

## Policies & Procedures Index

Glossary	4
What are Policies and Procedures?	5
TCG Staff and roles	6
Contact / phone numbers	7
Section 1: Childcare	8
Safeguarding Preface	8
1.1 Safeguarding Children / Child Protection Policy	9
Peer on peer abuse	11
Physical abuse	11
Female genital mutilation	12
Breast Ironing	12
Fabricated illness	12
Sexual abuse	12
Child sexual exploitation (CSE)	13
Emotional abuse	13
Neglect	14
Domestic Abuse / Honour Based Violence / Forced Marriages	14
Reporting Procedures	14
Recording Suspicions of Abuse and Disclosures	15
Informing parents	15
Confidentiality	15
Support to families	15
Employees, students or volunteers of the nursery or any other person living or working on the nursery premises	16
Allegations against adults working or volunteering with children	16
E-Safety	17
Monitoring children's attendance	17
Looked after children	18
Staffing and volunteering	18
Extremism - the Prevent Duty	19
Online Safety	20
Human Trafficking and Slavery	20
1.2 Modern Slavery and Human Trafficking Policy	21
1.3 Online Safety Policy	22
1.4 Domestic Abuse, Honour Based Violence and Forced Marriage Policy	24
1.5 Safe and Respectful Care Policy	26
1.6 Mobile Phone, Electronic Device Use and Social Networking Policy	29
1.7 Social Networking Policy	32
1.8 Whistleblowing Policy	34
1.9 Camera, Mobile Phone and Recording Device Use Policy	36
1.10 Monitoring Staff Behaviour Policy	37

.11 Lone Working Policy	39
1.12 Babysitting & Private Work Policy	41
1.13 Prevention of Extremism and Radicalisation Policy	42
1.14 Inclusion and Equality Policy	47
1.15 Special Consideration for Employees Policy	50
1.16 Special Educational Needs and Disabilities (SEND) Policy	51
1.17 Looked After Children Policy	55
1.18 Dealing with Discriminatory Behaviour Policy	57
1.19 Health and Safety General Policy	59
1.20 Sickness and Illness Policy	63
1.21 Medication Policy	66
1.22 Promoting Positive Behaviour Policy	69
1.23 Biting Policy	73
1.24 Overall Approach to Risk Assessment Policy	74
1.25 Complaints and Compliments Policy	75
<b>Section 2: Health and Safety</b>	<b>77</b>
2.1 Health and Safety in the Office	77
2.2 Fire Safety	78
2.3 Safety Checks	83
2.4 Manual Handling	86
2.5 Healthy Workplace	89
2.6 Animal Health and Safety	91
2.7 Sustainable Practice	93
2.8 Visits and Outings	94
2.9 Lost Child Procedure from Nursery	96
2.10 Lost Child Procedure from Outings	97
2.11 No Smoking/Vaping Policy	98
2.12 Alcohol and Substance Misuse	99
2.13 Equipment and Resources	100
2.14 Critical Incident	101
2.15 Adverse Weather	104
2.16 Supervision of Children	105
2.17 Supervision of Visitors	106
2.18 Well-being	107
<b>Section 3: Human Resources</b>	<b>109</b>
3.1 Personnel	109

Staff Development and Training	110
3.3 Supervisions	112
3.4 Confidentiality	113
3.5 Safe Recruitment of Staff	115
3.6 Suitability of Staff	119
3.7 Staff Working with Their Own Children/Close Relation	120
3.8 Students from college/work experience	121
3.9 Young Worker Policy	122
3.10 Volunteers	123
3.11 Absence Management Procedure	124
3.12 Grievance Procedure	128
3.13 Disciplinary Procedure	131
<b>Section 4: Best Practice</b>	<b>136</b>
4.1. Accidents and First Aid	136
4.2 Immunisation	139
4.3 Allergies and Allergic Reactions	140
4.4 Sun Care	142
4.5 Early Learning Opportunities Statement	143
4.6 Settling In	145
4.7 Transitions	146
4.8 Separated Family	148
4.9 Outdoor Play and Education	150
4.10 Caring for Babies and Toddlers	151
4.11 Use of Dummies in Nursery	153
4.12 Sleep	154
4.13 Bereavement	156
4.14 Nutrition and Mealtimes	157
4.15 Parents and Carers as Partners	159
4.16 Conflict Resolution with Parents who may be Challenging	161
4.17 Access and Storage of Information	162
4.18 Late Collection and Non-Collection	163
4.19 Admissions	164
4.20 Arrivals and Departures	165
4.21 Nursery Operational Plan	166
4.22 Evacuation	168
4.23 Invacuation	169

## TION 5: Templates

170

# Glossary

The following terms are used throughout this publication and refer to:

**Early Years Foundation Stage (EYFS)** – the statutory framework for care and early learning in England. A revised framework was published in March 2017 and came into force from 3 April 2017. It is mandatory for all early years providers including maintained schools; non-maintained schools; independent schools; all providers on the Early Years Register; and all providers registered with an early years childminder agency.

**Ofsted** – is the Office for Standards in Education, Children's Services and Skills and regulates and inspects early years providers in England against the EYFS.

**Parents** – refers to mothers, fathers, legal guardians and the primary carers of looked-after children. There may also be other significant adults in children's lives and other relatives who care for them. You may want to adapt the example documents to use the terminology you feel most comfortable with.

**Practitioner** – Any adult who works with children in a nursery.

**Forest Family** – The named member of staff with whom a child has more contact than other adults. This adult shows a special interest in the child through close personal interaction on a day-to-day basis.

# What are Policies and Procedures?

A **policy** is a collectively agreed statement of beliefs. It is a course of action recommended or adopted by an organisation. Policies inform procedures.

A **procedure** is a way of doing something; a written method or course of action to be taken in particular circumstances.

A comprehensive set of policies and procedures should demonstrate a professional approach to processes and practice as well as, where applicable, compliance with the requirements of law. It is essential to have robust and clear policies and procedures which staff can understand, follow and implement to ensure high-quality provision.

Policies and procedures enable nurseries to plan and provide evidence that sound practice is taking place. For example, a policy on parental partnership formulated by staff and parents demonstrates the nursery's commitment to working with parents for the benefit of the children's care, welfare and early learning.

Policies and procedures set a baseline underpinning decisions made every day and act as reference points for all practice in the nursery. They form the core processes upon which parent partnerships are based. When parents consider placing their child in a nursery, the policies and procedures outline for them the underlying ethos behind that particular nursery. How parents feel a nursery's beliefs and ethos fits with their own beliefs will determine whether they send their child to the nursery.

# TCG Staff and roles

Manager

Nicky Mekheimar

Deputy Manager

Charlotte Holmes

Special Education Needs and Disabilities Co-ordinator

Rachel Noonan

Health & Safety Officer

-Fire Safety Officer

-Risk Assessment Officer

Management Team

Anabel Gareau

Safeguarding Lead Practitioners (SLP)

Charlotte Holmes

Nicky Mekheimar

Behaviour Officer

*(in absence)*

Nicky Mekheimar

*Paula Keith*

*Charlotte Holmes*

# Contact / phone numbers

Local Authority Children's Social Care team	CADS: 03448 008 021
Local Authority Designated Officer	<a href="mailto:lado@norfolk.gov.uk">lado@norfolk.gov.uk</a> 03000 410 888
Ofsted	0300 123 1231
Local Safeguarding Children Board (LSCB)	CADS: 03448 008 020
Emergency Police	999
Non-Emergency Police	101
Government Helpline for Extremism Concerns	020 7340 7264



# Section 1: Childcare

## Safeguarding Preface

### Existing Injuries

1. If a Staff member notices a child arriving to nursery with any visible injury this must be addressed with parent / carer to confirm how this happened;
2. The staff member will complete an existing injury form and ask the parent to sign;
3. This form must then be verified by Safeguarding Lead Practitioners;
4. If the injury is noticed later in the day e.g. during nappy change this must be recorded and parent / carer asked at pick up to confirm how the injury happened and to sign the Existing Injury form;
5. These are kept in our Safeguarding folder. Under the child's name and staff must record in the Safeguarding chronology sheet;
6. Any child with a CADS referral would have a red sticker placed in their file.

### Safeguarding concerns about a child

It is paramount that if a staff member has any safeguarding concerns about a child they take the follow steps.

1. Record as soon as is possible using the child's exact words;
2. Report to: Senior member of staff or Safeguarding Lead Practitioners;
3. All safeguarding concern forms and existing Injury forms are in a file, in the Office or in each room;
4. There is a flowchart displayed in the Staff room and in the Safeguarding folder for the procedure to contact CADS (03448 008 021).

### Concerns about a Staff Member

If a Staff member has a concern about another adult in the nursery this MUST be reported to their line manager immediately who will contact LADO.

If the concern was around a member of the management team, immediately talk to another Safeguarding Lead Practitioners who will contact LADO. All staff are able to contact LADO directly if they have any concerns about an adult who is working with children.

LADO: 0300 410 888 / [lado@norfolk.gov.uk](mailto:lado@norfolk.gov.uk)

### Prevent

We recognise that safeguarding against radicalisation and extremism is no different to safeguarding any other vulnerability.

If you has any concern that a child, family, or staff member is being exposed to radicalisation or extremism, you must report this immediately to the Safeguarding Lead Practitioners.

## 1.1 Safeguarding Children / Child Protection Policy

At **TCG** 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.

We support the children within our care, protect them from maltreatment and have robust procedures in place to prevent the impairment of children's health and development. In our setting we strive to protect children from the risk of radicalisation and we promote acceptance and tolerance of other beliefs and cultures (please refer to our inclusion and equality policy for further information). Safeguarding is a much wider subject than the elements covered within this single policy, therefore this document should be used in conjunction with the nursery's other policies and procedures.

This policy works alongside these other specific policies to cover all aspects of child protection:

- Online safety
- Human Trafficking and Modern Slavery
- Prevent Duty and Radicalisation
- Domestic Violence, Honour Based Violence (HBV) and Forced Marriages
- Looked After Children

### Legal framework and definition of safeguarding

- Children Act 1989 and 2004
- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- Children and Social Work Act 2017
- The Statutory Framework for the Early Years Foundation Stage (EYFS) 2017
- Working together to safeguard children 2018
- Keeping children safe in education 2018
- Data Protection Act 2018
- What to do if you're worried a child is being abused 2015
- Counter-Terrorism and Security Act 2015

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

*(Definition taken from the HM Government document 'Working together to safeguard children 2018').*

### Policy intention

To safeguard children and promote their welfare we will:

- Create an environment to encourage children to develop a positive self-image
- Provide positive role models and develop a safe culture where staff are confident to raise concerns about professional conduct
- Support staff to notice the softer signs of abuse and know what action to take
- Encourage children to develop a sense of independence and autonomy in a way that is appropriate to their age and stage of development
- Provide a safe and secure environment for all children
- Promote tolerance and acceptance of different beliefs, cultures and communities

- Help children to understand how they can influence and participate in decision-making and how to promote British values through play, discussion and role modelling
- Always listen to children
- Provide an environment where practitioners are confident to identify where children and families may need intervention and seek the help they need
- Share information with other agencies as appropriate.

The nursery is aware that sadly abuse does occur in our society and we are vigilant in identifying signs of abuse and reporting concerns. Our practitioners have a duty to protect and promote the welfare of children. Due to the many hours of care we are providing, 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 prime responsibility is the welfare and well-being of each child in our care. As such we believe we have a duty to the children, parents and staff to act quickly and responsibly in any instance that may come to our attention. This includes sharing information with any relevant agencies such as local authority services for children's social care, health professionals or the police. All staff will work with other agencies in the best interest of the child, including as part of a multi-agency team, where needed.

The nursery aims to:

- Keep the child at the centre of all we do
- Ensure staff are trained right 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 through bullying or discriminatory behaviour
- Be aware of the increased vulnerability of children with Special Educational Needs and Disabilities (SEND) and other vulnerable or isolated families and children
- Ensure 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
- Ensure that all staff feel confident and supported to act in the best interest of the child, share information and seek the help that the child may need
- Ensure that all staff are familiar and updated regularly with child protection training and procedures and kept informed of changes to local/national procedures, 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 Norfolk Safeguarding Children Board (CADS)
- Make any referrals relating to extremism to the police (or the Government helpline) in a timely way, sharing relevant information as appropriate
- 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 the setting safe online using appropriate filters, checks and safeguards, monitoring access at all times
- Ensure that children are never placed at risk while in the charge of nursery staff
- 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 living or working on the nursery premises including reporting such allegations to Ofsted and other relevant authorities
- Ensure parents are fully aware of child protection policies and procedures when they register with the nursery and are kept informed of all updates when they occur
- Regularly review and update this policy with staff and parents where appropriate and make sure it complies with any legal requirements and any guidance or procedures issued by the Norfolk County Council

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

### **Types of abuse and particular procedures followed**

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

*What to do if you're worried a child is being abused (advice for practitioners) 2015.*

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

### **Indicators of child abuse**

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

- Low self-esteem
- Wetting and soiling
- Recurrent nightmares
- Aggressive behaviour
- Withdrawing communication
- Habitual body rocking
- Indiscriminate contact or affection seeking
- Over-friendliness towards strangers
- Excessive clinginess
- Persistently seeking attention.

We are aware that peer on peer abuse does take place, so we include children in our policies when we talk about potential abusers. This may take the form of bullying, physically hurting another child, emotional abuse, or sexual abuse. We will report this in the same way as we do for adults abusing children, and will take advice from the appropriate bodies on this area.

## **Peer on peer abuse**

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## **Physical abuse**

Action needs to be taken if staff have reason to believe that there has been a physical injury to a child, including deliberate poisoning, where there is definite knowledge or reasonable suspicion that the injury was inflicted or knowingly not prevented. These symptoms may include bruising or injuries in an area that is not usual for a child, e.g. fleshy parts of the arms and legs, back, wrists, ankles and face.

Many children will have cuts and grazes from normal childhood injuries. These should also be logged as existing injuries and discussed with the Safeguarding Lead Practitioners.

Children and babies may be abused physically through shaking or throwing. Other injuries may include burns or scalds. These are not usual childhood injuries and should always be logged and discussed with the Safeguarding Lead Practitioners.

## **Female genital mutilation**

This type of physical abuse is practised as a cultural ritual by certain ethnic groups and there is now more awareness of its prevalence in some communities in England including its effect on the child and any other siblings involved. This procedure may be carried out shortly after birth and during childhood as well as adolescence, just before marriage or during a woman's first pregnancy and varies widely according to the community. <sup>1</sup>. Symptoms may include bleeding, painful areas, acute urinary retention, urinary infection, wound infection, septicaemia, incontinence, vaginal and pelvic infections with depression and post-traumatic stress disorder as well as physiological concerns. If you have concerns about a child relating to this area, you should contact children's social care team in the same way as other types of physical abuse. There is a mandatory duty to report to police any case where an act of female genital mutilation appears to have been carried out on a girl under the age of 18, we will ensure this is followed in our setting.

## **Breast Ironing**

Breast ironing also known as "breast flattening" is the process where young girls' breasts are ironed, massaged and/or pounded down through the use of hard or heated objects in order for the breast to disappear or delay the development of the breasts entirely. It is believed that by carrying out this act, young girl will be protected from harassment, rape, abduction and early forced marriage. Although this is unlikely to happen to children in the nursery due to their age, we will ensure any signs of this in young adults or older children are followed up using the usual safeguarding referral process.

