire of a bouncy castle and a practitioner **MUST** supervise the children at all times.

Supervision of Visitors

To protect the children in our care we make sure any visitors to the nursery by have an appointment wherever possible, identified and supervised.

All visitors to the nursery identity should be checked via official photo ID and or other official photo ID that can be verified by a caller to the employer/parent/carer. Visitors must sign the visitors' book on arrival and departure. Visitors' are informed of any relevant policies including the fire evacuation procedure and mobile phone, camera and other recording devices policy including use of smartwatches.

All visitors are given and should wear a visitor's badge to identify themselves to practitioners and parents within the nursery. Staff must accompany visitors in the nursery classrooms, garden and at no time should a visitor be left alone with a child(ren).

Security

- All external doors and gates must be secured at all times. Doors accessing the garden areas of the nursery can be left open for free-flow provided the boundary gates are secure, fencing intact and there are practitioners in place to monitor the children in and outdoors. All internal doors and gates on magnetic locks must be kept closed to ensure children are not able to wander and any equipment they could climb to reach the handles/release, should be removed from the area near the door
- Parents, visitors and students are reminded not to hold doors open or allow entry to any person, whether they know this person or not. Practitioners within the nursery should be the only people allowing external visitors and parents entry to the nursery
- The nursery will under no circumstances tolerate any form of harassment from third parties, including visitors, towards others, including children, practitioners and parents. The police may be called in these circumstances.

Safer Recruitment

- 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
- 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 practitioners, whether this practitioner has left the nursery or is still under investigation.

Advertising

- We use reputable websites to advertise for any vacancies
- We ensure that all recruitment literature states "We are committed to safeguarding and promoting the welfare of children, young people and vulnerable groups and expect practitioners and volunteers to share this commitment. All applicants will be required to have an enhanced DBS, provide references that we will verify and an annual Childcare Disqualification Disclosure".

Interview stage

- We shortlist all candidate's suitability against pre-planned elements of the job description/person specification
- Shortlistable candidates are contacted by phone to discuss the job briefly, their availability, confirm they hold a full and relevant qualification or query any unclear statements on their CV, for instance. Candidates may be rejected at this stage if they don't hold the relevant qualification, meet the shortlisting criteria.
- All shortlisted candidates will receive a job description and person specification with the invite to interview and will be asked to bring photo ID, proof of address and qualifications
- There will be at least two people involved in an interview panel, both are involved in the overall decision making. The chair will have completed Safer Recruitment Training with the NSPCC.
- On arrival, all candidates' identities will be checked using their passport and/or photocard driving licence. All candidates will be required to prove they are eligible to work in the UK. The interview will cover any gaps in the candidate's employment history
- All candidates reaching the interview stage complete a test and presentation, followed by a formal interview using the same set criteria and questions. The interview covers individual experience and qualifications, 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 will be 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

- Candidates 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, practitioners and where appropriate parents
- The panel will select the most suitable person(s) for this position(s) based on their scores and 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. Candidates are offered feedback on request.

Before starting work

- The successful candidate will be sent a Childcare Disclosure Form to complete, sign and return which will be reviewed for suitability as well as consent forms to take up references and verify qualifications/documents
- All positions are subject to at least two references from previous employment or, in the case of a newly qualified student for instance, their tutor and a personal or professional reference. These references will be taken up and verified before employment commences.
- The successful candidate will be asked for other proof of address, right to work, national insurance information and their qualifications. This information 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.
- All new starters, other than those who have registered for the continuous updating service, will be subject to an enhanced Disclosure and Barring Service (DBS) check. This will be seen and cleared before the person commences work in the nursery
- 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 practitioner 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 Managing or Company Directors discretion taking into account the following:
 - seriousness of the offence or other information
 - accuracy of the person's self-disclosure
 - 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

On starting work

- All new members of practitioners will undergo a structured induction period during which time they will read and discuss the nursery policies and procedures and be supported by their manager and room leader to the way in which the nursery operates
- During their induction period all new practitioners 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 practitioners will have regular meetings with the manager and during their induction period to discuss their progress.

Ongoing support and checks

- All practitioners are responsible for notifying the manager in person if there are any changes to their circumstances that may affect their suitability to work with children. This includes any incidents occurring outside the nursery. Practitioners will face disciplinary action should they fail to notify the manager **immediately**.
- The Managing or Company 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 practitioners has regular supervision meetings with the manager (planned and ad hoc) along with observations and assessment. These provide an opportunity for the manager and member of practitioners to discuss concerns, strengths and areas for development, training needs for as well as evaluate and discuss their performance.
- The manager can offer external and online training, mentor support, one-to-one training sessions, work-based observations and constructive feedback as part of the supervision and appraisal process within the nursery
- The nursery will provide appropriate opportunities for all practitioners to undertake professional development and training to help improve the quality of experiences provided for children.

Suitability of Practitioners

At Early Start we are committed to ensuring that all practitioners, including students and volunteers are suitable to work with or be in regular contact with children. We have 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 practitioners or student supervision.

HR are responsible for ensuring that all practitioners 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. Practitioners will have the checks completed prior to starting employment.

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.

Practitioners and students 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 supervised to ensure they receive the appropriate support, training and information they may require.

Practitioners Development and Training

Personal and professional development is essential for maintaining the delivery of high-quality care and learning. It underpins all aspects of positive interactions and activities planned for children.

In the interests of the nursery, the children, their families and the individual we give every practitioners member the opportunity to develop their skills to their maximum and to broaden their knowledge and skills in caring for children. A comprehensive and targeted programme of professional development ensures practitioners are constantly improving their understanding and practice. High-quality professional supervision is provided based on individual performance related targets, consistent and sharply focused observation and evaluations of the impact of practitioners' s practice through quality assurance.

We ensure that half of the practitioners are qualified to Level 3 or above in childcare and education or Early Years Educator. Other practitioners working at the nursery will either be qualified to Level 2 or undertaking training. Where necessary practitioners will be supported to achieve a suitable level 2 qualification in Maths and English (as defined by the Department for Education on the Early Years Qualifications List.

We strongly promote continuous professional development and all practitioners have individual training records and plans developed through supervision/quality assurance to enhance their skills and expertise. We have a training budget, which is set annually and reviewed to ensure that the team gain external support and training where needed.

To facilitate the development of practitioners we:

- Coach, mentor, lead and offer encouragement and support to achieve a high level of morale and motivation
- Promote teamwork through ongoing communication, involvement and a no blame culture to enhance nursery practice
- Provide opportunities for delegation based on skills and expertise to offer recognition and empower practitioners
- Encourage practitioners to contribute ideas for change within the nursery and hold regular practitioner meetings and team meetings to develop these ideas.
- Regular meetings to discuss strategy, policy and activity planning, encourage practitioners to further their experience and knowledge by attending relevant external training courses
- Encourage practitioners to pass on their knowledge to those who are less experienced and share knowledge from external training with small groups of practitioners within the nursery
- Provide regular in-house training relevant to the needs of the nursery
- Carry out regular supervision meetings with all practitioners. These provide opportunities for practitioners to discuss any issues particularly concerning children's development or well-being including child protection concerns, identify solutions to address issues as they arise and receive coaching to improve their personal effectiveness. Practitioners appraisals are carried out annually as part of on-going supervision/evaluation where objectives and

action plans for practitioners are set out, while also identifying training needs according to their individual needs

- Develop a training plan and continuous professional development needs of the nursery and individual practitioners
- Carry out training need analyses for all individual practitioners, the team as a whole, and for the nursery every six months linked to two full-nursery inset training days per annum
- Promote a positive learning culture within the nursery
- Offer annual team building training
- Carry out full evaluations of all training events and use these to evaluate the training against the aims set to enable the development of future training programmes to improve effectiveness and practitioners learning
- Provide robust inductions
- Offer ongoing support and guidance.

Supervisions

We implement a system of supervision for all practitioners. Supervision is part of the nursery's overall performance management system and promotes a culture of mutual support, teamwork, openness and continuous improvement. It allows a protected time and space for confidential discussion including safeguarding.

Supervision is an opportunity for practitioners and their managers to:

- Discuss any issues – particularly concerning children's development or well-being, including child protection concerns
- Identify solutions to address issues as they arise
- Receive coaching to improve their personal effectiveness
- Develop their own skills in order to progress in their role
- Discuss any concerns relating to changes in personal circumstances that might affect an individual's ability/suitability to work with children
- Promote teamwork through ongoing communication, involvement and a no blame culture to enhance nursery practice
- Encourage practitioners to further their experience and knowledge by attending relevant external training courses
- Develop a training plan and continuous professional development needs of the nursery and individual practitioners.

The frequency of supervision is determined by individual needs (practitioner strengths and area for development) and includes a range of methods such as one to one meetings, coaching and mentoring sessions and review of written assessment and planning work. The minimum standard is for a one to one meeting, an observation and discussion of observation, assessment, planning work on a termly basis. Any safeguarding concerns should not have to wait until supervision and should be discussed with the DSO at the earliest opportunity within the working day that they arise.

There should always be something that a member of practitioners can discuss, i.e. a particular child's development, strengths or concerns. However, if there are times where practitioners may be struggling to identify areas to discuss in a supervision we will ask them to identify three things they have enjoyed about their job/done well since the last supervision and one thing they have least enjoyed/requires further improvement. They will be asked to complete this prior to supervision.

There may be times when supervision may be increased for members of the team as and when needed, i.e. if they have particular concerns about a child, if they are going through personal circumstances, for new starters, practitioners returning after long-term illness, or on request from practitioners.

It is the responsibility of the manager to plan time to ensure that all practitioners have supervisions. Supervision is carried out by the manager/deputy. If for any reason a supervision is cancelled both parties should make arrangements to book a new date within three working days. All members of practitioners responsible for carrying out supervisions are offered training and supported as required.

Supervision meetings offer regular opportunities for members of practitioners to raise any changes in their personal circumstances that may affect their suitability to work with children. This should include any incidents resulting in a reprimand, caution or prosecution by the police, any court orders or changes to their health. These changes are recorded as a declaration on the individual member of staff's supervision form and appropriate action is taken, where applicable, in line with the safeguarding/child protection and disciplinary procedure.

Practitioners have a responsibility to ensure that they are available for supervision meetings and that the necessary paperwork is complete. Information shared in supervision sessions is confidential. The supervision process is reviewed through staff feedback on an on-going basis.

Data Protection and Confidentiality

We hold sensitive/confidential information about children and their families and the practitioners we employ. This information is used to meet children's needs, for registers, invoices and emergency contacts and management of employees. We store all paper records in locked cabinets or on electronic records that are password protected. Any information shared with the team is done on a need to know basis and treated in confidence. This policy will work alongside the Privacy Notice to ensure compliance under UK General Data Protection Regulation (UK 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 practitioners working at the nursery
- We follow the requirements of the UK General Data Protection Regulation (UK 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 electronic systems that are password protected
- Ensuring practitioners and student inductions include an awareness of the importance of confidentiality and that information about the child and family is not shared outside of the nursery (unless this is authorised by a senior manager under the safeguarding arrangements of the nursery).
- If practitioners 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. The breach may also be referred to the Information Commissioner Office (ICO) if deemed applicable.
- Ensuring that parents have access to files and records of their own children only, 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
- If any information is requested for whatever reason, the parent's permission will always be sought, other than in the circumstances above
- Ensuring practitioners do not discuss personal information given by parents with other members of practitioners, except where it affects planning for the child's needs
- Ensuring practitioners, students and volunteers are aware of and follow our social networking policy in relation to confidentiality
- Ensuring issues concerning the employment of practitioners 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. However, if a child is assessed at immediate risk of harm, their safety and protection will be our immediate priority.

UK General Data Protection Regulation (UK GDPR) In order to meet our requirements under GDPR we will also:

1. Ensure our terms & conditions; privacy and consent notices are easily accessible on our website.
2. Collect and process personal data as described in our privacy notice – see link - [Early Start Education Ltd Privacy Notice - Early Start Group](#)
3. Take steps to ensure 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.

Practitioners and student information

- All information and records relating to practitioners will be kept confidentially in a locked cabinet or secure electronic system
- Individual practitioners may request to see their own personal file at any time.

Record Retention Policy

This policy is subject to the laws relating to data protection and document retention.

We are required under legislation to keep certain records about children, parents and also practitioners'. Due to this legislation we are required to keep this information for a set amount of time.

Below is a brief overview of the information we keep and for how long. This policy should be used in conjunction with the Access and Storage of Information policy, the Data Protection and Confidentiality policy and the Privacy Notice.

Children's records - A reasonable period of time after children have left the provision. We will follow the Local Authority procedure here and this states they should be kept for 6 years. As recommended by Professional Association for Childcare and Early Years (PACEY).

Records relating to individual children i.e. care plans, speech and language referral forms – We will pass these on to the child's next school or setting following our Local Authority's protocols for transition and sharing of sensitive records.

Copies will be kept for a reasonable period. We will follow the Local Authority procedure here and this states they should be kept until the child reaches 25 years old.

Accidents and pre-existing injuries - If relevant to child protection we will keep these until the child reaches 25 years old.

Safeguarding Records and Cause for Concern forms – We will keep until the child has reached 25 years old.

Records of any reportable death, injury, disease or dangerous occurrence (for children) - As these incidents could result in potential negligence claims, or evolve into a more serious health condition, we keep records until the child reaches the age of 21 years and 3 months.

Records of any reportable death, injury, disease or dangerous occurrence (for practitioners) – 3 years

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

Observation, planning and assessment records of children - We keep our planning filed since the last inspection date so there is a paperwork trail if the inspector needs to see it.

Information and assessments about individual children is either given to parents when the child leaves or to the next setting/school that the child moves to (with parents' permission).

Personnel files and training records (including disciplinary records and working time records) – 7 years

Visitors/signing in book – Up to 24 years as part of the child protection trail.

This policy will be reviewed annually and amended according to any change in law/legislation.

Images of Children and Families - Keep photographic/video/audio-visual permissions given by parents on behalf of children for 21 years and six months.

Access and Storage of Information

We have an open access policy in relation to accessing information about the nursery and parents' own children. This policy is subject to the laws relating to data protection and document retention.

Parents are welcome to view the policies and procedures of the nursery, which govern the way in which the nursery operates, via our website at any time [Nursery Policies - Early Start Group](#)

The nursery manager or any senior practitioner will also explain any policies and procedures to parents/carers on request and or use any other methods to support of accessibility of policies and procedures in line with the nursery's communications policy.

Parents are welcome to see and contribute to all the records that are kept on their child, notably via Tapestry. We must adhere to data protection laws and, where relevant, any guidance from the relevant agencies for child protection.

As we hold personal information about practitioners and families, we are registered under data protection law with the Information Commissioner's Office. A copy of the certificate can be viewed in the entrance of the nursery.

All parent, child and practitioner information is stored securely according to the requirements of data protection registration, including details, permissions, certificates and photographic images. We will ensure that practitioners understand 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.

The nursery's records and documentation that are required to be kept and stored by current legislation are performed in accordance with minimum legal archiving requirements. We currently archive these records until the child reaches 25 years for any child protection concerns.

Nursery records and documentation that are not required to be kept are deleted or destroyed in line with the current data protection laws and our Privacy Notice which can be found at [Early Start Education Ltd Privacy Notice - Early Start Group](#) If Parents have a specific deletion or retention request regarding any data that we hold, please raise a query in writing and we will respond formally to your request.

This policy will be reviewed regularly and or amended according to any change in legislation, national best practise guidance.

Practitioners Working with Their Own Children/Close Relation

We believe our practitioners should remain neutral and treat all children with the same regard. It is generally not appropriate for practitioners to care for their own children or those of a close relative whilst working in the nursery. However, we recognise that this may not always be possible and in which cases an agreement would be made as follows:

- Where practitioners work in the same room as their child or close relation, there is an agreed set of guidelines between the nursery and the member of practitioners setting out the expectations of working with their child/close relation. These include a clear statement 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
- Where this agreement is not working or is impacting on the care of the child or other children in the room, the manager and practitioner will reassess the situation
- Practitioners caring for another practitioner's child will treat them as they would any other parent/child. No special treatment will be offered to any child or parent who has connections with the nursery.

Where the manager assesses that the agreement is not working and/or there is an impact on the care of the children in the room because of the practitioners' relationship with their child or close relation:

- The manager will consider moving the practitioner and not the child. This will enable the child to be in the appropriate age/stage group and to continue to forge consistent relationships with other children in this group
- Where the practitioner is in another room, there will be an agreement between the practitioners' member, manager and room leader about contact with the child during the nursery day.
- If there are practitioner shortages resulting in the movement of practitioners, the practitioner will be placed in a different room to that of their child or close relation, wherever possible
- Where a practitioner's baby requires breastfeeding, the nursery will adapt the above guidelines to suit both the baby's and mother's needs, wherever possible.

Students

We welcome students to join our team and gain work experience within our nursery. We will accept at maximum of two student(s) at any one time as more students than this places undue pressure on practitioners. We will only offer placements to students who are associated with a recognised child-related course, or on occasions, pupils from local secondary schools on work experience. We offer placements only after discussions with the appropriate tutors and the establishment of close links with the college, training provider or school and after a successful interview with the student.

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 relevant health and safety policies and received an induction to the nursery.

Our policy for those on placement is as follows:

- All students will have an enhanced Disclosure and Barring Service (DBS) check before their placement begins
- All students are assigned to a senior practitioner who will supervise their work and explain the health, safety and fire requirements of the nursery
- Students will be supervised by an employed practitioner and will not be left alone with the children. They will only change nappies under supervision
- Students will be supported to understand nursery policies and procedures including Safeguarding, Health and Safety, Equal Opportunities, Anti-Bribery, and Whistleblowing policies
- 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 Student Co-ordinator 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.
- Practitioners 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 work with the provider to support students who are experiencing difficulties
- To maintain parent partnerships, parents will be made aware when students are present in the nursery via the Meet the Team board
- All students on placement must adhere to the same codes of conduct as permanent practitioners including time-keeping and dress codes
- All students are encouraged to contribute fully to the nursery routine and to spend some time in every area
- In some cases, where manager is satisfied the student/apprentice is competent and responsible, we may include students on long term placements (aged 17 and over) and practitioners working as apprentices in early education (aged 16 and over) practitioners to child ratios. This will be at the discretion of the manager.

Young Worker Policy (Apprentices and Students)

The EYFS (2021) sets out the requirements for young people working in a setting and we will adhere to these requirements at all times.

All apprentices and or any student who is employed or on placement our setting will be monitored and assessed to determine their competence levels. If we believe that they are demonstrating the high levels of competence and responsibility, we expect from our practitioners then we may consider including them in our practitioners' ratios.

Any young person in the setting under the age of 18 is considered a child by law, therefore we will be vigilant towards their safety and well-being. We will provide each young person with a mentor within the setting that can support their well-being. Any safeguarding concerns will be dealt with according to our safeguarding policies procedures.