## **Fabricated illness**

This is also a type of physical abuse. This is where a child is presented with an illness that is fabricated by the adult carer. The carer may seek out unnecessary medical treatment or investigation. The signs may include a carer exaggerating a real illness or symptoms, complete fabrication of symptoms or inducing physical illness, e.g. through poisoning, starvation, inappropriate diet. This may also be presented through false allegations of abuse or encouraging the child to appear disabled or ill to obtain unnecessary treatment or specialist support.

### **Procedure:**

- All signs of marks/injuries to a child, when they come into nursery or occur during time at the nursery, will be recorded as soon as noticed by a staff member;
- The incident will be discussed with the parent at the earliest opportunity, where felt appropriate;
- Such discussions will be recorded and the parent will have access to such records;
- If there are queries regarding the injury, the local authority children's social care team will be notified in line with procedures set out by the Local Safeguarding Children Board (LSCB, CADS).

## Sexual abuse

Action needs to be taken if the staff member has witnessed an occasion(s) where a child indicated sexual activity through words, play, drawing, had an excessive preoccupation with sexual matters or had an inappropriate knowledge of adult sexual behaviour or language. This may include acting out sexual activity on dolls/toys or in the role play area with their peers, drawing pictures that are inappropriate for a child, talking about sexual activities or using sexual language or words. The child may become worried when their clothes are removed, e.g. for nappy changes.

The physical symptoms 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. They may be withdrawn 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 to a potential abuser so all symptoms and signs should be looked at together and assessed as a whole.

If a child starts to talk openly to an adult about abuse they may be experiencing the procedure below will be followed:

### Procedure:

- The adult should reassure the child and listen without interrupting if the child wishes to talk;
- The observed instances will be detailed in a confidential report;
- The observed instances will be reported to the Safeguarding Lead Practitioners (and CADS);
- The matter will be referred to the local authority children's social care team.

## 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

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.

This may include extremes of discipline where a child is shouted at or put down on a consistent basis, lack of emotional attachment by a parent, or it may include parents or carers placing inappropriate age or developmental expectations upon them. Emotional abuse may also be imposed through the child witnessing domestic abuse and alcohol and drug misuse by adults caring for them.

The child is likely to show extremes of emotion with this type of abuse. This may include shying away from an adult who is abusing them, becoming withdrawn, aggressive or clingy in order to receive their love and attention. This type of abuse is harder to identify as the child is not likely to show any physical signs.

### **Procedure:**

- The concern should be discussed with the Safeguarding Lead Practitioners;
- The concern will be discussed with the parent;
- Such discussions will be recorded and the parent will have access to such records an Assessment Framework from may need to be completed;
- If there are queries regarding the circumstances and/or the concerns relate to the parents the matter will be referred to the local authority children's social care team.

## **Neglect**

Action should be taken if the staff member has reason to believe that there has been any type of neglect of a child (for example, by exposure to any kind of danger, including cold, starvation or failure to seek medical treatment, when required, on behalf of the child), which results in serious impairment of the child's health or development, including failure to thrive.

Signs may include a child persistently arriving at nursery unwashed or unkempt, wearing clothes that are too small (especially shoes that may restrict the child's growth or hurt them), arriving at nursery in the same nappy they went home in or a child having an illness or identified special educational need or disability that is not being addressed by the parent. A child may also be persistently hungry if a parent is withholding food or not providing enough for a child's needs.

Neglect may also be shown through emotional signs, e.g. a child may not be receiving the attention they need at home and may crave love and support at nursery. They may be clingy and emotional. In addition, neglect may occur through pregnancy as a result of maternal substance abuse.

### **Procedure:**

- The concern will be discussed with the parent
- Such discussions will be recorded and the parent will have access to such records
- An assessment using the graded care profile may need to be completed
- If there are queries regarding the circumstances the local authority children's social care team will be notified

## **Domestic Abuse / Honour Based Violence / Forced Marriages**

We look at these areas as a child protection concern. Please refer to the separate policy for further details on this.

## **Reporting Procedures**

All staff have a responsibility to report safeguarding concerns and suspicions of abuse. Any concerns will be discussed with the Safeguarding Lead Practitioners immediately.

- Staff will report their concerns to the Safeguarding Lead Practitioners;
- Any signs of marks/injuries to a child or information a child has given will be recorded and stored securely;
- If appropriate, the incident will be discussed with the parent/carer, such discussions will be recorded and the parent will have access to these records on request;
- If there are queries/concerns regarding the injury/information given then the following procedures will take place.

The Safeguarding Lead Practitioners will:

- Contact the Local Authority children's social care team (CADS) to report concerns and seek advice. If it is believed a child is in immediate danger we will contact the police. If the safeguarding concern relates to an allegation against an adult working or volunteering with

children then the Safeguarding Lead Practitioners will follow the reporting allegations procedure (see below);

- Record the information and action taken relating to the concern raised;
- Speak to the parents (unless advised not to do so by Local Authority children's social team);
- The designated safeguarding lead will follow up with the Local Authority children's social care team if they have not contacted the setting within the timeframe set out in Working Together to Safeguarding Children (2018). We will never assume that action has been taken.

Keeping children safe is our highest priority and if, whatever reason, staff do not feel able to report concerns to the Safeguarding Lead Practitioners they should call the Local Authority children's social care team or the NSPCC and report their concerns anonymously.

These contact numbers are displayed in the staff room, office, safeguarding folder and in our P&P.

## **Recording Suspicions of Abuse and Disclosures**

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

- Child's name;
- Date and time of the observation or the disclosure;
- Exact words spoken by the child;
- Exact position and type of any injuries or mark seen;
- 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);
- Child file must be marked with a RED dot (a referral).

These records should be signed by the person reporting this and the Safeguarding Lead Practitioners, 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 may be thought necessary that through discussion with all concerned the matter needs to be raised with the local authority children's social care team (CADS) and Ofsted. Staff involved may be asked to supply details of any information/concerns they have with regards to a child. The nursery expects all members of staff to co-operate with the local authority children's social care, police, and Ofsted in any way necessary to ensure the safety of the children.

Staff must not make any comments either publicly or in private about the supposed or actual behaviour of a parent 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 LSCB/ local authority children's social care team/police does not allow this. This will usually be the case where the parent or family member is the likely abuser or where a child may be endangered by this disclosure. In these cases the investigating officers will inform parents.

## **Confidentiality**

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



## **Support to families**

The nursery takes every step in its power to build up trusting and supportive relations among families, staff, students and volunteers within the nursery.

The nursery continues to welcome the child and the family whilst enquiries are being made in relation to abuse in the home situation. Parents and families will be treated with respect in a non-judgmental manner whilst any external investigations are carried out in the best interest of the child.

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

## **Employees, students or volunteers of the nursery or any other person living or working on the nursery premises**

We have a monitoring staff behaviour policy in place that supports us to monitor staff and changes in their character. Staff are aware of the need to disclose changes to circumstance and use the whistle blowing policy where required.

## **Allegations against adults working or volunteering with children**

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

The allegation should be reported to the manager. If this person is the subject of the allegation then this should be reported to the Deputy Manager and / or owners instead.

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

- The LADO will be informed immediately for advice and guidance;
- If as an individual you feel this will not be taken seriously or are worried about the allegation getting back to the person in question then it is your duty to inform the LADO yourself directly;
- A full investigation will be carried out by the appropriate professionals (LADO, Ofsted, LSCB) to determine how this will be handled ;
- The nursery will follow all instructions from the LADO, Ofsted, LSCB and ask all staff members to do the same and co-operate where required;
- Support will be provided to all those involved in an allegation throughout the external investigation in line with LADO support and advice;
- The nursery reserves the right to suspend any member of staff during an investigation ;
- All enquiries/external investigations/interviews will be documented and kept in a locked file for access by the relevant authorities;
- Unfounded allegations will result in all rights being reinstated;
- Founded allegations will be passed on to the relevant organisations including the local authority children's social care team and where an offence is believed to have been committed, the police;
- 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;

- The nursery will also notify the Disclosure and Barring Service (DBS) to ensure their records are updated;
- All records will be kept until the person reaches normal retirement age or for 21 years and 3 months years if that is longer. This will ensure accurate information is available for references and future DBS checks and avoids any unnecessary reinvestigation;
- The nursery retains the right to dismiss any member of staff in connection with founded allegations following an inquiry;
- Counselling will be available for any member of the nursery who is affected by an allegation, their colleagues in the nursery and the parents.

## E-Safety

Our nursery is aware of the growth of internet use and the advantages this can bring. However, it is also aware of the dangers and strives to support children, staff and families in using the internet safely.

Within the nursery we do this by:

- Ensuring we have appropriate antivirus and anti-spyware software on all devices and updating them regularly;
- Ensuring content blockers and filters are on our computers, laptops and any mobile devices;
- Ensure management monitor all internet activities in the setting;
- Using approved devices to record/photograph in the setting;
- Email personal or financial information password protected;
- Reporting emails with inappropriate content to the internet watch foundation (IWF [www.iwf.org.uk](http://www.iwf.org.uk));
- Ensuring children are supervised when using internet devices;
- Using tracking software to monitor suitability of internet usage (for older children);
- Integrating e-safety into nursery daily practice by discussion computer usage 'rules' deciding together what is safe and what is not safe to do online;
- 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';
- When using Skype and FaceTime (where applicable) discussing with the children what they would do if someone they did not know tried to contact them;
- We abide by an acceptable use policy, ensuring staff only use the work IT equipment for matters relating to the children and their education and care. **No personal use will be tolerated;**
- Children's screen time is monitored to ensure they remain safe online and only have access to material that promotes their development. We will ensure that their screen time is within an acceptable level and is integrated within their programme of learning;
- Our nursery has a clear commitment to protecting children and promoting welfare. Should anyone believe that this policy is not being upheld, it is their duty to report the matter to the attention of the Safeguarding Lead Practitioners and or owners at the earliest opportunity.

## Monitoring children's attendance

As part of our requirements under the statutory framework and guidance documents we are required to monitor children's attendance patterns to ensure they are consistent and no cause for concern.

Parents should please inform the nursery prior to their children taking holidays or days off, and all sickness should be recorded on Family app so the nursery management are able to account for a child's absence. It is the responsibility of the Forest Family Lead to communicate with their families and raise any concerns around attendance.

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 safeguarded. This should not stop parents taking precious time with their children, but enables children's attendance to be logged so we know the child is safe.

## Looked after children

As part of our safeguarding practice 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 (e.g. 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.

Please refer to the Looked After Children policy for further details.

## Staffing and volunteering

Our policy is to provide a secure and safe environment for all children. We only allow an adult who is employed by the nursery to care for children and who has an enhanced clearance from the Disclosure and Barring Service (DBS) to be left alone with children. We will obtain enhanced criminal records checks (DBS) for all volunteers and do not allow any volunteers to be unsupervised with children.

All staff will attend child protection 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 the nursery. Staff room will display the contact details for the LADO (local authority designated officer), the local authority children's services team, the Local Safeguarding Children Board (LSCB) and Ofsted to enable them to report any safeguarding concerns, independently, if they feel it necessary to do so.

We have named persons within the nursery who take lead responsibility for safeguarding and co-ordinate child protection and welfare issues, known as the Senior Lead Practitioner, there is always at least one designated person on duty during all opening hours of the setting. These designated persons will receive comprehensive training at least every three years and update their knowledge on an ongoing basis, with any changes or updates to the LSCB.

The nursery Safeguarding Lead Practitioner's liaise with the Local Safeguarding Children Board (LSCB) and the local authority children's social care team, undertakes 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 update of all staff on the team and regularly discuss safeguarding at all staff meeting.

Although, under the EYFS, we are only required to have one designated Lead Co-ordinator for safeguarding, for best practice and to ensure cover at all times, we have two designated leads in place. This enables safeguarding to stay high on our priorities at all times. There will always be at least one designated Co-ordinator on duty at all times our provision is open. This will ensure that prompt action can be taken if concerns are raised.

- We provide adequate and appropriate staffing resources to meet the needs of all children;
- Applicants for posts within the nursery are clearly informed 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;

- We give staff members, volunteers and students regular opportunities 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 whether anyone they live with in a household has committed an offence or been involved in an incident that means they are disqualified from working with children;
- This information is also stated within every member of staff's contract;
- We use the DBS update service (with staff consent) to re-check staff's criminal history and suitability to work with children annually;
- We abide 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;
- We ensure we receive two written references BEFORE a new member of staff commences employment with us and that follow up calls as part of safer recruitment are made;
- All students will have enhanced DBS checks conducted on them before their placement starts ;
- Volunteers, including students, do not work unsupervised;
- We abide by the requirements of the Safeguarding Vulnerable Groups Act 2006 and the Childcare Act 2006 in respect of any person who is disqualified from providing childcare, is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of child protection concern ;
- We have procedures for recording the details of visitors to the nursery and take security steps to ensure that we have control over who comes into the nursery so that no unauthorised person has unsupervised access to the children;
- All visitors/contractors will be supervised whilst on the premises, especially when in the areas the children use;
- As a staff team we will be fully aware of how to safeguard the whole nursery environment and be aware of potential dangers on the nursery boundaries such as drones, strangers lingering. We will ensure the children remain safe at all times;
- The monitoring staff behaviour policy sits alongside this policy to enable us to monitor changes in behaviours that may cause concern. All staff sign up to this policy too 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;
- All staff have access to and comply with the whistleblowing policy which will enable them to share any concerns that may arise about their colleagues in an appropriate manner;
- Signs of inappropriate staff behaviour 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;
- All staff will receive regular supervision meetings where opportunities will be made available to discuss any issues relating to individual children, child protection training and any needs for further support;
- We use peer on peer and 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 quickly highlighted. 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. Any concerns are raised with the designated lead and dealt with in an appropriate and timely manner;
- The deployment of staff within the nursery allows for constant supervision and support. Where children need to spend time away from the rest of the group, the door will be left ajar or other safeguards will be put into action to ensure the safety of the child and the adult.

We also operate a Phones and Other Electronic Devices and Social Media policy which states how we will keep children safe from these devices whilst at nursery. This also links to our Online Safety policy.

## **Extremism - the Prevent Duty**

Under the Counter-Terrorism and Security Act 2015 we have a duty to refer any concerns of extremism to the police (In Prevent priority areas the local authority will have a Prevent lead who can also provide support).

This may be a case for concern relating to a change in behaviour of a child or family member, comments causing concern made to a member of the team (or other persons in the setting) or actions that lead staff to be worried about the safety of a child in their care. We have a Prevent Duty and Radicalisation policy in place. Please refer to this for specific details.

## Online Safety

We take the safety of our children very seriously and this includes their online safety. Please refer to the Online Safety policy for details on this.

## Human Trafficking and Slavery

Please refer to our Human Trafficking and Slavery policy for detail on how we keep children safe in this area.

Our nursery has a clear commitment to protecting children and promoting welfare. Should anyone believe that this policy is not being upheld, it is their duty to report the matter to the attention of the \*nursery manager/\*owner/\*registered person at the earliest opportunity.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
January 2021	Nicky Mekheimer	January 2022

## 1.2 Modern Slavery and Human Trafficking Policy

EYFS: 3.6, 3.7

### Legislation

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

### Background

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

Modern slavery is a term that covers:

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

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

- Safeguarding and child protection
- Whistleblowing
- Equality and inclusion

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

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

### Procedure

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

This policy was adopted on	Signed on behalf of the nursery	Date for review
November 2017	Nicky Mekheimar	January 2022

## 1.3 Online Safety Policy

EYFS: 3.4-3.7

Our nursery is aware of the growth of internet use and the advantages this can bring. However, it is also aware of the dangers and strives to support children, staff and families in using the internet safely.