Within our nursery we expect our young practitioners to:

- Read, understand and adhere to all policies
- Take part in our ongoing practitioners suitability procedures. Declare any reasons why their suitability to work with children may change during their placement
- Share any safeguarding concerns they may have with their line manager or a designated safeguarding officer
- Maintain a high standard of work, behaviour, appearance and attendance whilst with the nursery
- Undertake a full induction conducted by the nursery
- Access training as required by the management
- If studying whilst with the setting, undertake all tasks required by the tutor to keep up to date with the course. If your coursework falls behind at any point your employment/placement in the setting will be at risk
- Ensure that the nursery environment is safe and secure for all children at all times and report any issues as they arise
- Help with the day to day running of the nursery by undertaking tasks as determined by the supervisors and management
- Take part in practitioner meetings and all practitioners training as required by the nursery.

Quality Provision Policy

High quality care leads directly to better outcomes for our children. As part of our quality practice, we will do the following to ensure children receive the best care and education:

- Ensure high expectations for children to realise the best outcomes
- Ensure all practitioners know what is meant by quality practice and how to deliver it
- Deliver high quality practice and teaching that makes a difference on a daily basis to children's outcomes
- Ensure a solid understanding of the importance of pedagogy and child development amongst all practitioners
- Ensure that the environment and provision is of high quality; monitoring resources and equipment ensuring these are safe, clean and fit for purpose
- Value continuous professional development in all practitioners and access a variety of training and development to support the needs of the children in the nursery
- Evaluate the effectiveness of training and link to the outcomes for children
- Ensure all practitioners are confident in their roles and have the training they need to be able to perform these roles
- Conduct regular supervision meetings with all team members to ensure all practitioners are supported to be the best they can be
- Advance peer on peer observations to share, discuss and improve practice across the setting
- Monitor all practice and feedback ideas for improvement
- Ensure all planning, observation, assessment and next steps are linked to each individual child's needs and interests and are evaluated for effectiveness
- Undertake a quality programme to ensure all quality is embedded throughout the nursery
- Engage with families and carers to promote the home learning environment
- Operate a robust and embedded evaluation process across the whole setting that includes all parties such as practitioners, children, parents and external partners
- Tackle poor performance to ensure high quality remains forefront at all times.

Equipment and Resources

We believe that high-quality care and early learning is promoted by providing children with safe, clean, stimulating, age and stage appropriate resources, toys and equipment.

To ensure this occurs within the nursery, including in our outdoor areas, we will:

- Provide play equipment and resources which are safe and, where applicable, conform to the European Standards for Playground Equipment: EN 1176 and EN 1177, BS EN safety standards or Toys (Safety) Regulation (1995)
- Provide a sufficient quantity of equipment and resources for the number of children registered in the nursery
- Provide resources to meet children's individual needs and interests
- Provide resources which promote all areas of children's learning and development
- Select books, equipment and resources which promote positive images of people of all races, cultures, ages, gender and abilities, are non-discriminatory and do not stereotype
- Provide play equipment and resources which promote continuity and progression, provide sufficient challenges and meet the needs and interests of all children
- Store and display resources and equipment where all children can independently choose and select them
- Check all resources and equipment before first use to identify any potential risks and again regularly at the beginning of every session and when they are put away at the end of every session
- We repair and clean or replace any unsafe, worn out, dirty or damaged equipment whenever required
- Evaluate the effectiveness of the resources including the children's opinions and interests
- Encourage children to respect the equipment and resources and tidy these away when play has finished.

Early Learning Opportunities Statement

We provide a positive play environment for every child, so they may develop good social skills and an appreciation of all aspects of this country's multi-cultural society. We plan learning experiences to ensure, as far as practical, there is equality of opportunity for all children and a celebration of diversity.

We maintain a personalised record of every child's development, showing their abilities, progress, interests and areas needing further practitioners or parental assistance.

For children whose home language is not English, we will take reasonable steps to:

- Provide opportunities for children to develop and use their home language in play and learning and support their language development at home; and
- Ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring that children are ready to benefit from the opportunities available to them when they begin year.

We ensure that the educational programmes are well planned and resourced to have depth and breadth across the seven areas of learning. They provide interesting and challenging experiences that meet the needs of all children. Planning is based on a secure knowledge and understanding of how to promote the learning and development of young children and what they can achieve, building on cultural capital and British Values.

We implement the Early Years Foundation Stage (EYFS) set by the Department for Education that sets standards to ensure all children learn and develop well. We support and enhance children's learning and development holistically through play-based activities. This is promoted through a balance of adult-led and child-initiated opportunities both indoors and outdoors. We review all aspects of learning and development and ensure a flexible approach is maintained, which responds quickly to children's learning and developmental needs.

We acknowledge parents as primary educators and encourage parental involvement as outlined in our Parents and Carers as Partners policy. We build strong home links in order to enhance and extend children's learning both within the nursery environment and in the child's home.

We share information about the EYFS curriculum with parents and signpost them to further support via the following website:
www.foundationyears.org.uk/

Settling In

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

All our practitioners know about the importance of building strong attachments with children. They are trained to recognise the different stages of attachment and use this knowledge to support children and families settling in to the nursery.

Our nursery will work in partnership with parents to settle their child into the nursery environment by:

- Providing parents with relevant information about the policies and procedures of the nursery
- Working with parents to gather information before the child starts, on the child's interests, likes and dislikes, as well as completing a baseline of the child's current development to plan, and meet, the individual needs of the child from the first day
- Gradually introducing them to the nursery over three free settling-in sessions where the manager and allocated key person welcomes and gets to know the parent/carer and child. Adapting this as required to meet the individual needs of the child
- Reassuring parents whose children seem to be taking a long time settling in to the nursery and developing a plan with them
- Reviewing the nominated key person if the child is bonding with another member to ensure the child's needs are supported
- Not taking a child on an outing from the nursery until he/she is completely settled.

Key Person Policy

Each child attending the nursery is assigned a key person who has special responsibilities for their learning and development. We operate a team approach where all practitioners in the nursery are responsible for the development of each child whilst they are in our care.

The key person:

- Helps a baby or child to settle-in; to become familiar with the nursery and to feel safe and confident
- Makes sure that records of development and progress are kept updated, shared and informed by parent carers and other professionals as necessary

As children become more independent, they are encouraged to bond with all practitioners in the rooms as this allows all practitioners in the room to have a sound knowledge of all children's development needs and support their progress.

When assigning the key person, we take into account a range of criteria including the sessions that the child attends, the hours the team member works, new children attending the setting, practitioner factors and transitions. We may change the key person for the same reasons.

The role of the key person is to keep up to date with the children and their development within our setting through maintaining and updating observations, assessments and summative personal development records. We will involve other professionals as needed to discuss specific needs and to ensure consistency in all approaches to supporting each child at the setting.

Observation, Assessment and Planning Policy

In order to enable children to achieve their full potential we observe, plan, assess and monitor their learning and development to ensure they are making positive progress throughout their time at nursery. We follow the Early Years Foundation Stage where children's learning includes the key areas of Personal, Social and Emotional Development, Physical Development, Communication and Language as well as Maths, Literacy, Expressive Art and Design, and Understanding the World ([EYFS](#)).

Central to our pedagogy (how we educate children and help their development) is our Curriculum Intent, Implementation and Impact – See below

Curriculum Intent

We aim to ensure that children are:

- **Happy, safe and secure**
- **Confident and resilient**
- **Motivated to explore, learn and communicate**
- **Critical and creative thinkers who can be self-assured risk takers**
- **Good citizens, able to form positive relationships**

Curriculum Intent - Baby Room

- Form secure attachments
- Feel emotionally secure and safe
- Develop early self-help skills (feeding, coats, hand and face hygiene, etc)
- To begin to express their wants and needs
- Develop early gross and fine motor skills (physical development) to further support their own exploration and curiosity
- To be ready for their next stage transition

Curriculum Intent - Toddler Room

- Secure Attachments - Begin to understand and regulate their emotions (including self-confidence, and support developing their own unique character
- To use language to express themselves in a language rich environment
- To develop good health and self-care routines (hygiene)
- Develop an awareness of boundaries, rules and routines
- Enhance gross and fine motor skills (physical development) to support their exploration and curiosity
- Ready for their next stage in life (pre-school)

Curriculum Intent - Pre-school

- Become confident in their own ability, know who they are (sense of belonging) and show independence
- To show perseverance and become resilient individuals
- Able to self-regulate (manage their own feelings)
- Enhance their understanding of boundaries, rules and routines
- To manage their own personal needs independently (hygiene routines, self-care routines (dressing, feeding, toileting, etc.)
- Ready for their next stage in life – school!

Implementation

1. The **EYFS** (PSED, PD, C&L, M, L, EAD, and UTW)
2. **Planning** to tailor the curriculum to the interests, needs and abilities of our children
3. Following a **daily routine** with a balance of indoor and outdoor activities that enable progressive learning.
4. A **nurturing environment** and **relationships**
5. **Play** based learning/teaching and **scaffolding**
6. A focus on developing **communication and language**
7. **Role modelling** and teaching children **the values of being kind, helpful and respectful**
8. **Partnerships** with our parents and **Safeguarding** Partners.

Curriculum Impact

• Weekly Observations

Through observations a learning journey is created for each child on Tapestry. We encourage parents to be part of the child's Learning Journal by adding things they do at home to their journal. At the end of their time at our setting their learning journey is sent to parents in a PDF format.