Keeping Children Safe in Education states *"The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:*

- ✓ *content: being exposed to illegal, inappropriate or harmful material;*
- ✓ *contact: being subjected to harmful online interaction with other users; and*
- ✓ *conduct: personal online behaviour that increases the likelihood of, or causes, harm"*

**The Safeguarding Lead Practitioners is ultimately responsible for online safety concerns. All concerns need to be raised as soon as possible to Safeguarding Lead Practitioners.**

Within the nursery we aim to keep children (and staff) safe online by:

- Ensuring we have appropriate antivirus and anti-spyware software on all devices and update them regularly;
- Ensuring content blockers and filters are on all our devices, e.g. computers, laptops and any mobile devices;
- Keeping passwords safe and secure, not sharing or writing these down. These will be changed at least annually to keep the devices secure;
- Ensure management monitor all internet activities in the setting;
- Locking away all nursery devices at the end of the day;
- Ensuring no social media or messaging apps are installed on nursery devices;
- Management reviewing all apps or games downloaded to tablets to ensure all are age appropriate for children and safeguard the children and staff;
- Using approved devices to record/photograph in the setting;
- Never emailing personal or financial information;
- Reporting emails with inappropriate content to the internet watch foundation (IWF [www.iwf.org.uk](http://www.iwf.org.uk));
- Ensuring children are supervised when using internet devices;
- Using tracking software to monitor suitability of internet usage (for older children);
- Not permitting staff or visitors access to the nursery Wi-Fi unless they are using a nursery device for documentation or studying during PPA time;
- Integrating online safety into nursery daily practice by discussing computer usage 'rules' deciding together what is safe and what is not safe to do online;
- 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';
- When using Skype and FaceTime (where applicable) discussing with the children what they would do if someone they did not know tried to contact them;
- We abide by an acceptable use policy; ensuring staff only use the work IT equipment for matters relating to the children and their education and care. No personal use will be tolerated unless for training purposes or coursework;
- 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;
- Children's screen time is monitored to ensure they remain safe online and have access to material that promotes their development. We will ensure that their screen time is within an acceptable level and is integrated within their programme of learning;

- The nursery is aware of the need to manage our digital reputation, including the appropriateness of information and content that we post online, both professionally and personally. This is continually monitored by the setting's management.

All electronic communications between staff and parents should be professional and take place via the official nursery communication channels, e.g. the setting's email addresses and telephone numbers. This is to protect staff, children and parents.

If any concerns arise relating to online safety then we will follow our safeguarding policy and report all online safety concerns to the Safeguarding Lead Practitioners.

The Safeguarding Lead Practitioners will make sure that:

- All staff know how to report a problem and when to escalate a concern, including the process for external referral if they feel it is needed;
- All concerns are logged, assessed and actioned upon using the Nursery's Safeguarding procedure;
- Parents are supported to develop their knowledge of online safety issues concerning their children;
- Parents are offered support to help them talk about online safety with their children using appropriate resources;
- Parents are signposted to appropriate sources of support regarding online safety at home and are fully supported to understand how to report an online safety concern;
- The Professionals Online Safety Helpline (0344 381 4772 or [helpline@saferinternet.org.uk](mailto:helpline@saferinternet.org.uk)) is shared with all staff and used if any concerns arise;
- Refer to <https://www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations-for-managers> to ensure all requirements are met in order to keep children and staff safe online.

Share <https://www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-guidance-for-practitioners> with the wider team to help them to keep themselves safe online, both personally and professionally.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
January 2021	Nicky Mekheimer	January 2022



## 1.4 Domestic Abuse, Honour Based Violence and Forced Marriage Policy

EYFS: 3.4, 3.6, 3.7

The UK's cross-government 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. This abuse can encompass but is not limited to*

- ✓ *psychological*
- ✓ *physical*
- ✓ *sexual*
- ✓ *financial*
- ✓ *emotional.*

The Serious Crime Act 2015 section 76 created a new offence of "controlling or coercive behaviour in an intimate or family relationship".

The Domestic Violence, Crime and Victims Act 2004 extended provisions to help stop domestic abuse and created the new offence of "causing or allowing the death of a child or vulnerable adult". This Act was amended in 2012 by the 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 domestic abuse is taking place in a child's home the child is at risk of harm, whether they witness the violence or not. This may take the form of physical abuse, sexual abuse, emotional abuse or neglect. At **TCG** we ensure that if there are any signs or symptoms that domestic abuse may be occurring we act without haste and follow our main safeguarding / child protection policy

Signs may include:

- Visible signs of injury on the adult being abused;
- Changes in behaviour of the adult(s) and child – e.g. the abused adult may become withdrawn, show low levels of self-esteem;
- One adult being visibly worried about what their partner may say in a certain situation (e.g. if the child has become dirty or injured at nursery);
- One adult becoming scared of their partner;
- Adults becoming isolated from their friends or family;
- Signs of abuse in the child (as per the main safeguarding policy).

As part of our duty to keep children safe we can provide the following: support leaflets and numbers for females and males who may be experiencing domestic abuse.

### **Honour based Violence**

'Honour' based violence (HBV) is a type of domestic abuse which occurs in the name of so called 'honour'. Some families believe that certain actions bring shame on the family and may react with punishment. This may be rejecting a forced marriage, having a relationship not approved by the family, wearing the wrong clothing or wearing makeup. This can happen in families from a variety of cultures and countries and also happens within the UK. Signs of HBV may include changes in behaviour of the person undergoing the violence, changes in how they dress or act and also in comments they make.

If signs of HBV are present in a parent or staff member within the nursery then we will act and follow our safeguarding policy to keep children safe in the environment as well as seeking support for the adult involved.

### **Forced Marriage**

We are aware arranged marriages are part of some cultural practices. We also recognise there is a clear distinction between a marriage in which the both parties are willing and able to give an informed consent to, and a marriage which is forced. Forced marriage is a criminal offence.

A forced marriage is a marriage in which one or both spouses do not and/or cannot consent to the marriage and duress is involved. If we become aware of a forced marriage occurring then we will report it to the appropriate body. If the person is under the age of 18 then we will report it to the children's social care team as this is a child protection issue. We will follow our safeguarding reporting procedure.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
November 2017	Nicky Mekheimer	January 2022

## 1.5 Safe and Respectful Care Policy

The safe and respectful care policy may complement the Intimate Care Policy.

EYFS: 3.1, 3.6

At **TCG** we believe that all children need to feel safe, secure and happy. This involves nursery staff being responsive to children's needs, whilst maintaining professionalism. This includes giving children cuddles and changing children's nappies or clothes. We believe that all children need contact with familiar, consistent carers to ensure they can grow and develop socially and emotionally. At times children need to be cuddled, encouraged, held and offered physical reassurance.

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

- Although we recognise it is appropriate to cuddle children, we give cuddles only when sought by children needing comfort to support their emotional development. Staff are advised to do this in view of other children and practitioners, whenever possible. We recognise that there may be occasions where it is appropriate for this to happen away from others, such as when a child is ill. In these circumstances, staff are advised to leave the door open. It is the duty of all staff and the manager to ensure that children are appropriately comforted and to monitor practice;
- When changing children's nappies or soiled/wet clothing, we leave the doors open, where appropriate;
- 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, including during breaks;
- All staff are aware of the whistleblowing procedures and the manager carries out random checks throughout the day to ensure safe practices.

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 staff members, they are urged to see the manager at the earliest opportunity. Management will challenge inappropriate behaviour in line with the supervision / disciplinary or whistleblowing procedures. If the concern relates to the manager and/or nursery owner then parents should contact Ofsted or the local authority children's social care team.

### Intimate Care & Nappies Changes

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

In order to maintain the child's privacy, we will carry out the majority of these actions on a one-to-one basis, by a familiar Educator who works in that space with the exception of first aid treatment which must be carried out by a qualified first aider.

At **TCG** our procedures meet best practice identified by the Health Protection Agency (2011) in 'Best practice advice for nurseries and childcare settings'.

We will enable a two-way exchange between parents and child's forest family 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 and supported to continue toilet training 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 mats have a sealed plastic covering and are frequently checked for cracks or tears. If cracks or tears are found, the mat is discarded;
- Clean nappies are stored in a clean dry place; soiled nappies are placed in a 'nappy sack' or plastic bag before being placed in the bin. Bins are regularly emptied and placed in an appropriate waste collection area. Each child should have their own creams and lotions for any non-prescription cream for skin conditions e.g. Sudocream. These are supplied by the parent/guardian and must be clearly labelled with the child's name. Prior written permission is obtained from the parent. When applying creams for rashes, a gloved hand is used.

Staff changing nappies will:

- Use a new disposable apron and pair of gloves for each nappy change and always wash hands before and after using gloves;
- Clean disinfect and dry mats thoroughly after each nappy change;
- Ensure they have all the equipment they need and access to fresh water before each nappy change.

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

- Promoting consistent and caring relationships throughout the nursery and ensuring all parents understand how this works and who they will be working with;
- Using this one-to-one time as a key opportunity to talk to children and help them learn, e.g. through singing and saying rhymes during the change;
- Ensuring that the nappy changing area is inviting and stimulating and change this area regularly to continue to meet children's interests;
- Ensuring all staff undertaking nappy changing have suitable enhanced DBS checks;
- Training all staff in the appropriate methods for nappy changing;
- Ensuring that no child is ever left unattended during the nappy changing time;
- Making sure staff do not change nappies whilst pregnant until a risk assessment has been discussed and conducted; and that students only change nappies with the support and close supervision of a qualified member of staff;
- Conducting thorough inductions for all new staff to ensure they are fully aware of all nursery procedures relating to nappy changing;
- Ensuring hygiene procedures are followed appropriately, e.g. hands washed before and after nappies are changed and changing mats cleaned before and after each use;
- 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 partner's policy. This is essential for any intimate care routines which may require specialist training or support. If a child requires specific support, the nursery will arrange a meeting with the parent to discover all the relevant information relating to this to enable the staff to care for the child fully and meet their individual needs;
- Ensuring all staff have an up-to-date understanding of child protection and how to protect children from harm. This includes identifying signs and symptoms of abuse and how to raise these concerns as set out in the child protection policy;
- Operating a whistleblowing policy to help staff raise any concerns relating to their peers or managers and helping staff develop confidence in raising concerns as they arise in order to safeguard the children in the nursery;
- Conducting working practice observations of all aspects of nursery operations to ensure that procedures are working in practice and all children are supported fully by the staff. This includes all intimate care routines;
- Conducting regular risk assessments of all aspects of nursery operations including intimate care and reviewing the safeguards in place. The nursery has assessed all the risks relating to intimate care routines and has placed appropriate safeguards in place to ensure the safety of all involved.

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

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
November 2017	Nicky Mekheimer	January 2022

## 1.6 Mobile Phone, Electronic Device Use and Social Networking Policy

EYFS: 2.1 & 3.4

*This policy refers to all electronic devices able to take pictures, record videos, send or receive calls and messages. This includes cameras, mobile telephones, tablets and any recording devices including smartwatches. More and more devices are technically, capable of connecting us to the outside world. We will adapt the policy to include all devices we deem required to safeguard children.*

*Re – Fit bits: It is recommended that you amend this policy at your discretion depending on what the device is capable of doing, e.g. ones that receive calls and messages are not allowed but ones that only count steps are.*

### **Mobile phones and other devices that accept calls, messages and video calling**

At TCG we promote the safety and welfare of all children in our care. We believe our staff should be completely attentive during their hours of working to ensure all children in the nursery receive good quality care and education. To ensure the safety and well-being of children we do not allow staff to use personal mobile phones or smartwatches during working hours. We use mobile phones and radio (walkies talkies) supplied by the nursery to provide a means of contact in certain circumstances, such as forest walks and forest school.

During the working day all staff phones are to be switched off and secured in their personal locker. To ensure the safety and well-being of children we do not allow staff to use personal mobile phones/smartwatches during working hours.

We require our staff to be responsible and professional in their use of social networking sites in relation to any connection to the nursery, nursery staff, parents or children. We ask parents and visitors to respect and adhere to our policy.

During outings there may be times when personal mobile phones are required to be accessed, staff are aware that they are not to take or video the children who are in their care. When using personal mobile phones it is to be within the view of other staff members.

This policy should be used in conjunction with our online safety policy to ensure children are kept safe when using the nursery devices online.

Staff must adhere to the following:

- Mobile phones/smartwatches are to be turned off and secured in the staff members personnel locker during working hours;
- Mobile phones/smartwatches can only be used whilst staff are on their comfort break within either the staff room, office or outside the nursery grounds. This must be used away from the children;
- **Whilst on their comfort break, staff can access their mobile phone in a designated place however, bluetooth should be switched off to ensure a false reading is not giving to the track and trace app (Coronavirus), that some staff members have activated on their mobile phones; \*due to Covid-19**
- 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 apart for Famly app;
- Any apps downloaded onto nursery devices must be done only by management. This will ensure only age appropriate and safe apps will be accessible to staff or children using them;
- Passwords / passcodes for nursery devices must not be shared or written down;

- During outings, staff will use mobile phones and walkie talkies belonging to the nursery. Photographs must not be taken of the children on any personal phones or any other personal information storage device. Only nursery owned devices will be used to take photographs or film videos;
- Nursery devices will not be taken home with staff and will remain secure at the setting when not in use;
- Staff must not post anything on to social networking sites such as Facebook 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 unless to the nursery's page and with prior agreement;
- Staff must not post anything on to social networking sites that could offend any other member of staff or parent using the nursery;
- If staff choose to allow parents to view their page on social networking sites this relationship must remain professional at all times;
- If any of the above points are not followed then the member of staff involved will face disciplinary action, which could result in dismissal.

### **Parents and visitors' use of mobile phones, smartwatches and social networking**

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 telephones whilst in the nursery or when collecting or dropping off their children (unless calling from the nursery office and under supervision from a staff member).

We promote the safety and welfare of all staff and children and therefore ask parents and visitors not to post, publicly or privately, information about any child on social media sites such as Facebook and Twitter. 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.

Parents/visitors are invited to share any concerns regarding inappropriate use of social media through the official procedures (please refer to the partnership with parents policy, complaints procedures and grievance policy)'.

### **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. However parents and visitors are kindly asked to refrain from using their mobile telephones whilst in the nursery or when collecting or dropping off their children.

If you are found to be using your phone inside the nursery premises you will be asked to finish the call or take the call outside.

We do this to ensure all children are safeguarded and the time for dropping off and picking up is a quality handover opportunity where we can share details about your child.

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

### **Photographs and videos**

At **TCG** we recognise that photographs and video recordings play a part in the life of the nursery. We ensure that any photographs or recordings taken of children in our nursery are only done with prior written permission from each child's parent and only share photos with parents in a secure manner. We obtain this when each child is registered and we update it on a regular basis when needed in line with any policies changes to ensure that this permission still stands.

We ask for individual permissions for photographs and video recordings for a range of purposes including: use in the child's learning journey; for promotion materials including our nursery website,

brochure and the local press; and for security in relation to 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.

Staff are not permitted to take any photographs or recordings of a child on their own information storage devices e.g. 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.

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

During special events, e.g. Christmas or leaving parties, staff 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.

### **Applicable for settings using Online Learning Journals only**

At TCG we use tablets in the rooms to take photos of the children and record these directly on to their electronic learning journeys. We ensure that these devices are used for this purpose only and do not install applications such as social media or messaging sites on to these devices.

We also do routine checks to ensure that emails and text messages (where applicable) have not been sent from these devices and remind staff of the whistleblowing policy if they observe staff not following these safeguarding procedures.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
March 2021	Nicky Mekheimar	January 2022



## 1.7 Social Networking Policy

EYFS: 3.4

Social media is becoming a large part of the world we live in and as such at TCG we need to make sure we protect our children by having procedures in place for safe use.

We use \*Facebook / \*Website / \*Instagram to share pictures of the activities the children have accessed 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 or designated member of staff 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.

### Staff use of social media

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

- When using social networking sites such as Facebook or Instagram staff must:
  - Not name the setting they work at
  - Not make comments or post pictures relating to their work
  - Not send private messages to any parents/family members
  - If a parent ask questions relating to work via social networking sites, then staff should reply asking them to come into the setting or contact the manager
  - Ensure any posts reflect their professional role in the community (e.g. no inappropriate social event photos or inappropriate comments i.e. foul language)
  - Report any concerning comments or questions from parents to the manager/ safeguarding lead
  - Follow the staff behaviour policy
  - 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
  - Not belong to our closed Facebook group if linked to a personal account
- If any of the above points are not followed then the member of staff involved will face disciplinary action, which could result in dismissal.

*\*Nursery settings are advised at their discretion to decide if staff and parents can connect on social media and should update the procedures based on this decision.*

All electronic communications between staff and parents should be professional and take place via the official nursery communication channels, e.g. the setting's email addresses and telephone numbers or Family app (nursery communication tool). This is to protect staff, children and parents.

### Parents and visitors' use of social networking

We promote the safety and welfare of all staff and children and therefore ask parents and visitors not to post, publicly or privately, information about any child on social media sites such as Facebook, Instagram and Twitter. 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 staff;
- 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 (e.g. Christmas concert 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 parents policy, complaints procedures and grievance policy).

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
January 2021	Nicky Mekheimer	January 2022

## 1.8 Whistleblowing Policy

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

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

We expect all team members to talk through any concerns they may have with the manager or deputy 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 danger and/or one or more of the following may be happening, you **MUST** use the nursery's disclosure procedure set out below:

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

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
January 2021	Nicky Mekheimer	January 2022

## 1.9 Camera, Mobile Phone and Recording Device Use Policy

This policy refers to all information storage devices including cameras, mobile telephones and any recording devices including iPods and iPads.

At **TCG** we recognise that photographs and video recordings play a part in the life of the nursery. We ensure that any photographs or recordings taken of children in our nursery are only done with prior written permission from each child's parent and only share photos with parents in a secure manner. We obtain this when each child is registered and we update it on a regular basis when needed and inline with any policy changes to ensure that this permission still stands.

We ask for individual permissions for photographs and video recordings for a range of purposes including: use in the child's learning journey; for promotion materials including our nursery website, brochure and the local press; and for security in relation to CCTV and social media. **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.**

Staff are not permitted to take any photographs or recordings of a child on their own information storage devices e.g. cameras, mobiles 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.

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

During special events, e.g. Christmas or leaving parties, staff 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

At **TCG** we use iPads and iPhones in the rooms to take photos of the children and record these directly on to their electronic learning journeys. We ensure that these devices are used for this purpose only. We also do routine checks to ensure that emails and text messages (where applicable) have not been sent from these devices and remind staff of the whistleblowing policy if they observe staff not following these safeguarding procedures.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
January 2021	Nicky Mekheimer	January 2022

## 1.10 Monitoring Staff Behaviour Policy

At **TCG** we take the safety and welfare of our children and staff seriously. This policy ensures staff 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 staff 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 educating 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 pull the setting 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, discussions with management will be held 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, people living in the same premises, any social service involvement with their own children.

### Monitoring staff behaviour

Within the nursery we:

- Conduct regular peer observations using all staff and management, during which we will look at interactions with children and their peers;
- Have regular supervisions with all staff in which ongoing suitability and medical changes will be monitored and recorded;
- Use a whistleblowing policy that enables team members to discuss confidentially any concerns about their colleagues;
- Ensure all new staff 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 staff wherever possible and will put support mechanisms in place where appropriate.

Ultimately we are here to ensure all staff 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 on the safeguarding policy will be followed as in the case of allegations against a team member and the Local Authority Designated officer (LADO) will be called.

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

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
January 2021	Nicky Mekheimer	January 2022

## 1.11 Lone Working Policy

At **TCG** we aim to avoid lone working where possible. However there may be situations when this isn't always possible due to:

- Toilet breaks;
- Lunch cover;
- Nappy changes;
- Comforting a child that may be unwell in a quiet area;
- Following a child's interest, as this may lead staff away with a child to explore an area. They are hearing and sight of other educators;
- A specialist working with a small group of children on a project (\*all specialist educators must have be registered with DBS update service);
- Supporting children in the toilet area that may have had an accident;
- The duties some team members have, e.g. management, opening and closing the setting, carrying out cleaning or maintenance at the settings and staff operating outside operating hours.

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

It is the responsibility of both the employee and their manager to identify the hazards and minimise the risks or 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 staff required to work alone has the training and/or skills for the role; e.g. paediatric first aid certificate, child protection/safeguarding training and competency, food hygiene training and if children younger than school reception age are present; hold a level 3 qualification or are specialists such as artists. All specialists have a DBS. Staff engaged in lone working should always be within hearing and preferably sight of other staff members.

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

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

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

Employee's responsibilities when left in the building alone:

- Management must be aware of any staff that are lone working and make plans to check in;
- To ensure they have access to a walkie talkie at all times in order to call for help if they need it, or for management to check their safety;
- Ensure that the building remains locked so no one can walk in unidentified;
- Report any concerns for working alone to the management as soon as is practicably possible.

Management's responsibilities when someone left in the building alone:

- To ensure staff working alone are competent and confident to carry out any safety procedures e.g. fire evacuation, first aid;
- 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 walkie talkie whilst lone working.



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

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
January 2021	Nicky Mekheimer	January 2022

## 1.12 Babysitting & Private Work Policy

We do not provide a babysitting service or private work outside our normal operating hours. However, we understand that parents sometimes ask nursery staff to babysit for their children or for gardening and this policy has been implemented to clarify some points regarding private arrangements between staff and parents. Please also refer to our Safeguarding Children Policy.

- The nursery is not responsible for any private arrangements or agreements that are made: such agreements are between the staff member and family. However, we do expect staff members to inform us if they are babysitting, caring for a child or private work that attends the nursery outside of the setting, and both parties will be asked to sign and keep to a contract private work or babysitting contract;
- We have rigorous recruitment and suitability processes in place to ensure that we employ competent and professional members of staff and uphold our duty to safeguard children whilst on our premises and in the care of our staff. This procedure includes interviews, references, full employment history and DBS checks as well as several other processes. Whilst in our employment all staff are subject to ongoing supervision, observation and assessment to ensure that standards of work and behaviour are maintained in accordance with our policies. We have no such control over the conduct of staff outside of their position of employment. Parents should make their own checks as to the suitability of a member of staff for babysitting;
- We will not take responsibility for any health and safety issues, conduct, grievances or any other claims arising out of the staff member's private arrangements outside of nursery hours. The member of staff will not be covered by the nursery's insurance whilst babysitting as a private arrangement;
- Out-of-hours work arrangements must not interfere with the staff member's employment at the nursery or studies;
- All staff are bound by contract of the Confidentiality Policy and Data Protection Act that they are unable to discuss any issues regarding the nursery, other staff members, parents or other children;
- The nursery has a duty of care to safeguard all children attending the setting, so if a staff member has some concerns for a child following a private babysitting type arrangement they need to pass these concerns on to the Safeguarding lead within the setting;
- It will be the staff member's responsibility to ensure they have the appropriate insurance, MOT and child restraints or child safety seats if they are transporting them in a car.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
March 2018	Nicky Mekheimer	January 2022

## 1.13 Prevention of Extremism and Radicalisation Policy

### Prevent and British Values

At **TCG** we are fully committed to safeguarding and promoting the welfare of children. We recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society.

**TCG** fully recognises the contribution it can make to promoting the welfare of children and protecting them from harm. This policy sets out our strategies and procedures to protect vulnerable children from being radicalised or exposed to extremist views. The elements of our policy are prevention, protection and support.

At **TCG** we will ensure that:

- All staff and volunteers have an understanding of what radicalisation and extremism is and why we need to be vigilant in school;
- Through training, staff and volunteers will know what our policy is on tackling extremism and radicalisation and how to respond when concerns arise;
- Through our curriculum, we will promote the spiritual, moral, social and cultural development of children;
- Parents/carers and pupils will know that the Nursery has policies in place to keep children safe from harm and that the Nursery regularly reviews these systems to ensure they are appropriate and effective.

This policy applies to all children, staff, parents, volunteers and visitors.

A glossary of related terms and indicators of vulnerability to extremism can be found in Appendices 1 & 2 of this policy.

### ROLES AND RESPONSIBILITIES

It is the responsibility of every member of staff, volunteer and regular visitor to our Nursery to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the children at this Nursery.

The Management Team of TCG is accountable for ensuring the effectiveness of this policy and our compliance with it. The Management Team will ensure that:

- This policy is reviewed annually alongside our Safeguarding & Child Protection Policy;
- All staff undertake appropriate training that equips them with the skills to identify and respond appropriately to concerns regarding extremism and radicalisation;
- The Designated Safeguarding Lead will assess the risk of children being drawn into extremist views. The risk assessment may include consideration of the Nursery's curriculum, the use of our premises by external agencies and any other local issues relating to the Nursery community;
- A broad curriculum is in place to deliver the spiritual, moral, social and cultural development of children;
- Appropriate safeguarding arrangements are in place by working in partnership with other agencies and communities as required.

The Safeguarding Lead Practitioners will carry out their role in accordance with the responsibilities outlined in Annex B of 'Keeping Children Safe in Education'. As part of this responsibility, the Safeguarding Lead Practitioners will act as the point of contact within our Nursery for any concerns relating to radicalisation and extremism.

The Safeguarding Lead Practitioners at **TCG** will make referrals in accordance with Norfolk Channel procedures to the **CADS** where appropriate and will represent our Nursery at Channel meetings as required.

The Safeguarding Lead Practitioners are responsible for ensuring that all staff members and volunteers are aware of our policy and the procedures they need to follow. They will ensure that all staff have received appropriate training.

## **TRAINING**

Through training, we will ensure that all of our staff are made fully aware of the threats, risks and vulnerabilities that are linked to radicalisation. Staff will be able to identify children at risk of being drawn into extremism and develop the confidence to challenge extremist ideas. All staff will understand how we can provide support to ensure that our children are resilient and supported to resist involvement in radical or extreme activities.

Our Safeguarding Lead Practitioners and Educators will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at our Nursery.

## **THE ROLE OF THE CURRICULUM**

At **TCG** we will provide pupils with a broad and balanced curriculum and promote the spiritual, moral, social and cultural (SMSC) development of our pupils. Children will be encouraged to regard people of all faiths, races and cultures with respect and tolerance.

Through our curriculum we will aim to:

- Enable children to develop their self-knowledge, self-esteem and self-confidence;
- Enable children to distinguish right from wrong and to respect the civil and criminal law of England;
- Encourage children to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- Enable children to acquire a broad general knowledge of and respect for public institutions and services in England;
- Further tolerance and harmony between different cultural traditions by enabling children to acquire an appreciation of and respect for their own and other cultures;
- Encourage respect for other people; and
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

## **VISITORS AND THE USE OF SCHOOL PREMISES**

At **TCG** we recognise the role that external agencies and speakers can play in enhancing the learning experiences of our children. Where we use external agencies and individuals in this way, we will positively vet them to ensure that their messages are consistent with, and not in opposition to, the Nursery's values and ethos.

Our Nursery will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to children are consistent with the ethos of the nursery and do not marginalise any communities, groups or individuals;
- Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies;
- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication;
- Activities are matched to the needs and ages of children;
- Activities are carefully evaluated by schools to ensure that they are effective.

Any guest speakers or external agencies will be provided with a copy of our safeguarding procedures on arrival at the Nursery and will be appropriately supervised at all times.

If an agreement is made to allow non-school groups or organisations to use the school premises, appropriate checks will be made before agreeing the contract. Usage will be monitored and in the event of any behaviour not in- keeping with the Tackling Extremism and Radicalisation Policy, the Nursery will contact the police and terminate the arrangement.

## **PROCEDURES FOR MANAGING CONCERNS**

**TCG** adheres to the procedures that have been agreed locally through the Norfolk Children's Safeguarding Board for safeguarding individuals vulnerable to extremism and radicalisation.

Please also refer to our Safeguarding & Child Protection Policy for further information about our wider safeguarding responsibilities.

We recognise that staff at our Nursery play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. All staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned and this includes vulnerability to radicalisation.

At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2015).

The Safeguarding Lead Practitioners should be used as a first point of contact any safeguarding concerns in our Nursery. Any member of staff or visitor to the school who receives a disclosure of or suspects that a child is at risk of radicalisation must report it immediately to the Safeguarding Lead Practitioners or, if unavailable, to the alternate designated person. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

Following receipt of any information raising concern about vulnerability to radicalisation, the Safeguarding Lead Practitioners will consider what action to take and will follow the Norfolk Channel procedures by making a referral via the CADS as required. All information and actions taken, including the reasons for any decisions made, will be fully documented.

All Channel referrals will be made using the referral form that can be found at Appendix 3.

If an allegation is made or information is received about an adult who works in our setting which indicates that they may be unsuitable to work with children because of concerns relating to extremism and radicalisation, the member of staff receiving the information should inform the Safeguarding Lead Practitioners in line with the procedures outlined in our Safeguarding Policy and the Whistleblowing Policy.

## **RELEVANT POLICIES**

To underpin the values and ethos of our Nursery and our intent to ensure that children at our Nursery are appropriately safeguarded, the following policies should be read in conjunction with this policy:

- Safeguarding incorporating Child Protection Policy
- Anti-Bullying
- Equalities
- E-safety
- Health and Safety including site security
- Use of School Premises/Lettings
- Whistle-blowing

## **STATUTORY FRAMEWORK**

This policy has been devised in accordance with the following legislation and local and national guidance:

- Norfolk Channel Procedures
- The Counter-Terrorism & Security Act 2015
- 'Prevent Duty Guidance: for England & Wales', HM Government (2015)
- 'Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools', DfE (2014)
- 'Keeping Children Safe in Education', DfE (2015)
- 'Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children', DfE (2015)
- 'Information Sharing: Advice for practitioners', DfE (March 2015)

## **Appendix 1: Glossary of Terms**

'Extremism' is defined in the 2011 Prevent Strategy as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

'Non-violent extremism' is extremism, as defined above, which is not accompanied by violence.

'Prevention' in the context of the Prevent duty means reducing or eliminating the risk of individuals becoming involved in terrorism. Prevent includes but is not confined to the identification and referral of those at risk of being drawn into terrorism into appropriate interventions. These interventions aim to divert vulnerable people from radicalisation.

'Radicalisation' refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

The current UK definition of 'terrorism' is given in the Terrorism Act 2000 (TACT 2000). In summary this defines terrorism as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

'Terrorist-related offences' are those (such as murder) which are not offences in terrorist legislation, but which are judged to be committed in relation to terrorism.

'Vulnerability' describes the condition of being capable of being injured; difficult to defend; open to moral or ideological attack. Within Prevent, the word describes factors and characteristics associated with being susceptible to radicalisation.

## **Appendix 2: Warning Signs/Indicators of Concern**

There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Children may become susceptible to radicalisation through a range of social, personal and environmental factors. It is vital that school staff are able to recognise those vulnerabilities.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

Factors which may make pupils more vulnerable may include:

- Identity Crisis: the child is distanced from their cultural/religious heritage and experiences discomfort about their place in society.
- Personal Crisis: the child may be experiencing family tensions; a sense of isolation; low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging.