• Half termly progress reviews

Staff do Key Child discussions in Supervision. This is where they look at the progress of each child and raise any concerns they have. Management then reflect on the skills set and use this to decide what training may be required, support and/or resources are needed to ensure all 7 learning areas are well planned for. They will also ensure that rapid and sustained progress is made for all children in all learning areas and if not plans are put in place to ensure this is happening.

• Parent Meetings and Reports

On entry (2 months after starting) an All About Me Report is compiled by the Key Person and issued to parents, parents are invited for their first parent meeting. This is where staff talk to parents about how their child is settling in the Nursery and for parents to share any concerns or have any questions.

Then annually in line with child's birthday parents/carers will receive a report through Tapestry. Parents/carers will be notified once the report is published, and all parents/carers can arrange a meeting with their child's Key Person (as needed and via the manager) if they have any questions.

There are parents' meetings opportunities throughout the child's time with us and parents are encouraged to arrange a meeting with their child's Key Person (via the manager) whenever they need to discuss any issues of just wants to know how their child is doing.

During parents' meetings discussions cover an explanation of our new curriculum; progress their Child is making; next steps we are working on to move their child forward. The child's personal needs e.g., toilet training, getting dressed, bottles, feeding, fussy eaters etc. What they like doing and if there is anything parents are finding difficulty with supporting the child to do. We discuss how parents can support the child's learning at home.

All Leavers going into Year R will receive a report and assessment (report) when leaving, published on Tapestry for parents to access. Parents may then share with their child's new school.

In our day to day curriculum and routine, through circle times and across activities, we help children to understand the values of being kind, helpful and respectful of others. We take pride in our Parent Partnerships and work closely with families to make sure the best is being done for each child every day.

Breakdown of reports and assessments

New Children

Getting to Know Me 1 – Completed at first settling in session; initial observation of the child's interactions, skills and abilities, photos and or videos – recorded in the Observation section of Tapestry along with a Birth to Five Assessment

Getting to Know Me 2 & 3 – Completed at second and third settling in sessions; building a bigger pictures of the child's interactions, needs, skills and abilities, photos and or videos – recorded in the Observation section of Tapestry along with a Birth to Five Assessment

Two Months after entry – A detailed All About Me Report evidencing child's learning and development and setting child's Next Steps – Recorded in the Observation section of Tapestry along with a Birth to Five Assessment

Existing Children

Next Steps and Birth to Five Assessment completed mid to end of September – Assessment of child's range / ages and stages of development and setting of child's Next Steps – Recorded in the Observation section of Tapestry along with a Birth to Five Assessment

All Children

Annually on or around child's birthday a detailed **Birthday Report** is completed in the Reports section and a Birth to 5 Assessment completed in the Observation section of Tapestry. Detailing the progress, the child is making and reviewing the next steps – re setting next steps as needed. For those turning Two-Year-old this will be a combined 2 Year Assessment Report / Birthday Report 202x/2x

End of Academic Year Reporting

Those leaving to go into Year R a detailed School Leaver Report is completed in the Reports section and a Birth to 5 Assessment completed in the Observation section of Tapestry. Detailing the progress, the child has made and reviewing the next steps.

All other children (across all ages) will need a Next Steps Report which is completed in the Reports section of Tapestry. This is a simple report detailing their Next Steps where they are at (emerging, developing, secure) and a sentence about their progress within the next step

Headings for Reports and Assessments

Please note some reports will be combined dependant on when a child birthday falls. Examples can be found below for the heading and where the report is recorded

Who	When	Report Title	Location in Tapestry	Comments
New Children	Settling in 1	Getting to Know Me 1	Observation Section	Written text, photos/video and Birth to Five Assessment
As above	Settling in 2	Getting to Know Me 2	Observation Section	As above
As above	Settling in 3	Getting to Know Me 3	Observation Section	As above

New Children	Two Months after start	All About Me	Observation Section	Written text (under each area of EYFS), photos/video and Birth to Five Assessment
Existing Children	Mid to End Sep	Next Steps 2024-25	Observation Section	Birth to Five Assessment and written next step under EYFS areas
All Children	Birthday	Birthday Report 2024-25	Report section EYFS 2021	Written text in EYFS areas, progress on next steps and Resetting of next steps (as needed)
		Birthday Assessment 2024-25	Observation Section	Birth to five assessment
All Children who are 2	Birthday or within 6 months of Birthday	2 Year Review / Birthday Report 2024-25	Report section EYFS Two Year Review	As above
		2 Year Review / Birthday Assessment	Observation Section	As above
All School Leavers	Jun / Jul	School Leaver Report 2024-25	Report section EYFS 2021	As above (no re setting of next steps)
		School Leaver Assessment 2024-25	Observation Section	As above

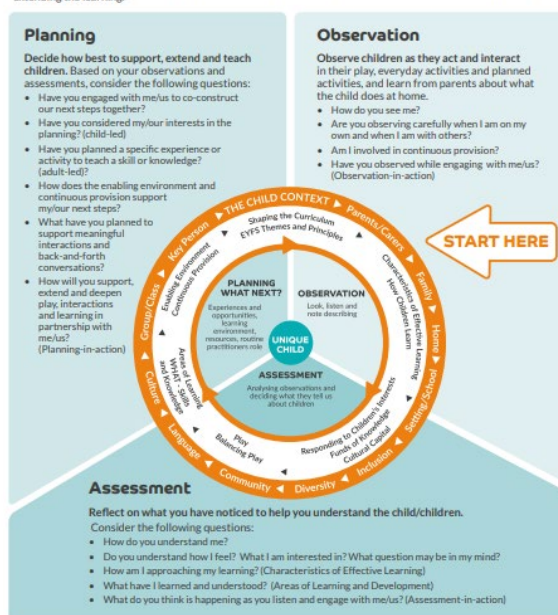
Early Start use the Birth to Five Matters – non statutory guidance for the foundation stage for observation and assessment – as shown on next page:

Learning and Development

Observation, assessment and planning

Formative assessment is an integral part of teaching young children.

Children's development and learning is best supported by starting from the child, and then matching interactions and experiences to meet the child's needs. The observation, assessment and planning (OAP) cycle describes what is frequently called assessment for learning, or formative assessment. On-going formative assessment is at the heart of effective early years practice. It involves observation of children as a part of all activity, which is most often held in the mind of the practitioner but may sometimes be documented, using this rich information to understand how a child is developing, learning and growing, and then planning the next steps for the adults in supporting and extending the learning.



Transitions

We recognise that young children will experience many transitions in their early years; some of these planned and some unplanned. We are sensitive to the impact of such changes to children and this policy sets out the ways in which we support children going through these transitions.

Some examples of transitions that young children and babies may experience are:

- Starting nursery
- Moving between different rooms within the nursery
- Starting school or moving nurseries
- Family breakdowns
- New siblings
- Moving home
- Death of a family member or close friend
- Death of a family pet.

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

Starting nursery

We recognise that starting nursery may be difficult for some children and their families. We have a settling in policy to support the child and their family.

Moving rooms procedure

When a child is ready to move to a different room in the nursery, we follow the process set out below and work with the parents to ensure this is a seamless process in which the child is fully supported at all stages:

- The child will spend short sessions in their new room prior to the permanent move to enable them to feel comfortable in their new surroundings
- The child's key person, room leader (current room) and room leader, key person (new room) work together to share and gather key information about the child to support a smooth transition
- The initial visit(s) may be with the child's key person dependant on the child's needs and to ensure a smooth process for the child
- Wherever possible groups of children transitioning from the same room will be moved together to support the children with the peers they know
- Parents/carers will be kept informed of the outcomes of these sessions i.e. through photographs, discussions or diary entries
- If a child requires more support to successfully transition this will be discussed between the key person, parent, manager and room leader to agree how and when this will happen.

Starting school or moving childcare providers

Starting school is an important transition and some children may feel anxious or distressed. Where possible children will have planned visits to their new schools. Each key person will talk about school with their key children who are due to move and discuss what they think may be different and what may be the same. They will talk through any concerns the child may have and initiate activities or group discussions relating to any issues to help children overcome these. We provide the parents/carers an end of year report and all about me observations and assessments to enable them to pass this on to teachers at their new school to have a good understanding of every child. We will respond to individual school entry requirements or work together to make a support plan for children with additional needs.

Other early years providers

Where children are attending other early years settings or are cared for by a childminder we will encourage parents/carers to share relevant information about children's development.

Family breakdowns

We recognise that when parents separate it can be a difficult situation for all concerned. We have a separated families' policy that shows how the nursery will act in the best interest of the child.

Moving home and new siblings

We recognise that both these events may have an impact on a child. Normally, parents will have advance notice of these changes and we ask parents to let us know about these events so we can support the child to be prepared. The key person will spend time talking to the child and providing activities that may help the child to act out any worries they have, i.e. through role play, stories and discussions.

Bereavement

We recognise that this may be a very difficult time for children and their families and have a separate policy on bereavement which we follow to help us offer support to all concerned should this be required. If parents feel that their child requires additional support because of any changes in their life, we ask that you speak to the nursery manager and the key person to enable this support to be put into place.

Outdoor Play

We are committed to the importance of daily outdoor play, the physical development of all children regardless of their age and stage of development.

We recognise that children need regular access to outdoor play in order to keep fit and healthy, develop their gross and fine motor skills, experience learning in a natural environment and access sunlight in order to absorb vitamin D more effectively. We also refer to The Chief Medical Office guidance on physical activity.

The outdoor areas, both within the nursery grounds and in the local community have a wealth of experiences and resources which help children to develop in a variety of ways, including independence, exploration and investigative skills, risk taking and self-esteem, all of which support children to develop skills now and for the future.

We ensure all areas are safe and secure through close supervision and the use of robust risk assessments and safety checks. Where possible and appropriate, we plan and encourage play that helps children understand and manage risks. This type of play allows children to explore and find their own boundaries in a safe environment with supportive practitioners. Practitioners are informed of the importance of safety procedures and are trained appropriately to ensure these procedures are followed effectively.

We plan all outdoor play opportunities and outings to complement the indoor activities and provide children with purposeful activities that support and follow individual children's interests. There is a balance of both adult-led and child-initiated opportunities to enable children to learn and practice new skills, knowledge and behaviours.

We use this policy alongside the following policies to ensure the safety and welfare of children throughout their time outside:

- Health and Safety
- Sun Care
- Caring for Babies and Toddlers
- Lost Child Policy
- Parents and Carers as Partners
- Supervision of Children
- Safeguarding and Child Protection
- Outings.

Caring for Babies and Toddlers

- Children under the age of two have a separate base room and are cared for in smaller groups.
- We ensure that younger children have opportunities to have contact with older children whilst at nursery
- At least half of the practitioner team caring for children under the age of two will have undertaken specific training for working with babies (such as Early Brain Development or Working with Babies)
- Children transfer to the older age group when assessed as appropriate for their age/stage following our agreed transition and settling procedures
- Practitioners will monitor non-mobile babies around mobile babies and toddlers, to ensure the safety of non-mobile babies.

Environment

- The environment and equipment are checked daily before the children access the area. This includes checking the stability of cots and areas around, low/highchairs and ensuring restraints on these, pushchairs and prams are intact and working
- All doors are fitted with viewing panels and door finger-guards to ensure the safety of children
- Outdoor shoes are removed or covered when entering the baby area(s).
- Flooring will be cleaned regularly
- Sterilisers are washed out and changed daily
- Large pieces of furniture will be fixed to the walls to stop them falling on top of babies and young children
- Non-mobile babies will have opportunities, and be encouraged, to develop tummy time skills to promote physical skills under close supervision.

Resources

- Care is taken to ensure that babies and toddlers do not have access to activities containing small pieces, which may be swallowed or otherwise injure the child
- Babies and toddlers will be closely observed during all activities
- Resources and equipment that babies and young children have placed in their mouth will be sterilised after use
- All resources will be frequently cleaned
- Soft furnishings will be frequently cleaned.

Intimate Care

- See Intimate Care and Nappy changing policy

Sleep

- See Sleep Policy

Bottles

- Feeding times will be seen as an opportunity for bonding between practitioner and child

- Where breast or formula milk is prepared for babies there is a designated area specifically for this preparation
- Expressed milk is prepared just prior to feed times and in accordance with the plan in place between the nursery and parents/carers
- Formula should only be prepared just ahead of when needed. It must be labelled and stored in the milk fridge and until required. If not used within that day, it will be disposed of
- Handwashing is completed before preparation is undertaken
- Bottles of formula milk are made up in line with the NHS guidance <https://www.nhs.uk/conditions/baby/breastfeeding-and-bottle-feeding/bottle-feeding/making-up-baby-formula/>
- All new practitioners and students will be shown the procedure, and are competent and confident before completing this on their own
- Bottles and teats are thoroughly cleaned by hand or in the dishwasher and then sterilised
- Bottles and teats are replaced if they are damaged
- Contents of bottles are disposed of after two hours from being first consumed
- Babies/toddlers are never left propped up or laid with bottles as it is both dangerous and inappropriate
- An area is available for mothers who wish to breastfeed their babies or express milk
- Expressed milk is stored in the fridge, named and dated
- At around the age of one babies should be encouraged to take all their milk feeds from a beaker – we will discuss transition from bottle to beaker/cup with the parents for any of our young children who are still using a bottle at around 1 year.

Snacks, Mealtimes and Drinks

- See Food Policy

Use of Dummies in Nursery

A dummy can be a source of comfort for a child who is settling and/or upset and 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. Overuse of dummies may affect a child's language development if that restricts the mouth movements needed for speech.

Our nursery will:

- Discuss the use of dummies with parents as part of babies' individual care plans
- Try to minimise the use of dummies to encourage sounds and speech; allow for dummies if needed by a child for comfort, if they are distressed, and/or as part of their agreed sleep routine
- Store dummies in a hygienic dummy box (individual or group based system), using a sterilising solution.
- Dummies will be labelled/marked with the child's name
- Sterilise dummies that fall on the floor or are picked up by another child
- Dummies will be disposed of if they are damaged and/or when they are required to be disposed of.

We can 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).

Sleep

The safety of babies' sleeping is paramount. Our policy follows the advice provided by The Cot Death Society and Lullaby Trust (www.lullabytrust.org.uk) to minimise the risk of Sudden Infant Death.

We make sure that:

- We follow all cot death prevention/safety guidelines and advise parents of this information
- Babies are always laid to sleep on their back at the beginning and monitored
- If a baby has rolled onto their tummy we turn them onto their back again. However, once a baby can roll from back to front and back again by themselves they can be left to find their own sleep position
- Babies/toddlers are never put down to sleep with a bottle to self-feed
- Babies/toddlers are monitored visually when sleeping
- Checks are recorded every 10 minutes and babies are never without an assigned member of practitioners to monitor their sleep
- When monitoring, the practitioner looks for the rise and fall of the chest and if the sleep position has changed.
- Each baby has his/her own bedding which is washed at least weekly and when necessary, we will take into account any allergies and irritation to soap powders
- Cot mattresses, Dream Coracles and sleep mats meet safety standards: Conform to BS 8509:2008+A1:2011 and BS 1877-10:2011
- Children under two years are not be given pillows, cot bumpers or any soft furnishings in order to prevent risk of suffocation
- Sheets or thin blankets will come no higher than the baby's shoulders, to prevent them wriggling under the covers
- Covers are securely tucked in so they cannot slip over the baby's head
- Only sheets and blankets that are of good condition will be used, any loose threads will be removed.
- Cots are checked before use to ensure no items are within reach i.e. hanging over or beside the cot (i.e. fly nets, cables, cord blinds)
- Sleeping children are supervised at all times
- Checks on sleeping babies are completed every 10 minutes. This may increase to five minutes for younger babies and or new babies. Checks are documented in Tapestry.

We provide a safe sleeping environment by:

- Monitoring the room temperature between 16 to 20 degrees C
- Provide each child with their own sleep space regardless of if twins, triplet etc., using clean, light bedding/blankets
- Ensuring babies/toddlers are appropriately dressed for sleep to avoid overheating i.e. taking off shoes, socks, cardigans, leggings
- Only using safety-approved cots or other suitable sleeping equipment i.e. pods or mats that are compliant with British Standard regulations and used with a clean fitted sheet
- Not using cot bumpers or cluttering cots with soft toys, although comforters will be given where required/agreed in advance with parents

- 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; a fitted sheet and cellular blanket in the baby room and fitted sheet and fleece blanket in the toddler/pre-school rooms
- 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 keep us updated on their child's sleep routine. We will explain our policy to parents and not usually offer any changes to the routine unless the baby's doctor has advised the parent of a medical reason to do so, in which case we would ask for a report from their doctor and to complete medical care form. We do not allow use of bedding bought in from home.

Whilst we recognise parents' knowledge of their child and the need for supportive transition to the nursery routine our practitioners will not force a child to sleep or keep them awake against his or her will, when they need sleep. Practitioners will record sleep monitoring in Tapestry during the sleep period and share observations and information about children's behaviour when they do not receive enough sleep.

Sterilising Bottles and Teats

Our policy follows the advice provided by the NHS on sterilisation (<https://www.nhs.uk/conditions/baby/breastfeeding-and-bottle-feeding/bottle-feeding/sterilising-baby-bottles/>). This will protect your baby against infections, in particular [diarrhoea and vomiting](#)

The advice below applies to all baby's bottles, and whether you are using [expressed breast milk](#) or [formula milk](#).

Before sterilising, practitioners need to:

- Clean bottles, teats in hot soapy water or using the dishwasher
- Make sure bottles, lids and teats are facing downwards if using the dishwasher
- Rinse all your equipment in clean, cold running water before sterilising.

There are several ways you can sterilise your baby's feeding equipment. These include:

- cold water sterilising solution
- steam sterilising
- boiling

Cold water sterilising solution

- Leave feeding equipment in the sterilising solution for at least 30 minutes, checking this is as per the manufacturer's instructions
- Change the sterilising solution every 24 hours, checking this is as per the manufacturer's instructions
- Make sure there are no air bubbles trapped in the bottles or teats when putting them in the sterilising solution
- Your steriliser should have a floating cover or a plunger to keep all the equipment under the solution.

Steam sterilising (electric steriliser or microwave)

- Follow the manufacturer's instructions as there are several different types of sterilisers
- Make sure the openings of the bottles and teats are facing downwards in the steriliser
- Manufacturers will give guidelines on how long you can leave equipment in the steriliser before it needs to be sterilised again.

Sterilising by boiling

- Make sure the items you want to sterilise in this way are safe to boil
- Boil the feeding equipment in a large pan of water for at least 10 minutes, making sure it all stays under the surface, setting a timer so you do not forget to turn the heat off
- Remember that teats tend to get damaged faster with this method. Regularly check that teats and bottles are not torn, cracked or damaged.

After you've finished sterilising

- It's best to leave bottles and teats in the steriliser or pan until you need them.

- If you do take them out, put the teats and lids on the bottles straightaway
- Wash and dry your hands before handling sterilised equipment
- Assemble the bottles on a clean, disinfected surface or the upturned lid of the steriliser.