- Personal Circumstances: migration; local community tensions and events affecting the child's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.
- Unmet Aspirations: the child may have perceptions of injustice; a feeling of failure; rejection of civic life.
- Experiences of Criminality: involvement with criminal groups, imprisonment, poor resettlement or reintegration.
- Special Educational Need: children may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
- Children, siblings or family members who are vulnerable to radicalisation may also be experiencing: Substance and alcohol misuse.
  - Peer pressure
  - Influence from older people or via the Internet
  - Bullying
  - Domestic violence • Race / hate crime

Behaviours which may indicate a child is at risk of being radicalised or exposed to extremist views could include:

- Being in contact with extremist recruiters and/or spending increasing time in the company of other suspected extremists;
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- Children accessing extremist material online, including through social networking sites;
- Possessing or accessing materials or symbols associated with an extremist cause;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Children voicing opinions drawn from extremist ideologies and narratives, this may include justifying the use of violence to solve societal issues;
- Graffiti symbols, writing or art work promoting extremist messages or images;
- Significant changes to appearance and/or behaviour increasingly centred on an extremist ideology, group or cause;
- Changing their style of dress or personal appearance to accord with the group;
- Attempts to recruit others to the group/cause;
- Using insulting to derogatory names for another group;
- Increase in prejudice-related incidents committed by that person – these may include:
  - Physical or verbal assault
  - Provocative behaviour
  - Damage to property
  - Derogatory name calling
  - Possession of prejudice-related materials
  - Prejudice related ridicule or name calling
  - Inappropriate forms of address
  - Refusal to co-operate
  - Attempts to recruit to prejudice-related organisations
  - Condoning or supporting violence towards others
  - Parental reports of changes in behaviour, friendship or actions and requests for assistance
  - Partner schools, local authority services, and police reports of issues affecting children in other schools and Nursery.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
January 2021	Nicky Mekheimer	January 2022

## 1.14 Inclusion and Equality Policy

### Statement of intent

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

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

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 staff are committed to:

- Recruiting, selecting, training and promoting individuals on the basis of occupational skills requirements. In this respect, the nursery will ensure that no job applicant or employee will receive less favourable treatment because of age, sex, gender reassignment, disability, marriage or civil partnership, race, religion or belief, sexual orientation, pregnancy or maternity/paternity which cannot be justified as being necessary for the safe and effective performance of their work or training;
- Providing a childcare place, wherever possible, for children who may have learning difficulties and/or disabilities or are deemed disadvantaged according to their individual circumstances, and the nursery's ability to provide the necessary standard of care;
- Making reasonable adjustments for children with special educational needs and disabilities;
- Striving to promote equal access to services and projects by taking practical steps (wherever possible and reasonable), such as ensuring access to people with additional needs and by producing materials in relevant languages and media for all children and their families;
- Providing a secure environment in which all our children can flourish and all contributions are valued;
- Including and valuing the contribution of all families to our understanding of equality, inclusion and diversity;
- Providing positive non-stereotypical information;
- Continually improving our knowledge and understanding of issues of equality, inclusion and diversity;
- Regularly reviewing, monitoring and evaluating the effectiveness of inclusive practices to ensure they promote and value diversity and difference and that the policy is effective and practices are non-discriminatory;
- Making inclusion a thread which runs through the entirety of the nursery, for example, by encouraging positive role models through the use of toys, imaginary play and activities, promoting non-stereotypical images and language and challenging all discriminatory behaviour (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. We accept 2 year old funding and the universal and extended 3&4 year old funding. This is provided over a stretched offer of 51 weeks a year. We also accept all childcare vouchers.

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. 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.

Application forms will be sent out along with a copy of the equal opportunities monitoring form. Application forms will not include questions that potentially discriminate on the grounds specified in the statement of intent.

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.

Although you should no longer ask any health related questions prior to offering someone work in accordance with the Equality Act 2010, 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 the policy of **TCG** not to discriminate in the treatment of individuals. All staff are expected to co-operate with the implementation, monitoring and improvement of this and other policies. All staff are expected to challenge language, actions, behaviours and attitudes which are oppressive or discriminatory on the grounds specified in this policy and recognise and celebrate other cultures and traditions. All staff are expected to participate in equality and inclusion training.

Staff will follow the '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 staff receive induction training with references to policies, where they are kept and staff are asked to read and refer to all policies. The nursery will strive towards the provision of inclusion, equality and diversity training for all staff on a **monthly** basis within our staff meetings and well-being discussions.

## 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 take responsibility for a child learning journey supported by the group of forest family within the child's learning environment;
- Helping children to learn about a range of food and cultural approaches to meal times and to respect the differences among them;
- Tracking progress on Family for cohorts of children to ensure we meet their needs;
- Staff meetings to ensure that all areas of learning are covered both inside and outside to meet children's individual needs.

## 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.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
January 2021	Nicky Mekheimar	January 2022

## 1.15 Special Consideration for Employees Policy

At **TCG** we recognise that certain employees such as young persons, new and expectant mothers and persons with a disability may require special consideration, as well as those new to the setting.

### 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.

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

If you are disabled or become disabled, we encourage you to tell us about your condition so that we can consider what reasonable adjustments or support may be appropriate.

### 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.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
November 2017	Nicky Mekheimar	January 2022

## 1.16 Special Educational Needs and Disabilities (SEND) Policy

### STATEMENT OF INTENT

At **TCG** we are committed to the inclusion of all children. All children have the right to be cared for and educated to develop to their full potential alongside each other 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.

We believe that all children have a right to experience and develop alongside their peers no matter what their individual needs. Each child's needs are unique, therefore any attempt to categorise children is inappropriate.

We are committed to working alongside parents in the provision for their child's individual needs to enable us to help the child to 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.

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 two hours long sessions prior to joining the nursery.

### AIMS

We will:

- Recognise each child's individual needs and ensure all staff are aware of, and have regard for, the Special Educational Needs Code of Practice on the identification and assessment of any needs not being met by the universal service provided by the nursery;
- Include all children and their families in our provision;
- 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 staff 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. Staff will be provided with specific training relating to Special Educational Needs and Disabilities (SEND) and the SEND Code of Practice;
- 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 quicker, e.g. gifted and talented children are also supported;
- 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;

- 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;
- Monitor and review our practice and provision and, if necessary, make adjustments, and seek specialist equipment and services if needed;
- Ensure that all children are treated as individuals/equals and are encouraged to take part in every aspect of the nursery day according to their individual needs and abilities;
- Encourage children to value and respect others;
- 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.

The role of the SENCo is to take the lead in further assessment of the child's particular strengths and weaknesses; in planning future support for the child in discussion with colleagues; and in monitoring and subsequently reviewing the action taken. The SENCo should also ensure that appropriate records are kept including a record of children's SEN support and those with Education, Health and Care plans. The practitioner usually responsible for the child should remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents should always be consulted and kept informed of the action taken to help the child, and of the outcome of this action (code of practice 2015).

She/he works closely with all staff to make sure there are systems in place to plan, implement, monitor, review and evaluate the special educational needs practice and policy of the nursery, always making sure plans and records are shared with parents.

## **METHODS**

We will:

- Designate a named member of staff to be Special Educational Needs and Disability Co-ordinator (SENCo) and share his/her name with parents;
- 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 staff, parents and other professionals;
- Ensure that the provision for children with special educational needs and/or disabilities is the responsibility of all members of staff in the nursery;
- Ensure that our inclusive admissions practice includes equality of access and opportunity;
- Ensure that our physical environment is as far as possible suitable for children and adults with disabilities;
- Work closely with parents to create and maintain a positive partnership which supports their child(ren);
- Ensure that parents are informed at all stages of the assessment, planning, provision and review of their child's care and education;
- Provide parents with information on sources of independent advice and support;
- Liaise with other professionals involved with children with special educational needs and/or disabilities and their families, including transfer arrangements to other settings and schools. We work closely with the next school or care setting and meet with them to discuss the child's needs to ensure information exchange and continuity of care;
- Use the graduated response system (see explanation below) for identifying, assessing and responding to children's special educational needs and disabilities;
- Provide a broad and balanced early learning environment for all children with special educational needs and/or disabilities;
- Provide differentiated activities to meet all individual needs and abilities;
- Use a system of planning, implementing, monitoring, evaluating and reviewing EHCPs/ Individual Educational Plans (IEPs) for children with special educational needs and/or disabilities and discuss these with parents;
- Review IEPs regularly every two months and hold review meetings with parents at this time;

- 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;
- Use a system for keeping records of the assessment, planning, provision and review for children with special educational needs and/or disabilities;
- Provide resources (human and financial) to implement our SEND policy;
- Ensure the privacy of children with special educational needs and/or disabilities when intimate care is being provided;
- Use the local authorities Assessment Framework (see details below);
- Provide in-service training for practitioners and volunteers;
- Raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff;
- Ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g. IEP reviews, staff and management meetings, parental and external agencies' views, inspections and complaints. This information is collated, evaluated and reviewed annually;
- Provide a complaints procedure and make available to all parents in a format that meets their needs e.g. Braille, audio, large print, additional languages;
- Monitor and review our policy annually.

## **EFFECTIVE ASSESSMENT OF THE NEED FROM 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 (e.g. education, health, housing, police) there should be an inter-agency assessment. These early help assessments, such as the Common Assessment Framework, 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, educator, 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;
- An educator, 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;
- 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, 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 2015/17.*

## **SPECIAL EDUCATION NEEDS AND DISABILITY 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.

The nursery will undertake a Progress Check of all children at age two in accordance with the Code of Practice. The early years 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 5) to prepare an EYFS Profile of the child.

The Code of Practice recommends that, in addition to the formal checks above, the nursery should adopt a graduated approach to assessment and planning, lead 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. The nursery has identified a member of staff as a SENCo who will work alongside parents to assess the child's strengths and plan for future support. The SENCo will ensure that appropriate records are kept according to the Code of Practice.

## **STAGE 1**

Where a practitioner or SENCo identifies a child with special educational needs, the nursery will assess and record those needs and provide a number of key actions to help the child. As part of this process, the nursery will consult with parents and seek any additional information from external professionals. The targets for the child, any teaching strategies or changes to provision, are set out in an Individual Education Plan (IEP). The plan will be continually under review in consultation with the child and his/her parent(s). This stage will involve a cycle of assessment, planning and review in increasing detail, with increasing frequency, to identify the best ways of securing and maintaining progress.

## **STAGE 2**

This is where a practitioner or SENCo, in consultation with the child's parents, decide external support services are required usually following a review of the IEP. The nursery will share its records on the child with those services so that they can advise on any IEP targets and appropriate strategies to help the child.

## **STATUTORY ASSESSMENT**

If the help given through an IEP is not sufficient to enable the child to progress satisfactorily, it may be necessary for the nursery, in consultation with the parents and any external agencies already involved, to request a statutory assessment by the local authority. This may lead to the child receiving an education, health and care plan.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
November 2017	Nicky Mekheimar	January 2022

## 1.17 Looked After Children Policy

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

### DEFINITION AND LEGAL FRAMEWORK

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

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

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

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

### OUR POLICY

Our nursery treats each child as an individual. We recognise that for young children to get the most out of educational opportunities they need to be settled appropriately with their carer. We will discuss with the child's carer, and social worker where applicable, the length of time the child has been with 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 staff team are all trained to understand our safeguarding policy and procedures. Additional training to support children's individual needs will be planned for where appropriate. Practitioners are supported by management at all times and we have an open door policy if they need to discuss any sensitive issues regarding the child.

Where applicable, we contribute to any assessment about the child, such as those carried out under 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's learning and development. The designated person for looked after children and/or the child's key person will attend meetings as appropriate.

**The designated persons for 'looked after children' is Nicky Mekheimer, Manager and Charlotte Holmes, the nursery Safeguarding Lead Practitioner's.**

Each child is allocated a forest family. The forest family will support the child initially with transition and settling in and then continue to support and build up a relationship with the child, carers and any other agencies involved. Regular contact will be maintained with the carers throughout the child's time at the nursery and with the social worker or other professionals (where applicable).

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



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

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

In addition, the care plan may also consider:

- How information will be shared with the foster carer and local authority (as the 'corporate parent') as well as what information is shared with any other organisation or professionals and how it will be recorded and stored
- What contact the child has with his/her birth parent(s) and what arrangements will be in place for supervised contact. If this is to be in the setting, when, where and what form the contact will take will be discussed and agreed
- Who may collect the child from nursery and who may receive information about the child
- What written reporting is required
- Wherever possible, and where the plan is for the child to return to their home, the birth parent(s) should be involved in planning
- With the social worker's agreement, and as part of the plan, whether the birth parent(s) should be involved in the setting's activities that include parents, such as outings, fun days etc. alongside the foster carer.

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

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

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
January 2021	Nicky Mekheimar	January 2022

## 1.18 Dealing with Discriminatory Behaviour Policy

This may form part of your Inclusion and Equality policy rather than a standalone policy.

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

### 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;
- **Harassment** is defined as 'unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual';
- **Victimisation** occurs when an employee is treated badly or put to detriment because they have made or supported a complaint or raised grievance under the Equality Act 2010 or have been suspected of doing so.

### PROTECTED CHARACTERISTICS

The nine protected characteristics under the Equality Act 2010 are:

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

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

Examples of discriminatory behaviour are:

- Physical assault against a person or group of people;
- Derogatory name calling, insults and discriminatory jokes;
- Graffiti and other written insults (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:

- Expecting all staff in the nursery to be aware of and alert to any discriminatory behaviour or bullying taking place;
- Expecting all staff 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. Investigating and recording each incident in detail as accurately as possible and making this record available for inspection by staff, inspectors and parents where appropriate, on request. The nursery manager is responsible for ensuring that incidents are handled appropriately and sensitively and entered in the record book. Any pattern of behaviour should be indicated. Perpetrator/victim's initials may be used in the record book as information on individuals is confidential to the nursery;
- Informing: the 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 (please see the policy on 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 procedure as detailed in our Safeguarding Policy in order to safeguard children and families concerned.

## NURSERY STAFF

We expect all staff to be alert and seek to overcome any ignorant or offensive behaviour based on fear or dislike of distinctions that children, staff or parents may express in nursery.

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

It is incumbent upon all members of staff to 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 staff to use a sensitive and informed approach to counter any harassment perpetrated out of ignorance.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
November 2017	Nicky Mekheimer	January 2022

## 1.19 Health and Safety General Policy

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

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

### LEGAL FRAMEWORK

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

- The requirements of the Statutory Framework for the Early Years Foundation Stage (EYFS) 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);
- The Health & Safety Executive Science and Research Centre (HSE);
- Any guidance provided by Public Health England, the local health protection unit, the local authority environmental health department, fire authority or the Health and Safety Executive.

### AIMS AND OBJECTIVES

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

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

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

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

- Ensure all entrances and exits from the building, including fire exits are clearly identifiable and remain clear at all times;
- Regularly check the premises room by room for structural defects, worn fixtures and fittings or electrical equipment and take the necessary remedial action;
- Ensure that all staff, visitors, parents and children are aware of the fire procedures and 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 members of staff are aware of the procedure to follow in case of accidents for staff, visitors and children;
- Ensure that all members of staff take all reasonable action to control the spread of infectious diseases and wear protective gloves and clothing where appropriate;
- Ensure there are suitable hygienic changing facilities (see infection control policy);
- Prohibit smoking on the nursery premises;
- Prohibit any contractor from working on the premises without prior discussion with the 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, e.g. peanuts are not allowed in the nursery;
- We follow the EU Food Information for Food Consumers Regulations (EU FIC). These rules are enforced in the UK by the Food Information Regulations 2014 (FIR). We identify the 14 allergens listed by EU Law that we use as ingredients in any of the dishes we provide to children and ensure that all parents are informed. **However our usual practice is to exclude ingredients which contain allergens that affect children attending on a particular day;**
- Follow the allergies and allergic reactions policy for children who have allergies;
- Ensure risk assessments are undertaken on the storage and preparation of food produce within the nursery;
- Familiarise all staff and visitors with the position of the first aid boxes and ensure all know who the appointed first aiders are;
- Provide appropriately stocked first aid boxes and check their contents regularly;
- Ensure children are supervised at all times;
- Ensure no student or volunteer is left unsupervised at any time;
- Ensure staff paediatric first aiders certificates are available to parents if needed.

## RESPONSIBILITIES

The designated Health and Safety Officer in the nursery is Anabel Gareau.

The employer has overall and final responsibility for this policy being carried out at:  
The Children's Garden, The Walled Garden, Colney Hall, Watton Road, Norwich NR4 7TY.

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

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

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

Daily contact, staff meetings and health and safety reviews between management and employees are held on a regular basis. The Policies and Procedures are changes and reviews when needed or at least once per year.

## HEALTH AND SAFETY TRAINING

Person responsible for monitoring staff training is Anabel Gareau.

Health and safety is covered in all induction training for new staff by a Qualified Staff member in each room.

It is the responsibility of all staff members to familiarise themselves with our Policies and Procedures annually. All qualified staff members must implement those policies and procedures.

### TRAINING TABLE:

Area	Training required	Who
Paediatric First aid	Course	All staff and students
Forest School First Aid	Course	Forest School Teacher Qualified
Safeguarding/Child protection	Course	All staff and students
Prevent	Course	All staff and students
Food hygiene	Course	All staff and students
Allergy awareness	Course	All kitchen staff
Safeguarding Lead Practitioner	Course	EYP Qualified
SENCo	Course	SENCo
Supervision and appraisal	Course	Manager and Deputy Manager
Risk assessment	Course	Risk Assessment Officer
Fire safety	Course	Fire Officer
Health & Safety	Course	Health & Safety Officer
Stress awareness and management	Course	Manager and Deputy Manager
Level 3 in Childcare	Course	All students
Changing of nappies	In house training	All staff and students
Manual handling	In house training	All staff and students
Fire safety workshop	In house training	All staff and students
Risk Assessment	In house training	All staff and students
Stress awareness and management	In house training	All staff and students
Early Years	Qualification	50% working staff

At present at least two members of staff on duty MUST hold a full paediatric First Aid certificate in the nursery and when on outings.

For Forest School Experience, at least one of the staff MUST have Forest School training, Early Years Qualification (minimum level 3) and Forest School First Aid. Our ratio is 1:6.

At **TCG** we work hard to ensure staff training is updated and any new staff who pass their probationary period will be book on the appropriate courses.

## HEALTH AND SAFETY ARRANGEMENTS

- All staff are responsible for general health and safety in the nursery;
- Risk assessments will be conducted on all areas of the nursery, including rooms, activities, outdoor areas, resources and cleaning equipment;
- These are reviewed at regular intervals and when arrangements change;
- All outings away from the nursery (however short) will include a prior risk assessment – more details are included in our outings policy;
- All staff are responsible to check their equipment and rooms. Outdoor area will be checked thoroughly by the Gardener Educator (in absence Deputy Manager or Manager) before children access them;
- Unsafe areas will be made safe/removed from the area by this member of staff or by the Deputy Manager or Manager to promote the safety of children. If this cannot be achieved the manager will be notified immediately;
- All Staff are responsible for dynamic risk assessment when needed;
- We provide appropriate facilities for all children, staff, parents and visitors to receive a warm welcome and provide for their basic care needs, e.g. easy to access toilet area and fresh drinking water. *\*This is not possible during the COVID-19 period, to be reviewed in line with the Gov guideline.*
- The nursery will adhere to the Control Of Substances Hazardous to Health Regulation (COSHH) to ensure all children, staff, parents and visitors are safe in relation to any chemicals we may use on the premises;
- All staff and students will receive appropriate training in all areas of health and safety which will include risk assessments, manual handling and fire safety. We may also use benefit risk assessments for particular activities and resources for children;
- We have a clear accident and first aid policy to follow in the case of any person in the nursery suffering injury from an accident or incident;
- We have a clear fire safety policy and procedure which supports the prevention of fire and the safe evacuation of all persons in the nursery. This is to be shared with all staff, students, parents and visitors to the nursery;
- We review accident and incident records to identify any patterns/hazardous areas;
- All health and safety matters are reviewed informally on an ongoing basis and formally every six months or when something changes. The updates are available on our website as and when they happen;
- Staff and parents are able to contribute to any policy through by contact with their forest family staff member.

The policy is kept up to date and reviewed especially when the nursery changes in nature and size. It is revised annually, or as and when required. We therefore welcome any useful comments from members of staff, parents and visitors regarding this policy.

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

## 1.20 Sickness and Illness Policy

At **TCG** 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 it is in their best interest to be in a home environment with adults they know well rather than at nursery with their peers.

### OUR PROCEDURES

In order to take appropriate action of children who become ill and to minimise the spread of infection we implement the following procedures:

- 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 educator, or another familiar member of staff, wherever possible;
- We follow the guidance given to us by Public Health England (formerly the Health Protection Agency) in Guidance on Infection Control in Schools and other Child Care Settings and advice from our local health protection unit on exclusion times for specific illnesses, e.g. sickness and diarrhoea, measles and chicken pox, to protect other children in the nursery;
- 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. In review of our policy concerning conjunctivitis and hand foot and mouth we have made some changes. We ask all parents to kindly keep their children home until all symptoms have cleared up. These are both highly contagious and can cause some children, parents and staff to be quite ill. We have therefore adjusted our policy for the wellbeing of everyone at the nursery. We notify Ofsted as soon as possible and in all cases within 14 days of the incident where we have any child or staff member with food poisoning. 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 exclude all children on antibiotics for the first 48 hours of the course (unless this is part of an ongoing care plan to treat individual medical conditions e.g. asthma and the child is not unwell) This is because it is important that children are not subjected to the rigours of the nursery day, which requires socialising with other children and being part of a group setting, when they have first become ill and require a course of antibiotics;
- 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;
- All parents are requested to regularly check their children's hair. If a parent finds that their child has head lice we would be grateful if they could inform the nursery so that other parents can be alerted to check their child's hair.

### MENINGITIS PROCEDURE

If a parent informs the nursery that their child has meningitis, the nursery manager will contact the Infection Control (IC) Nurse for their area. The IC Nurse will give guidance and support in each individual case. If parents do not inform the nursery, we will be contacted directly by the IC Nurse and the appropriate support will be given. We will follow all guidance given and notify any of the appropriate authorities including Ofsted if necessary.

### TRANSPORTING CHILDREN TO HOSPITAL PROCEDURE

The nursery manager/staff member must:

- Call for an ambulance immediately if the sickness is severe. DO NOT attempt to transport the sick child in your own vehicle;
- Whilst waiting for the ambulance, contact the parent(s) and arrange to meet them at the hospital;
- Redeploy staff if necessary to ensure there is adequate staff deployment 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;
- Inform a member of the management team immediately;
- 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 an accident.

## INFECTION CONTROL

At TCG we promote the good health of all children attending through maintaining high hygiene standards and reducing the chances of infection being spread. We follow the Infection Control in Schools and other Childcare Settings guidance which sets out when and how long children need to be excluded from settings, when treatment/medication is required and where to get further advice from.

Viruses and infections can be easily passed from person to person by breathing in air containing the virus which is produced when an infected person talks, coughs or sneezes. It can also spread through hand/face contact after touching a person or surface contaminated with viruses.

We follow the guidance below to prevent a virus or infection from moving around the nursery. Our staff:

- Encourage all children to use tissues when coughing and sneezing to catch germs;
- Ensure all tissues are disposed of in a hygienic way and all children and staff 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. Staff are requested to dispose of these in the appropriate manner and wash hands immediately;
- Clean and sterilise all changing mats before and after each use;
- Clean toilets at least daily and check them throughout the day. **\*Sanitised after each child due to COVID-19;**
- 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;
- Clean all toys, equipment and resources daily by following a comprehensive cleaning rota and using antibacterial cleanser or through washing in the washing machine;
- 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 individual hygienic dummy boxes labelled with the child's name to prevent cross-contamination with other children;
- Store toothbrushes (where applicable) hygienically to prevent cross-contamination;
- Immediately clean and sterilise (where necessary) any dummy or bottle that falls on the floor or is picked up by another child;
- Provide labelled individual bedding for children that is not used by any other child 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 and make sure that children wear them as well;
- Follow the sickness and illness policy when children are ill to prevent the spread of any infection in the nursery. Staff are also requested to stay at home if they are contagious.

In addition:

- The nursery manager retains the right of refusal of all children, parents, staff and visitors who are deemed contagious and may impact on the welfare of the rest of the nursery;
- Parents will be made aware of the need for these procedures in order for them to follow these guidelines whilst in the nursery;

- Periodically each room in the nursery will be deep cleaned including carpets and soft furnishings to ensure the spread of infection is limited. This will be implemented earlier if the need arises;
- The nursery will ensure stocks of tissues, hand washing equipment, cleaning materials and sterilising fluid are maintained at all times and increased during the winter months or when COVID-19, flu and cold germs are circulating.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
January 2021	Nicky Mekheimer	January 2022

## 1.21 Medication Policy

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

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

### **MEDICATION PRESCRIBED BY A DOCTOR, DENTIST, NURSE OR PHARMACIST**

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

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

### **NON-PRESCRIPTION MEDICATION**

*(these will not usually be administered)*

- 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;
- An emergency nursery supply of fever relief (e.g Calpol) and anti-histamines (e.g. Piriton) will be stored on site. This will be checked at regular intervals by the designated trained first aider to make sure that it complies with any instructions for storage and is still in date;
- If a child does exhibit the symptoms for which consent has been given to give non-prescription medication during the day, the nursery will make every attempt to contact the child's parents. Where parents cannot be contacted then the nursery manager will take the decision as to whether the child is safe to have this medication based on the time the child has been in the nursery, the circumstances surrounding the need for this medication and the medical history of the child on their registration form. Giving non-prescription medication will be a last resort and the nursery staff will use other methods first to try and alleviate the symptoms, e.g. for an increase in temperature the nursery will remove clothing, use fanning, tepid cooling with a wet flannel. The child will be closely monitored until the parents collect the child;
- For any non-prescription cream for skin conditions e.g. Sudocrem, prior written permission must be obtained from the parent and the onus is on the parent to provide the cream which should be clearly labelled with the child's name;
- If any child is brought to the nursery in a condition in which he/she may require medication sometime during the day, the manager will decide if the child is fit to be left at the nursery. If the child is staying, the parent must be asked if any kind of medication has already been given, at what time and in what dosage and this must be stated on the medication form;
- As with any kind of medication, staff will ensure that the parent is informed of any non-prescription medicines given to the child whilst at the nursery, together with the times and dosage given;
- The nursery DOES NOT administer any medication unless prior written consent is given for each and every medicine.

## **INJECTIONS, PESSARIES, SUPPOSITORIES**

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

## **STAFF MEDICATION**

All nursery staff have a responsibility to work with children only where they are fit to do so. Staff must not work with children where they are infectious or 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 absence, Deputy Manager) will decide if a staff member is fit to work, including circumstances where other staff members notice changes in behaviour suggesting a person may be under the influence of medication. This decision will include any medical advice obtained by the individual or from an occupational health assessment.

Where staff may occasionally or regularly need medication, any such medication must be kept in the person's locker or in their bag in the staff room where staff may need easy access to the medication such as an asthma inhaler. In all cases it must be stored 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 staff.

## **STORAGE**

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

Emergency medication, such as inhalers and EpiPens, will be within easy reach of staff in case of an immediate need, but will remain out of children's reach. When a child with an epipen is out on a forest walk these will be taken along with the first aid kit.

Any antibiotics requiring refrigeration must be kept in a fridge inaccessible to children.

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

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
January 2021	Nicky Mekheimer	January 2022

## 1.22 Promoting Positive Behaviour Policy

At **TCG** we believe that children flourish when they know how they and others are expected to behave. Clear, strong and consistent boundaries help children to feel secure and confident and safe. Children learn respect through interaction with caring adults who act as good role models, show them respect and value their individual personalities. The nursery actively promotes British values and encourages and models positive, caring and polite behaviour at all times. **TCG** provides an environment where children learn to respect themselves, other people and their surroundings.

Children need to have set boundaries of behaviour for their own safety and the safety of their peers. Within the nursery we aim to set these boundaries in a way which helps the child to develop a sense of the significance of their own behaviour, both in their own environment and that of others around them. **Restrictions on the child's natural desire to explore and develop their own ideas and concepts are kept to a minimum.**

We aim to understand that the children's actions are a way of communicating. We:

- Encourage self-discipline, consideration for each other, our surroundings and property;
- Encourage children to participate in a wide range of group activities to enable them to develop their social skills;
- Expect that all staff act as positive role models for children;
- Encourage parents and other visitors to be positive role models and challenge any poor behaviour shown;
- Work in partnership with parents by communicating openly;
- Praise children and acknowledge their positive actions and attitudes, therefore ensuring that children see that we value and **respect** them;
- Expect all staff working with children to accept their responsibility for implementing the goals in this policy and to be consistent;
- Promote non-violence and encourage children to deal with conflict peacefully;
- Provide activities and stories to help children learn about accepted behaviours, including opportunities for children to contribute to decisions about accepted behaviour where age/stage appropriate;
- Have a named person who has overall responsibility for behaviour management;
- Support children in developing non-aggressive strategies to enable them to express their feelings;
- We support all children to develop positive behaviour, and we make every effort to provide for their individual need.

The named person for managing behaviour will be Rachel Noonan, she will:

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

Our nursery ethos is concerned with safety, care and respect for each other. We keep the rules to a minimum and ensure that these are age and stage appropriate. We involve the children in the process of setting rules to encourage cooperation and participation and ensure children gain understanding of the expectations of behaviour relevant to them.

Children who behave inappropriately, for example, by physically abusing another child or adult e.g. biting, or through verbal bullying, are helped to talk through their actions and apologise where appropriate. We make sure that the child who has been upset is comforted and the adult will

confirm that the other child's behaviour is not acceptable. We always acknowledge when a child is feeling angry or upset and that it is the **behaviour** that is not acceptable, not the child.

Always remember that the children's behaviour is a reflection of their well-being.

When children behave in unacceptable ways

1. Stop, listen and look to observe exactly what is going on when behaviour becomes difficult. Make a diary or notes to refresh your memory, investigate the situation, trying not to make assumptions. Use other staff in the care section for support in what you are doing, along with the child's parents or carers. Recognise the individuality of all our children and that some behaviours are normal in young children e.g. biting.
2. Consider whether the tasks you set and your own expectations of the child are realistic. Find out about the parental expectations in respect of the child's behaviour at home, do they match or do they differ from the 'caring situation'. This may include child rearing differences if the child is from an ethnic minority background.

It may be useful to consider a child's schemas to see if behaviour is rooted in this, for example throwing is often an expression of the trajectory schema, and often the recognition of a schema enables the child's needs to be met in a constructive way.