Find out more about [expressing breast milk](#) and [how to make up formula feeds](#).

Bereavement

Grief is a natural response people have when they experience bereavement; the death of a close family member or friend or a family pet. Grief and loss can affect children and families in different ways and everyone experiences grief differently. Bereavement may be an especially confusing time for very young children if they have little understanding of why their parents are upset and why this person/pet is no longer around.

In order to allow the nursery to support a child or family whose is experiencing a bereavement we ask that if there is a loss of a family member or close friend or beloved pets that the parents inform the nursery as soon as they feel able to.

The manager will talk with the family to find out what support is needed or wanted. The nursery will be as flexible as possible to adapt the sessions the child and family may need during this time and ensuring that the child is fully supported by the most appropriate practitioner on duty, where possible the child's key person.

We will adapt the above procedure as appropriate when a family pet dies to help the child to understand their loss and support their emotions through this time.

Below are some agencies that may be able to offer further support and counselling if this occurs:

- The Samaritans: www.samaritans.org 116 123
- Priory: www.priorygroup.com 0800 691 1481
- Child Bereavement UK: www.childbereavementuk.org 01494 568 900
- Cruse Bereavement Care: <https://www.cruse.org.uk/> 0808 808 1677
- British Association of Counselling: www.bacp.co.uk
- SANDS: www.sands.org.uk

Food Policy

At Early Start we recognise the importance of children having a healthy balanced and nutritious diet to support their growth, development and learning. Mealtimes (breakfast, lunch, snack and tea) are an important part of the nursery day, they provide an opportunity for children to develop positive attitudes towards food, providing a sociable time where children learn about healthy eating through trying the different types of food.

The nursery food policy applies to all practitioners, parents / carers, catering and other professionals visiting our settings. It applies at all times, including and during celebration events/days, cooking activities and during trip/excursions outside of the nursery.

Food and Drink

All menus are planned in line with the Eat Better Start Better voluntary food and drink based guidelines.

Lunch and Tea are prepared off site and delivered each week by a food catering company (The Nursery Catering Company). The menus operate on a three-weekly cycle and are changed twice a year to ensure variety and a range of seasonal ingredients.

All our food caterers for children who may have food allergies or specific dietary requirements.

We provide breakfast and serve a mid-morning and afternoon snack. Water is freely available across the day and milk is also provided at breakfast and snack times.

Children are encouraged to contribute to feedback on menu suggestions regularly: This is collected in a number of ways; feedback from practitioners through observations of children's likes and dislikes, suggestions at team meetings and in the communication box. Direct conversation with children about the menu by person updating / planning the menu

Meals and Snacks are offered at the following times:

Breakfast: 8:15am-8:55

Morning Snack: 10:00am-10:30am

Lunch: 11:30am-12:00pm

Afternoon Snack: 14:00pm-14:30pm

Tea: 16:00pm-16:30pm

Drinks

- Milk and water are the only drinks young children need and in line with the EYFS and Eat Better Start Better Guidelines the only drinks we serve in Early Start
- Water is freely available across the day and offered at all meals and snacks.
- Children are encouraged to drink water throughout the day, there is a water station available from which older children (2 to 5 years) can help themselves.

- Milk is offered at breakfast and children are offered a choice of milk and water during snack time. We encourage choices from as early an age as possible.
- Under two's (over one's) are offered water throughout the day and are supported with a free flow beaker or doidy cup. A free flow cup is introduced to babies from 6 months old and we encourage, support and guide parents to Bin the Bottle from around 12 months.
- Children over the age of 1 year are offered whole milk or a suitable milk alternative in line with their dietary requirements
- From the age of 6 months, infants should be introduced to drinking from a cup or free-flow beaker. They can continue to have expressed breastmilk and formula milk in a bottle until the age of one
- At around the age of one-year bottle should have stopped or be in transition
- Using an open cup or a free-flow cup without a valve will help a baby learn to sip rather than suck, which is better for their teeth
- It's important to choose the right kind of beaker or cup. A beaker with a free-flow lid (without a non-spill valve) is better than a bottle or beaker with a teat. However, drinks flow very slowly through a teat which means that children spend a lot of time with the teat in their mouth. As soon as the child is ready we encourage them to move from a lidded beaker to drinking from an open cup.



Lidded beaker



open cup

Milk & Breast milk

We recognise the importance of ensuring a consistent approach amongst practitioners with families when providing support and signposting on infant feeding. We will ensure families are supported to access evidenced based information and signposted to services. We are committed to ensuring all practitioners will receive the relevant training in infant nutrition.

“Breastfeeding is the best form of nutrition for infants.

Exclusive breastfeeding is recommended for the first 6 months (26 weeks) of life as it provides all the nutrients a baby needs”.

We encourage families to bring expressed breast milk or to breastfeed before and after work at our nursery settings. We ensure breastmilk is stored safely in line with guidelines. We have available information on local breastfeeding support groups. We display Start4Life resources.

We recognise early relationship building is also important for formula fed babies and mothers. Families who choose to formula feed their infants will be supported to do so safely and correctly. We have available information leaflets on safe preparation of bottles and responsive feeding. We ensure practitioners follow the safe preparation of bottles in line with steps outlined in the Start4Life '*Guide to Bottle Feeding*' to ensure infant formula is prepared safely. We display and provide families with Start4Life resources where they can receive additional infant feeding support, advice and information.

Under 1's parents are required to provide a suitable formula milk in the original packaging. Along with a suitable bottle (all bottles are sterilized). We advise after their child's 1st birthday to introduce the child to full fat milk (blue top) between 1 – 5 years considering individual child's dietary requirements. Along with moving away from the bottle and all drinks being given in a free flow cup or beaker.

Mealtimes

- All low/highchairs used for feeding are fitted with restraints and these are used at all times. Children are never left unattended in high chairs. Restraints are removed and washed weekly or as needed
- Mealtimes are seen as social occasions and promote interactions. Practitioners will sit with babies and young children; interacting, promoting communication and social skills
- Steps in food preparation are taken to reduce risk of choking. All children will be closely monitored whilst eating and if any choking incidents occur paediatric first aid will be administered
- Babies and young children will be encouraged to feed themselves with support, as required
- We will work together with parents regarding weaning and offer any support, as required. We follow the guidance on weaning from StartforLife - <https://www.nhs.uk/start4life/baby/feeding-your-baby/>

Food Safety and Hygiene

Our nursery kitchen holds a five-star rating from the London Borough of Newham Environmental Health Department. All other meals are prepared on the premises by members of practitioners who hold a level 2 qualification in food and hygiene and are competent in health and safety with regards to food preparation and storage. Our fridge and freezer temperatures are regularly monitored.

Menu

The menu is displayed in our public area, nursery rooms, kitchen and an example on our website. Our menus are on a three-week cycle and change at least twice per year. We are flexible with regards to celebrations/festivals and if children have participated in a cooking activity, so occasionally we will make a change to an item on the menu for an alternative of equal quality and nutritional value/content. Any foods offered for celebrations, festivals or cooking activities are still in line with the Eat Better Start Better guidelines.

We do not permit any food brought in from home/outside including but not limited to; packed lunches, food for celebrations or festival etc..

We accommodate a variety of diets in the nursery, for example vegetarian, vegan, lactose intolerant, various allergies, and religious specifications.

No extra charge is levied for this. Parents' comments and suggestions regarding the food we provide, or their child's preferences, are always welcome. These can be given via our comments book or Tapestry

Meal Time Environment

We treat meals and snacks as social occasions, encouraging conversation with opportunities to learn. Children learn good table manners and are encouraged to say "please" and "thank you," and not to talk with a mouthful. Practitioners help where appropriate but encourage children to eat by themselves and self-serve where possible.

Babies are given the opportunity to hold a suitable spoon while an adult feed's them with another spoon; their snacks consist of finger foods allowing them to self-feed (over 1's).

The Nursery provides children with utensils that are appropriate for their ages and stages of development. Older children are encouraged to help set the tables, to scrape their plates and clear away afterwards, and to serve (as much as possible) their meal/pudding themselves. All children are allowed pudding, whether they have eaten their first course or not. Children can serve themselves second helpings of the main meal, we would encourage them to take extra servings. Where there is a problem with a child not eating on a regular basis we; liaise with parents, and utilise our fussy eating strategies, taking the age and health of the child into account. Under no circumstances should a child have their food taken away from them as a form of punishment.

Details of food provided and quantity eaten are recorded in our on-line care diary which practitioners and parents all have access to.

Fussy eaters

All children are encouraged to try all the food, but never forced to eat or drink anything. When children are refusing to put food onto their plate the practitioners encourage them as best as possible but never force them. Methods that have been found to help when encouraging fussy eaters to try new foods include;

- Role modelling; sitting fussy eaters with good eaters at mealtimes as it has been shown that children will adopt the food preferences of their peers if they eat together regularly. The practitioners themselves role model good eating habits and for this reason the Nursery provides meals and snacks for the practitioners on duty. Practitioners also demonstrate good role modelling of using cutlery and good manners at the table
- Offering rewards; praise children for trying new foods no matter how little they eat. The focus should be on individuals and their eating habits rather than just giving praise to 'dinner winners'
- Exposure to foods; Give children regular and repeated chances to taste new foods. The child must taste the food to change their preferences and it can take as many as 10 to 15 tastings before they accept it

Food Activities

We encourage and engage children in cooking and baking simple meals and desserts as it's an enjoyable and very instructive for children at the nursery (see menu or weekly planning). Children themselves will sometimes prepare part of the snacks and puddings, for example cakes, fruit cocktails or pizza, ensuring that recipes vary between sweet and savoury and in line with the Eat Better Start Better guidelines.