3. Involve parents if you are finding a child's behaviour difficult to handle. They have a right to know what is going on and can be a supporter in what you are trying to achieve with the child. Carers have a responsibility to the parents and parents have a responsibility to the carers. Through partnership with parents and formal observations, we make every effort to identify any behavioural concerns and the causes of that behaviour. From these observations and discussions, we will implement an individual behaviour modification plan where a child's behaviour involves aggressive actions towards other children and staff, for example hitting, kicking etc. The manager will complete risk assessments identifying any potential triggers or warning signs ensuring other children's and staff's safety at all times. In these instances we may remove a child from an area until they have calmed down.
4. Involve the child at all times so that they feel a responsibility for their behaviour. Get down to their level and engage eye contact if possible, this helps to reinforce what is being said to them. It is also important that the child feels that you are there to help and support, rather than to make judgement. In any case of misbehaviour, we always make it clear to the child or children in question, that it is the behaviour and not the child that is unwelcome.
5. When setting targets and tasks for the child use precise language rather than 'please be good' or 'don't do that' which really does not give the child any clues as to what is expected from the adult. The child must be able to understand clearly what the adult expects. Use positive instruction (ie giving the child an instruction rather than a 'no'). For example "please get off the table" rather than "don't climb on the table".
6. Be realistic when setting a task or target. Set one thing at a time, and don't make promises that cannot be kept. Children remember.
7. It helps if all the adults can have consistent approach to behaviour, so therefore the relationship between the parents and carers is very important. All matters will be treated in the strictest confidence, as The Children's Garden believes in promoting positive behaviour.
8. Notice the good behaviour, please don't dwell too long on the bad. Show pleasure when the child responds well to instructions. Make a note to notice the child's good behaviour and when possible try to ignore the bad. Let them see their behaviour can be observed to be acceptable within the group so praise and focus on it.
9. Get support if you feel that you can't cope. Contact the parent, SENCo or a colleague in order to develop a handling system for the child. In some cases the nursery may request additional advice and support from outside agencies such as: educational psychologist,

child guidance counsellor, behaviour therapist and early years support services. This information should be relayed to the parents.

10. Make sure you keep information private and confidential. Keep confidential records on any inappropriate behaviour that has taken place. Inform parents and ask them to read and sign any incidents concerning their child.
11. Reflect on your own responses towards challenging behaviours to ensure that your reactions are appropriate.

## APPROPRIATE INTERVENTION

- Never use or threaten to use physical punishment/corporal punishment such as smacking or shaking or **any practices which humiliate or frighten children**;
- Only use physical intervention for the purpose of averting **immediate** danger or personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary. We **keep a record** of any occasions where physical intervention is used and inform parents on the same day, or as reasonably practicable;
- We recognise that there may be times where children may have occasions where they lose control and may need individual techniques to restrain them;
- Do not single out children or humiliate them in any way. Where children use unacceptable behaviour they will, wherever possible, be re-directed to alternative activities. Discussions with children will take place as to why their behaviour was not acceptable, respecting their level of understanding and maturity;
- **Staff will not raise their voices** (other than to keep children safe);
- Decide how to handle a particular type of behaviour depending on the child's age, level of development and the circumstances surrounding the behaviour. This may involve asking the child to talk and think about what he/she has done. All staff support children in developing empathy and **children will only be asked to apologise if they have developed strong empathy skills and have a good understanding of why saying sorry is appropriate**;
- Inform parents if their child's behaviour is unkind to others or if their child has been upset. In all cases we deal with inappropriate behaviour in nursery at the time. We may ask parents to meet with staff to discuss their child's behaviour, so that if there are any difficulties we can work together to ensure consistency between their home and the nursery. In some cases we may request additional advice and support from other professionals, such as an educational psychologist.

## ANTI-BULLYING

Bullying takes many forms. It can be physical, verbal or emotional, but it is always a repeated behaviour that makes other people feel uncomfortable or threatened. We acknowledge that any form of bullying is unacceptable and will be dealt with immediately while recognising that physical aggression is part of children's development in their early years.

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

We encourage children to recognise that bullying, fighting, hurting and discriminatory comments are not acceptable behaviour. We want children to recognise that certain actions are right and that others are wrong.

At our nursery, staff follow the procedure below to enable them to deal with challenging behaviour:

- Staff are expected to ensure that all children feel safe, happy and secure;
- Staff are expected to recognise that active physical aggression in the early years is part of the child's development and that it should be channelled in a positive way;
- Children are helped to understand that using aggression to get things, is inappropriate and they will be encouraged to resolve problems in other ways;



- Our staff will intervene when they think a child is being bullied, however mild or harmless it may seem;
- Staff will direct children when they feel play has become aggressive, both indoors or out;
- Staff will sensitively discuss any instance of bullying with the parents of all involved to look for a consistent resolution to the behaviour;
- We will ensure that this policy is available for staff and parents and it will be actively publicised at least once a year to parents and staff;
- If any parent has a concern about their child, a member of staff will be available to discuss those concerns. It is only through co-operation that we can ensure our children feel confident and secure in their environment, both at home and in the nursery;
- All concerns will be treated in the strictest confidence.

By positively promoting good behaviour, valuing co-operation and a caring attitude, we hope to ensure that children will develop as responsible members of society.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
February 2021	Nicky Mekheimar	January 2022

## 1.23 Biting Policy

At **TCG** we follow a positive behaviour policy to promote positive behaviour at all times. However, 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 their anger, frustration or need.

### OUR PROCEDURES

The nursery uses the following strategies to help prevent biting: sensory activities, biting rings, adequate resources and staff who recognise when children need more stimulation or quiet times. However, in the event of a child being bitten we use the following procedures. The most relevant staff member(s) will:

- Comfort any child who has been bitten and check for any visual injury. Administer any first aid where necessary. Complete an accident form and inform the parents via telephone if deemed appropriate. Continue to observe the bitten area for signs of infection. For confidentiality purposes and possible conflict we do not disclose the name of the child who has caused the bite to the parents;
- Tell the child who has caused the bite in terms that they understand that biting (the behaviour and not the child) is unkind and show the child that it makes staff and the child who has been bitten sad. The child will be asked to say sorry if developmentally appropriate or helped to develop their empathy skills by giving the child who has been bitten a favourite book or comforter. Complete an incident form to share with the parents at the end of the child's session;
- Give some ideas of how to behave instead;
- If a child continues to bite, carry out observations to try to distinguish a cause, e.g. tiredness or frustration;
- Arrange for a meeting with the child's parents to develop strategies to prevent the biting behaviour. Parents will be reassured that it is part of a child's development and not made to feel that it is their fault;
- In the event of a bite breaking the skin and to reduce the risk of infection from bacteria, give prompt treatment to both the child who has bitten and the child who has been bitten.

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

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

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
November 2017	Nicky Mekheimer	January 2022

## 1.24 Overall Approach to Risk Assessment Policy

At **TCG** we promote the safety of children, parents, staff and visitors by reviewing and reducing any risks.

### **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 regularly reviewed and cover potential risks to children, staff and visitors at the nursery. When circumstances change in the nursery, e.g. a significant piece of equipment is introduced; we review our current risk assessment or conduct a new risk assessment dependent on the nature of this change.

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.

All Staff are responsible for dynamic risk assessment for any area that they are working.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
November 2017	Nicky Mekheimar	January 2022

## 1.25 Complaints and Compliments Policy

At **TCG** we believe that parents are entitled to expect courtesy and prompt, careful attention to their individual needs and wishes. We hope that at all times parents are happy with the service provided and we encourage parents to voice their appreciation to the staff concerned.

We record all compliments and share these with staff.

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

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

### INTERNAL COMPLAINTS PROCEDURE

#### STAGE 1

If any parent should have cause for concern or any queries regarding the care or early learning provided by the nursery, they should in the first instance take it up with the child's forest family or the deputy manager.

#### STAGE 2

If the issue remains unresolved or parents feel they have received an unsatisfactory outcome, then they must present their concerns in writing through our communication at Family app to the nursery manager. The manager will then investigate the complaint and report back to the parent within **five working days**. The manager will document the complaint fully and the actions taken in relation to it in the complaints log book.

(Most complaints are usually resolved informally at stage 1 or 2.)

#### STAGE 3

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

#### STAGE 4

If the matter cannot be resolved to their satisfaction, then parents have the right to raise the matter with Ofsted. Parents are made aware that they can contact Ofsted at any time they have a concern, including at all stages of the complaints procedure, and are given information on how to contact Ofsted. Ofsted is the registering authority for nurseries in England and investigates all complaints that suggest a provider may not be meeting the requirements of the nursery's registration. It risk assesses all complaints made and may visit the nursery to carry out a full inspection where it believes requirements are not met.

A record of complaints will be kept in the nursery. The record will include the name of the complainant, the nature of the complaint, date and time complaint received, action(s) taken, 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.

Contact details for Ofsted:

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

Telephone: 0300 123 1231

By post:

Ofsted

Piccadilly Gate

Store Street

Manchester

M1 2WD

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

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
November 2017	Nicky Mekheimer	January 2022

# Section 2: Health and Safety

## 2.1 Health and Safety in the Office

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

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

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

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

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
February 2021	Nicky Mekheimar	January 2022

## 2.2 Fire Safety

At **TCG** we make sure the nursery is a safe environment for children, parents, staff and visitors through our fire safety policy and procedures.

The nursery manager 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 nursery manager has overall responsibility for the fire drill and evacuation procedures. These are carried out and recorded for each group of children every three months or as and when a large change occurs, e.g. a large intake of children or a new member of staff 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 staff participate in the rehearsals.

The Fire Safety Officer checks fire detection and control equipment and fire exits in line with the timescales in the checklist below.

All employees should report and/or removed any issue with equipment during their daily dynamic risk assessment.

### FIRE CHECKLIST

	Who checks	How often	Location
Escape route/fire exits (all fire exits must be clearly identifiable)			
Fire extinguishers and blankets			
Evacuation pack			
Smoke/heat alarms			
Fire alarms			
Fire doors closed, in good repair, doors free of obstruction and easily opened from the inside			

### REGISTRATION

An accurate record on Family app of all staff and children present in the building must be kept at all times and children/staff must be marked in and out on arrival and departure. An accurate record of visitors must be kept in the visitor's book. Management must be able to access an iPhone (4G) connection if internet connection is lost when accessing Family app on the office laptop device in order to held count/check registers.

### 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 by blowing the whistle and radio warning;
- Immediately evacuate the building under guidance from the manager on duty;
- Using the nearest accessible exit lead the children out, assemble at fire assembly point in the car park;
- Close all doors and windows behind you wherever possible;
- Any staff in kitchen will help to evacuate the babies in the baby room;
- The nursery manager and Gardener Educator will help to evacuate the explorers room;
- All staff are aware of any children with mobility issues and are therefore able to assist with their needs in the event of fire;
- 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 manager in duty who will liaise with the fire service / police upon their arrival.

If you are unable to evacuate safely:

- Stay where you are safe
- Keep the children calm and together
- Wherever possible alerts the manager on duty of your location and the identity of the children and other adults with you.

The administrator (in absence, the nursery manager) is to:

- Pick up the mobile phone, laptop, keys, visitor book and fire bag/evacuation pack (containing emergency contacts list, spares nappies, first aid kit, burn kit, emergency foil blankets and blankets);
- In the fire assembly point area check the children against the register;
- Account for all adults: staff and visitors.

The manager in duty is to:

- Telephone emergency services: dial 999 and ask for the fire service;
- Advise the fire service of anyone missing and possible locations and respond to any other questions they may have.

## **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.

## **FIRE RISK ASSESSMENTS**

The Children's Garden takes fire precautions very seriously to comply with the Fire Safety Order 2005 which came into force on 1<sup>st</sup> October 2006.

The named person responsible for carrying out regular risk assessments of the premises are: Anabel Gareau, Health & Safety Officer & Nicky Mekheimar, nursery Manager.

The persons whose responsibility it is to call 999 are:

- The proprietor (Ed & Claire Kenyon);



- The Manager (Nicky Mekheimar);
- The Deputy Manager (Charlotte Holmes) in the Manager's absence;
- The manager on duty in the Manager's and Deputy's absence.

They are responsible to ensure the following:

- All precautions are taken to minimise the risk of fire breaking out;
- Check there is suitable fire safety equipment available and that it is regularly maintained;
- Fire drills rehearsed on a regular basis;
- Emergency evacuation procedures are clear, efficient and effective for all involved at nursery.

If there is a fire drill please follow the Fire emergency plan.

The staff members MUST bring out their iPads and first aid kit when possible.

The kitchen staff, Gardener Educator and Nursery Manager will assist in taking children outside.

The Nursery Manager and Administrator will bring their phone to access 4G in the event that we lose internet connection to the iPads.

Please leave the building quickly, calmly and safely and go to the fire meeting point which is beside the gravel car park, at the steps down to the sunken garden.

The last member of staff MUST check everyone has evacuated the room closing all windows and doors. Never leave a child (or visitor) unattended.

Do not attempt to put out the fire if it has taken hold and do not take risks.

Emergency lighting is tested regularly (biannually). Pat tests are carried out by a professional body (annually). Gas / electric checks are done regularly.

Never attempt to return to the building until authorised to do so by the manager on duty.

### **Scenarios for fire in the building**

In the event of an EMERGENCY, should the situation not be safe for us to re-enter the building, Global Clinic will accommodate us.

The Nursery Manager can access all child contact details when a fire drill is sounded so that she can contact all families.

Fire drills will be practiced every term. All fire drills are recorded.

#### **- In case of fire:**

The first consideration is that the children's health and safety is paramount.

Any person discovering a fire MUST:

- Raise the alarm;
- Seek help in raising the alarm in all buildings;
- Only tackle the fire with the appropriate equipment if the fire is very small.

On hearing the alarm:

- Please lead the children out quickly, safely and calmly to the designated fire point;
- The last member of staff must ensure that ALL children and adults evacuate the building – please check all enclosed areas;
- Close the windows and doors behind you;
- DO NOT leave children unattended;

- DO NOT stop to put out the fire (unless very small);
- DO NOT take any risks;
- DO NOT return to the building for any reason until authorised to do so by the manager on duty.

**PLEASE ALWAYS RESPOND TO THE RAISING OF THE ALARM AND LEAVE THE BUILDING**

**YOU MUST FOLLOW THE FIRE INSTRUCTION ON LEAVING THE BUILDING**

#### 1. Baby Room

- Please evacuate the room via the safest exit, ie, the garden door to the front path or the garden door with buggies;
- The fire meeting point is outside beside the back of the car park;
- Please stay in your groups until you are informed by the manager on duty that you can re-enter the building.

#### 2. Explorers Room

- Please evacuate the room via the nearest and safest exit, ie, main door, via kitchen room, or, if necessary, the winery;
- The fire meeting point is outside beside the back of the car park;
- Please stay in your groups until you are informed by the manager on duty that you can re-enter the building.

#### 3. Dining Room & Small School

- Please evacuate the room via the nearest and safest exit, ie, old main door or, if necessary, Small School door, Dining window through Walled Garden;
- The fire meeting point is outside beside the back of the car park;
- Please stay in your groups until you are informed by the manager on duty that you can re-enter the building.

#### 4. The Yurt, Tipi, Art room, Boots room, Toilet sheds, Office & Staff room

- Please exit the classroom, then exit the garden via the green gate;
- Meet at the Fire Meeting Point beside the back of the car park;
- Please stay in your groups until you are informed by the manager on duty that you can re-enter the building;

#### 5. Kitchen

- Please exit the kitchen, via the safest exit, ie, the kitchen main door to the side path via the black gate;
- Meet at the Fire Meeting Point beside the back of the car park;
- Please stay in your groups until you are informed by the manager on duty that you can re-enter the building.

Other Emergencies such as flood, gas leak, heating problem, bomb alert – follow your procedure as above unless directed otherwise by the manager. **Wait for instruction from the manager on duty.**

Fire in the garden and if you cannot return to the building please all go to the Global Clinic.