Cookery activities can incorporate practice in mathematics and self-care, for example in measuring or counting ingredients and reinforcing the importance of handwashing, etc. Children also feel a sense of pride in making a meal for their peers or taking it home to share with their family. Teaching children where their food comes from and sustainability is also very important. All Early Start Nursery settings have an area where the children can grow their own fruit and vegetables, composting (where practical). We recycle packaging that our food and supplies are delivered in using this in the room to junk model with the children.

Food Safety and play

Our staffing arrangements will meet the needs of the children and ensure their safety at mealtimes. We ensure that children are adequately supervised whilst eating. Infants and young children will be seated safely in a highchair or appropriately sized low chair; infants and young children will never be left alone while they are eating. To reduce the risk of choking staff will follow the safe preparing of food guidance from the Food Standards Agency and Early Start Nutrition.

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 to support sensory play. These are risk assessed and presented differently to the way it would be presented for eating i.e. 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, i.e. fruits and vegetables. Children will be fully supervised during these activities. Any food can be a choking hazard but we will not use foods that are classes as high risk; for example raw jelly. See <https://help-for-early-years-providers.education.gov.uk/safeguarding-and-welfare/food-safety>

All staff involved in the preparation and handling of food will receive training in food hygiene. All foods are prepared in accordance with children's age and ability and served in a way to reduce the risk of choking. For example, finger foods are served in a baton shape, and not in chunks or pieces, round foods, such as cherry tomatoes, are cut into quarters lengthways and we do not offer hard or sticky foods, such as nuts and marshmallows. We support babies to gradually and safely progress from a range of textures based on their own developmental readiness (blended and/or mashed foods, chopped / minced foods, finger foods). All staff have attended paediatric first aid training (which is renewed every 3 years, or sooner), so they can assist children in the unlikely event that they get into difficulty when eating.

Supervised Toothbrushing policy -

<https://www.gov.uk/government/publications/covid-19-supervised-toothbrushing-programmes/covid-19-guidance-for-supervised-toothbrushing-programmes-in-early-years-and-school-settings>

Allergy Management – please also refer to our Allergy Management policy

When parents register at the Early Start Nurseries they are asked if their child has any known allergies – this is recorded on the registration form. When the child starts at nursery during the settling period they are again asked if their child suffers from any known allergies. If a child has an allergy a request for supporting evidence is made and relevant actions to support a care plan will to be implemented across the nursery.

Parents and Carers as Partners

We welcome parents as partners and support a two-way sharing of information that helps establish trust and understanding. We are committed to supporting parents in an open and sensitive manner to include them as an integral part of the care and early learning team within the nursery.

Parents contribute to initial assessments of children's starting points on entry. We use Tapestry to facilitate daily sharing between parents/carers and the nursery. Parents are encouraged to support and share information about their children's learning and development at home using this system and through daily conversations with practitioners about their children's well-being when dropping off and collecting. The key person system ensures all practitioners use effective, targeted strategies and interventions to support learning that match most children's individual needs and this is overseen by the nursery leadership.

Our policy is to:

- Recognise and support parents as their child's first and most important educators and to welcome them into the life of the nursery
- Ensure that all parents are aware of the nursery's policies and procedures
- Maintain regular contact with parents to help us to build a secure and beneficial working relationship for their children
- Support parents in their own continuing education and personal development including helping them to develop their parenting skills and inform them of relevant conferences, workshops
- Create opportunities to celebrate the nursery community through family days and events
- Inform parents about the range and type of activities and experiences provided for children, the daily routines of the setting, the types of food and drinks provided for children and events through regularly distributed newsletters and the nursery website
- Operate a key person system
- Inform parents on a regular basis about their child's progress and encourage use of Tapestry and daily sharing of key information
- Actively encourage parents to contribute to children's learning through sharing observations, interests and experiences from home.
- Consider all suggestions from parents concerning the care and early learning of their child and nursery operation
- Provide opportunities and support for all parents to contribute their own skills, knowledge and interests to the activities of the nursery
- Respect the family's religious and cultural backgrounds and beliefs and accommodate any special requirements wherever possible and practical to do so.

Separated Family

At Early Start we recognise that when parents separate it can be a difficult situation for all concerned. We understand that emotions may run high and this policy sets out how we will support the all parties in within the nursery including our practitioners team. The key person will work closely with the parents to build close relationships which will support the child's/children's emotional well-being and report any significant changes in behaviour to the parent. Parents will be signposted to relevant services and organisation for support for the whole family.

Parental responsibility

Parental Responsibility is defined in s 3(1) Children Act 1989 as being:

"all the rights, duties, powers, responsibilities and authority which by law a parent of a child has in relation to the child and his property".

The term 'Parental Responsibility' attempts to focus on the parent's duties towards their child rather than the parent's rights over their child.

Who has Parental Responsibility

- Mothers automatically have Parental Responsibility.
- Father who are married to or in a civil partnership with the mother automatically have Parental Responsibility and will not lose it if divorced/the civil partnership is dissolved.
- Second female parents who were married to/in a civil partnership with the biological mother at the time of conception (unless conception was the result of sexual intercourse or the wife/civil partner of the biological mother did not consent to the conception)
- Fathers who are not married to or in a civil partnership with the mother do not automatically have Parental Responsibility.
- Step-fathers and Step-mothers do not automatically have Parental Responsibility.
- Grandparents do not automatically have Parental Responsibility.

The following list sets out some of the key features of someone holding parental responsibility. These include:

- Providing a home for the child
- Having contact with and living with the child
- Protecting and maintaining the child
- Disciplining the child
- Choosing and providing for the child's education
- Determining the religion of the child
- Agreeing to the child's medical treatment
- Naming the child and agreeing to any change of the child's name
- Accompanying the child outside the UK and agreeing to the child's emigration, should the issue arise
- Being responsible for the child's property
- Appointing a guardian for the child, if necessary
- Allowing confidential information about the child to be disclosed.

England

If the parents of a child are married to each other at the time of the birth, or if they have jointly adopted a child, then they both have parental responsibility. Parents do not lose parental responsibility if they divorce, and this applies to both the resident and the non-resident parent.

This is not automatically the case for unmarried parents. According to current law, a mother always has parental responsibility for her child. However, a father has this responsibility only if he is married to the mother when the child is born or has acquired legal responsibility for his child through one of these three routes:

- By jointly registering the birth of the child with the mother (From 1 December 2003)
- By a parental responsibility agreement with the mother
- By a parental responsibility order, made by a court.

Nursery registration

During the registration process we collect details about both parents including who has parental responsibility, as this will avoid any future difficult situations.

We request these details on the child registration form. If a parent does not have parental responsibility, or has a court order in place to prevent this, we must have a copy of this documentation for the child's records.

If a child is registered by one parent of a separated family, we request disclosure of all relevant details relating to the child and other parent such as court orders or injunctions. This will make sure we can support the child and family fully in accordance with the policy set out below.

We will:

- Ensure the child's welfare is paramount at all times they are in the nursery
- Comply with any details of a court order where applicable to the child's attendance at the nursery where we have seen a copy/have a copy attached to the child's file
- Provide information on the child's progress, i.e. learning journeys, progress checks within the nursery, to both parents where both hold parental responsibility
- Invite both parents to nursery events, including parental consultations and social events where both hold parental responsibility
- Ensure any incident or accident within the nursery relating to the child is reported to the person collecting the child
- Ensure that all matters known by the practitioners pertaining to the family and the parent's separation remain confidential
- Ensure that no member of practitioners takes sides regarding the separation and treats both parents equally and with due respect
- Not restrict access to any parent with parental responsibility unless a formal court order is in place. We respectfully ask that parents do not put us in this position.

We ask parents to:

- Provide us with all information relating to parental responsibilities, court orders and injunctions
- Update information that changes any of the above as soon as practicably possible
- Work with us to ensure continuity of care and support for your child
- Not involve nursery practitioners in any family disputes, unless this directly impacts on the care we provide for the child
- Talk to the manager/key person away from the child when this relates to family separation in order to avoid the child becoming upset. This can be arranged as a more formal meeting or as an informal chat
- Not ask the nursery to take sides in any dispute. We will only take the side of your child and this will require us to be neutral at all times.

Complaints and Compliments

We welcome any suggestions from parents/carers on how we can improve our services and will give prompt and serious attention to any concerns that parents/carers 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 Policy.

Internal complaints procedure

Stage 1

If any parent/carer 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 Nursery Deputy or Manager, in person, via email or the contact us

Stage 2

If the issue remains unresolved or parents/carers feel they have received an unsatisfactory outcome, then they must present their concerns in writing as a formal complaint to the nursery manager. The manager will then investigate the complaint and report back to the parent usually within **5 working days**. Ofsted will be informed as appropriate. The manager will document the complaint fully and the actions taken in relation to it in the complaints file.

Stage 3

If the matter is still not resolved, the nursery will hold a formal meeting between the manager, parent and a director. The nursery will make a record of the meeting including any actions and will share this record with the relevant parties. This will signify the conclusion of the procedure.

Stage 4

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.

If a matter cannot be resolved between parents/carers and the nursery, parents/carers have the right to raise the matter with Ofsted. Parents/carers can contact Ofsted at any time they have a concern, including at all stages of the complaints procedure.

Email: enquiries@ofsted.gov.uk

Telephone: 0300 123 1231

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

Records

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

Parents will be able to access this record if they wish. 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.

Notices

The nursery will post a notice for parents and carers when we become aware of an announced inspection by Ofsted. 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

We believe in strong partnerships with our parents/carers and the importance of discussion and sharing relevant information in a timely way. If as a parent/carer 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/carer 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 policy on abusive/aggressive language/behaviour.**

Abusive Calls

The call taker receiving an abusive call will ask the caller 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.

Abusive Emails

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 complaints 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 practitioners 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 practitioners, children and families
- If the person calms down and stops the aggressive language/behaviour a practitioner 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 child/ren. Parents will be informed, by the management team, in writing within 3 days of any incident that involved aggressive or threatening behaviour to our practitioners
- Management will provide support and reassurance to any practitioners involved in such an incident
- Management will signpost parents to organisations/professionals that can offer support if applicable.

Admissions

The numbers and ages of children admitted to the nursery comply with the Ofsted registration arrangements and legal space requirements set out in the Early Years Foundation Stage (EYFS). When considering admissions, we are mindful of practitioners to child ratios and the facilities available at the nursery.

The nursery will use the following admission criteria, which will be applied in the following order of priority:

1. Looked after children
2. A child known by the local authority to have special educational needs and/or a disability (SEND) and whose needs can be best met at the preferred nursery
3. A vulnerable child with either a Child Protection or a Child in Need Plan
4. Children who have siblings who are already with us
5. Children whose parents live within the area.

A child requiring a full-time place may have preference over one requiring a part-time place. This is dependent upon work commitments, occupancy and room availability. We operate a waiting list and places are offered on an availability basis.

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

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

Providers eligible to provide government funded places for early education

We provide free funded places for children subject to availability. Places are allocated on a first come, first served basis and may be booked a term in advance. When parents/carers register a child we discuss the booking options available based on occupancy and staffing arrangements. We reserve the right to limit and/or have specific funded sessions, according to our business requirements.

Exclusion Policy

It is the general policy of the Nursery to consider exclusion of a child only as a last resort and one that should be avoided by all practical means.

Reasons for Exclusion

Exclusion may be considered in one or more of the following circumstances:

- A child exhibits repeated violent and/or uncontrollable behaviour
- A child persistently directs abusive or threatening language towards either a member of practitioners or to another child
- Persistent asocial behaviour or problems of an indefinable nature
- The child through his/her behaviour is perceived to represent a physical risk to him/herself, to other children or to members of the preschool practitioners

Procedure to be followed:

- All Practitioners will work to the Promoting Positive Behaviour Behavioural Policy and Procedures
- If the behavioural problems persist the parents of the child will be consulted so that an action plan can be formulated
- Specialist advice, assistance and help will be sought
- A meeting with all relevant parties will be held to discuss the behavioural issues and to agree upon an action plan
- The Manager, child's key worker and parent/ carer will draw up an action plan and an individual Behaviour Management Plan
- Practitioners will report progress to the child's parents on a daily basis
- Funding for 1-to-1 assistance for the child may be sought
- Regular meetings will be held with all relevant parties
- If there is no improvement in the child's behaviour or the behaviour constitutes an immediate threat to another child or practitioner, the child will be excluded
- At this point it is at the Manager's discretion as to whether a 4 week notice period to the parent/ carer is in the best interest of the children and adults at the Nursery or whether immediate termination of the contact is required
- A letter to the parents/guardians will be sent informing them of the Nursery's decision to exclude the child.

Arrivals and Departures

At Early Start we offer half day or full day sessions. Half day sessions are 8am to 1pm or from 1pm to 6pm. A full day is 8am to 6pm.

We ask parents to drop off and collect on time. To arrive no later than an hour from the start time of the session, unless by specific agreement with the nursery manager, and to not to collect their child until after the end of meal times - see nursery routine for times.

Parents access the nursery via the security entry system using the intercom to identify themselves and that they are only permitting access to themselves/their child through the gate/main entrance to the nursery.

On entry, parents/carers can assist their child to hang up their coat/bag on their peg by their classroom and will receive a warm welcome at the classroom door from the assigned practitioner.

At the handover, passing the care of their child to the practitioner, we ask parents to inform us of any key information we need to know about their child, particularly concerned with his/her safety and well-being ie injury, medication etc, and to tell us who is collecting the child from the approved list of carers.

The practitioner receiving the child immediately records his/her arrival in the daily attendance register. The practitioner also records any specific information provided by the parents in Tapestry on the child's communication log.

If the parent requests the child is given medicine during the day, the practitioners must ensure that the medication procedure is followed.

The nursery will not release a child to anyone other than the known parent unless an agreement has been made at the time of arrival. In the case of any emergency such as a parent being delayed and arranging for a designated adult to collect a child, the parent should inform the designated person of the agreed procedure and contact the nursery about the arrangements as soon as possible. If in any doubt the nursery will check the person's identity by ringing the child's parent or their emergency contact number (please refer to the late collection policy).

If the child is to be collected by someone who is not the parent or on their existing list of carers photo identification and or a password are required from the designated adult.

On departure, the practitioner releasing the child must complete the child register immediately. Practitioners must plan the departure of the child to handover key information from the session/day such as an accident or incident, etc. Details of the daily routine and any paperwork can be accessed by the parent/carer via Tapestry on a daily basis.

Parents/carers will be informed and reminded not to allow any other person onto the premises when dropping-off or collecting, this is to ensure the safety at all times.

In the unlikely event that someone gains unauthorised access to the premises and if it feels safe to do so, a practitioner will ask the person what the purpose of their visit is. If needed our lockdown procedure will be initiated and the police will be called. (Refer to lockdown procedure). In any cases where someone has gained unauthorised access to the premise we will revisit our arrivals and departures procedures and risk assessment.

Adults arriving under the influence of alcohol or drugs

Please refer to the alcohol and substance misuse policy.

Arrivals and departures of visitors

For arrivals and departures of visitors the nursery requires appropriate records to be completed on entry and exit i.e. sign in the visitors' book. Please refer to supervision of visitors' policy for further information.

Practitioners, Students

Practitioners, students are responsible for ensuring they sign themselves in and out of the building, including on breaks and lunchtimes.

Late Collection and Non-Collection

Half day sessions are 8am to 1pm or from 1pm to 6pm. A full day is 8am to 6pm. If your child is not collected by end of session (morning 1pm and afternoon/full day 6pm) you will be charged a fee of £15 for up to 15 minutes and then billed for £15 every subsequent 15 minutes or part thereof.

If a child has not been collected from the nursery on time, we initiate the following procedure:

- The nursery deputy/manager will be informed that a child has not been collected
- The manager will check for any information recorded on the communication log. If there is no information recorded, the manager will try to contact the parents on the telephone numbers provided for their mobile, home or work. If this fails, the manager will try the additional contacts shown on the child's records
- The manager/person in charge and one other practitioners must stay behind with the child (if outside normal operating hours). During normal operating times, the nursery will also need to meet required practitioner ratios.
- If the parents have still not collected the child, the manager will telephone all contact numbers available every 10 minutes until contact is made. These calls will be logged and a full incident record created
- In the event of no contact being made after the third call i.e. after 30 minutes has lapsed, the manager/person in charge will ring the local authority children's social services emergency duty team
- The nursery will inform Ofsted as soon as convenient
- The two members of staff will remain in the building until suitable arrangements have been made for the care of the child
- The child's welfare and needs will be met at all times and to minimise distress practitioners will distract, comfort and reassure the child
- The late fee is charged to pay for any additional operational costs that caring for a child outside their normal nursery hours may incur.

When completing registration/induction, staff will discuss with parents/carers the importance of being on time and the importance of contacting the nursery as soon as possible if there are any problems with transport, etc. that will delay their arrival.

Well-being for Practitioners

As a Nursery, we endeavour to support practitioners' well-being, not only to ensure that children receive high quality care, but also to ensure our employees feel supported and cared for and part of a team. We recognise the importance of safeguarding the mental health of all of our employees by providing a happy and nurturing working environment.

Procedure to minimise work related stress:

- To ensure practitioners are supported within the setting, new practitioners will receive a full induction so they feel competent and capable to carry out their role and responsibilities
- Practitioners 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 will take place in which practitioners well-being will be discussed and recorded
- We will work hard to maintain a reflective culture within the setting that encourages feedback from practitioners about management procedures and working relationships. This reflective culture will support an environment of teamwork, facilitating the involvement of every member of practitioners in the practice of our setting
- We actively promote mutual respect, tolerance and cooperation tolerance
- Practitioners are respected and valued in their work
- Tasks are shared out appropriately according to their role and level of responsibility, the workload is monitored and reviewed on a regular basis
- Practitioners will be encouraged to have a work-life balance
- We will carefully review our expectations around the amount of paperwork that practitioners must complete, including observations and assessments of children. We will 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 practitioners
- Practitioners will be 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 leadership are available for practitioners to come and discuss issues or concerns with an open door policy
- The nursery will ensure that confidential conversations take place in private, away from other practitioners and children
- All information will remain confidential or on a needs to know basis to support the facilitation of open and honest conversations. However, where the manager 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 practitioners, as appropriate

- Team meetings will facilitate team development and be a supportive environment
- If the nursery is made aware of any member of staff who is experiencing an illness whether physical or related to their mental health related illness, a plan for more regular support sessions and adjustments to their working day will be discussed and decided in partnership. This plan will be reviewed regularly and adapted to ensure it is a relevant and appropriate
- If adjustments are unable to meet the needs of the member of staff or the nursery, then further advice support will be sought.
- Practitioners well-being and practitioner self-care information is available on our website in the Staff Wellness and Information page, our EAP and staff representative system
- Bullying, harassment and discrimination will not be tolerated and will be challenged and deal with any inappropriate behaviour in a timely manner.