#### **Scenario of fires:**

- Fire in Forest camps and/or caravan
- Fire in Baby room
- Fire in Explorers areas
- Fire in the Walled Garden
- Fire in the Kitchen and/or dining area

DO NOT GO NEAR THE AREA THAT HAS THE FIRE – EVACUATE THE AREA – LEAD OUT IN A DIFFERENT DIRECTION IF POSSIBLE.

IF TRAPPED IN A ROOM – PACK AROUND THE BASE OF THE DOOR WITH CLOTHING, BLANKETS, TO BLOCK OUT SMOKE FROM ENTERING THE ROOM AND WAIT FOR HELP AT THE FARTHEST POINT.

OUR DESTINATION FOR OUR CONTINGENCY PLAN, FOR A SAFE PLACE, IS THE GLOBAL CLINIC NEXT DOOR.

IN THE MANAGER'S ABSENCE THE MANAGER ON DUTY WILL BE IN CHARGE.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
February 2021	Anabel Gareau	January 2022

## 2.3 Safety Checks

At **TCG** we make sure the nursery is a safe environment for children, parents, staff and visitors by carrying out safety checks on a regular basis in accordance with the timescales set out in the nursery checklists. These include daily checks of the premises, indoors and outdoors, and all equipment and resources before the children access any of the areas. These are recorded in maintenance log and reported to management when needed.

This policy should be read in conjunction with the fire safety, risk assessments, visits and outings and the equipment and resources policies.

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

### Risk assessment

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

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

At least one staff member is qualified in the risk assessment. All staff members should participate and understand the process of a risk assessment. We offer an internal training to all staff who wish to ensure understanding and compliance. At least one Forest School Teacher is responsible for the risk assessment and reports to the Forest School Experience (woods).

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

### Electrical equipment

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

### Mains information

Locations of:

- Water stop tap: **Disabled toilet**
- Gas point: **Outside Kitchen**
- Fuse box: **Disabled Toilet**
- Main electricity box: **Cupboard in kitchen lobby**

### Dangerous substances

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

## Hot drink and food

Hot drinks must only be consumed in the staff room unless in a closed thermal cup. No "outside" food, canned drinks, sweets or crisps are to be kept or consumed in the nursery unless in the staff room during comfort break. The nursery is a nuts free. All employees should maintain a safety free allergy environment.

## Transport and outings

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

## Room temperatures

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

## Water supplies

- A fresh drinking supply is available and accessible to all children, staff and visitors;
- All hot water taps accessible to children are thermostatically controlled to ensure that the temperature of the water is safe.

## 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
All areas	All staff members	Daily during their dynamic risk assessment
Baby Garden, Walled Garden & Parking	Gardener Educator	Daily
Forest	Forest School Leader	After each strong wind where we closed the Forest, monthly
Baby room	Health & Safety Officer	Monthly
Explorers areas	Health & Safety Officer	Monthly
Walled Garden (Art room, Dining room, Toilet shed, Yurt, Tipi, Boots room, Living room, etc.)	Health & Safety Officer	Monthly
Small School	Health & Safety Officer	Monthly
Others (Toilet shed, Staff room, Office, etc.)	Health & Safety Officer	Monthly

Kitchen	Health & Safety Officer	Monthly
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<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
February 2021	Nicky Mekheimer	January 2022

## 2.4 Manual Handling

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

We know that lifting and carrying children is different to carrying static loads and therefore our manual handling training reflects this. Staff will receive appropriate training if needed and in house training and discussion will take place in the monthly staff meeting.

### Preventing injuries

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

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

Our manual handling assessment considers the following:

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

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

### Planning and procedure

- Think about the task to be performed and plan the lift;
- Consider what you will be lifting, where you will put it, how far you are going to move it and how you are going to get there;
- Never attempt manual handling unless you have read the correct techniques and understood how to use them;
- Ensure that you are capable of undertaking the task – people with health problems and pregnant women may be particularly at risk of injury;
- Assess the size, weight and centre of gravity of the load to make sure that you can maintain a firm grip and see where you are going;
- Assess whether you can lift the load safely without help. If not, get help or use specialist moving equipment e.g. a trolley. Bear in mind that it may be too dangerous to attempt to lift some loads;
- If more than one person is involved, plan the lift first and agree who will lead and give instructions;
- Plan your route and remove any obstructions. Check for any hazards such as uneven/slippy flooring;
- Lighting should be adequate;
- Control harmful loads – for instance, by covering sharp edges or by insulating hot containers;
- Check whether you need any Personal Protective Equipment (PPE) and obtain the necessary items, if appropriate. Check the equipment before use and check that it fits you
- Ensure that you are wearing the correct clothing, avoiding tight clothing and unsuitable footwear;
- Consider a resting point before moving a heavy load or carrying something any distance.

## Carrying children

- If the child is old enough, ask them to move to a position that is easy to pick up, and ask them to hold onto you as this will support you and the child when lifting;
- 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 staff members 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 holding and adults hand for support for nappy changes rather than lifting. Where this is not appropriate always follow the lifting process.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
February 2021	Nicky Mekheimer	January 2022

## 2.5 Healthy Workplace

At **TCG** we are committed to providing a workplace which supports and encourages a healthy staff team through staff training, health and safety awareness and supervisions.

### Dress code

Staff must follow our dress code at all times. Staff must be dressed sensibly, cheerfully and appropriately for working with young children. Frightening or inappropriate tattoos must be covered. No flip-flop or open sandal should be worn outside and feet must be covered.

### Staff breaks

It is the responsibility of the nursery manager to ensure that all staff working six hours or more take a break of 30 minutes and ensuring that ratios are maintained.

### Personal hygiene

Staff must follow the personal hygiene code at all times and encourage children to adopt the same good personal hygiene code themselves. All hands must be washed regularly before handling food and after using the toilet or toileting children. Washed 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 and toilet will be cleaned after every use. Any mess caused throughout the day will be cleaned up as necessary to ensure that a hygienic environment is provided for the children in our care.

### Kitchen

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

- Fridges to be cleaned out weekly;
- Microwave to be cleaned after every use;
- Oven to be cleaned daily;
- Freezers to be cleaned out weekly;
- All cupboards to be cleaned out monthly;
- Fridge and freezer temperatures must be recorded first thing in the morning by the cook 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 e.g. baby food, raisins, cereal etc.;
- Blended food should be placed in suitable airtight containers, named and dated;
- Surfaces to be cleaned with anti-bacterial spray;
- Only appropriate coloured kitchen cloths to be used (please follow the chart on the wall). These must be washed daily on a hot wash;

- 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 or storage area.

### **Baby room**

- Bottles of formula milk will only be made up as and when the child needs them. These should be cooled to body temperature (37°C) and tested to ensure they are an appropriate temperature for the child to drink safely;
- Following the Department of Health guidelines, we will only use recently boiled water to make formula bottles (left for no longer than 30 minutes to cool). We will not use cooled boiled water and reheat;
- Bottles and teats will be thoroughly cleaned with hot soapy water and sterilised after use (they will not be washed in the dishwasher);
- Content of bottles will be disposed of after two hours;
- A designated area is available for mothers who wish to breastfeed their babies or who wish to express milk;
- Labelled mother's breast milk will be stored in the fridge;
- If dummies are used they will be cleaned and sterilised. This also applies to dummies which have been dropped;
- All dummies will be stored in separate labelled containers to ensure no cross-contamination occurs;
- Sterilisers will be washed out daily.

### **Nursery**

- Staff must be aware of general hygiene in the nursery and ensure that high standards are kept at all times;
- Regular toy washing rota must be established in all rooms. 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;
- Staff members are requested to use the appropriate coloured mop for the task or area (see chart on wall) and mop heads should be changed regularly;
- Face cloths (cheeky wipes) 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 sheet which should be washed at the end of every week by parents/carers;
- All surfaces should be kept clean and clutter free;
- Children must always be reminded to wash their hands after using the bathroom and before meals. Staff should always encourage good hygiene standards, for example, not eating food that has fallen on the floor;
- Children should learn about good hygiene routines and why they need to wash their hands, wipe their noses and cover their mouths when coughing.

### **Staff rooms**

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

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
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February 2021	Nicky Mekheimer	January 2022
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## 2.6 Animal Health and Safety

At **TCG** 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 **TCG** we have chickens and a visiting dog, as well as lots of other creatures in our garden.

- On our application form, it says that parent written permission for their child to be involved in caring for the animal at nursery;
- A full documented risk assessment is completed, including considerations for children with any allergies;
- All pets are homed appropriately and securely;
- We ensure all pets have had all of their relevant vaccinations, are registered with the vet and are child-friendly;
- Pets are not 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 while pets are being handled. The staff 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.

### Pets from home

- If a child brings a pet from home to visit 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;
- 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 staff 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 staff 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 e.g. 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 (e.g. soft toys and blankets) and dummies either at nursery, in the transport used or in a bag carried by a member of staff to ensure cross-contamination is limited;
- After contact with animals and particularly before eating and drinking, we will ensure all children, staff 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;
- 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, staff and volunteers wash their hands thoroughly before departure;
- We will ensure footwear and clothing is as free as possible from faecal materials.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
November 2017	Nicky Mekheimer	January 2022

## 2.7 Sustainable Practice

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

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

- Energy saving light bulbs;
- Turning off lights when not in use;
- Not leaving any equipment on standby;
- Unplugging all equipment at the end of its use/the day;
- Energy saving wash cycles on the washing machine;
- Eating meat once a week;
- Planting our own vegetable and fruit;
- Using less paper and promoting documents online;
- Nursery cleaning products eco-friendly;
- Mindful of resources and environment.

The nursery recycles and ensures that where possible other sources of waste are recycled to reduce the effect on the environment.

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

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

This policy is reviewed annually and is carefully considered in the best interests of the children, nursery and the environment.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
February 2021	Nicky Mekheimer	January 2022

## 2.8 Visits and Outings

At **TCG** we offer children a range of local outings. We spend lots of time in the woods and will seek permission from parents for outings 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.

### 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 staff before the outing to assess the risks or hazards which may arise for the children, and identify steps to be taken to remove, minimise and manage those risks and hazards. We will endeavour to visit the venue prior to the visit. This will ensure that the chosen venue is appropriate for the age, stage and development of the children\*\*;

\*\* Our forest school approach encourages children to take age appropriate risk.

- Written permission will always be obtained from parents before taking children on trips off the premises;
- We provide appropriate staffing levels for outings off the site dependent on an assessment of the safety and the individual needs of the children;
- At least one member of staff 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 staff contact numbers will be taken on all outings;
- 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 staff will be easily recognisable by other members of the group;
- A fully charged mobile phone will be taken as a means of emergency contact;
- In the event of an accident, staff will assess the situation. If required, the group will return to nursery immediately 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 for off-premises trips

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

- The name of the designated person in charge - the outing leader;
- The name of the place where the visit will take place;
- The estimated time of departure and arrival;
- The number of children, age range of children, the ratio of staff to children, children's individual needs and the group size;
- The equipment needed for the trip, i.e. first aid kit, mobile phone, coats, safety reins, pushchairs, rucksack, packed lunch etc.;
- Method of transportation and travel arrangements;
- 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 staff members 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;
- Drivers of vehicles are adequately insured;
- 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 staff
- 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.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
February 2021	Nicky Mekheimar	January 2022

## 2.9 Lost Child Procedure from Nursery

At **TCG** we are committed to promoting children's safety and welfare. In the unlikely event of a child going missing within/from the nursery, we have the following procedure which will be implemented immediately:

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

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
February 2021	Nicky Mekheimer	January 2022

## 2.10 Lost Child Procedure from Outings

At **TCG** we are committed to promoting children's safety and welfare. This includes 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 whilst on an outing we have the following procedure which we implement immediately:

- All staff will be aware of the procedure when a child goes missing and supply information to support the search, e.g. a recent photograph and a detailed description of clothing;
- The organiser will be informed immediately and all staff present will be informed. Some staff will be deployed to start an immediate thorough search of the area, ensuring that all other children remain 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, staff will be continually searching for the missing child, whilst other staff 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 staff to care for the children and get them back safe, a member of staff to meet the police and someone to continue the search (this may mean contacting relief staff);
- 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 staff may require support and reassurance following the traumatic experience. Management will provide this or seek further support where necessary;
- In any cases with media attention staff will not speak to any media representatives;
- Post-incident risk assessments will be conducted following any incident of this nature to enable the chance of this reoccurring being reduced.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
November 2017	Nicky Mekheimar	January 2022

## 2.11 No Smoking/Vaping Policy

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

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

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

If staff choose to smoke during breaks they are asked to do this away from the nursery.

This policy also applies to electronic cigarettes.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
February 2020	Nicky Mekheimer	January 2022

## 2.12 Alcohol and Substance Misuse

At **TCG** 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.

### Alcohol

Under the Health and Safety at Work Act 1974, companies have a legal requirement to provide a safe working environment for all of their employees.

Anyone who arrives at the nursery clearly under the influence of alcohol will be asked to leave. If they are a member of staff, the nursery will investigate the matter and will initiate the disciplinary process as a result of which action may be taken, including dismissal. If they are a parent the nursery 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. If a child is thought to be at risk the nursery will follow the safeguarding children/child protection procedure and the police/children's social services may be called.

If anyone arrives at the nursery in a car under the influence of alcohol the police will be contacted.

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

### Substance misuse

Anyone who arrives at the nursery under the influence of illegal drugs, or any other substance including medication, that affects their ability to care for children, will be asked to leave the premises immediately. If they are a member of staff, an investigation will follow which may lead to consideration of disciplinary action, as a result of which dismissal could follow. If they are a parent the nursery 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. 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 staff, 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 serious 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 social services and the police.

Staff 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.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
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## 2.13 Equipment and Resources

At **TCG** 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. This is into a designated place using pictures the children can match the resource to if needed.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
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## 2.14 Critical Incident

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

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

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

### **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 fire evacuation procedure. In this instance children will be kept safe and parents will be notified in the same way as the fire procedure.

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.

### **Fire**

Please refer to the fire safety policy.

### **Burglary**

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

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

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

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

We have secure safety procedures in place to ensure children are safe while in our care, including safety from abduction. Staff must be vigilant at all times and report any persons lingering on nursery property immediately. All doors and gates to the nursery are locked and cannot be accessed unless staff members allow individuals in. Parents are reminded on a regular basis not to allow anyone into the building whether they are known to them or not. 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. If an absent parent arrives to collect their child, the nursery will not restrict access **unless** a court order is in place. Parents are requested to issue the nursery with a copy of these documents 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 member of staff witnesses an actual or potential abduction from nursery we have the following procedures which are followed immediately:

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

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

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

### **Other incidents**

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

The nursery manager 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 staff 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, but some of the more typical might be:

- A report incident or disturbance in the local community (with potential to pose a risk to staff and children in the nursery);
- An intruder on the nursery site (with potential to pose a risk to staff and children in nursery);
- A warning being received regarding a risk locally, of air pollution (smoke plumes, gas cloud etc.);
- A major fire or explosion in the vicinity of the nursery – as long as it is safer staying in the premises than leaving.

In this case the staff will be notified by the following action:



## Walkie talkies

All individuals (including children) will remain in the area they are in, if safe to do so. If the children are outside, staff are to promptly and calmly direct children into the building, if this will not endanger them. Staff will make efforts to close and lock 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 so they are not placed at risk or are able to see any situation developing outside.

The manager will ensure all children, staff 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 situation and the information available. If the nursery is in immediate danger of an intruder, the police will be called as a matter of urgency. In other cases where the situation has been called through 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 staff will try to return practice to normal to enable the children not to be disrupted or upset by the events.

Any children showing worries or concerns will have one to one time with their child's forest family 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 staff member was supported fully and the procedure went as planned.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
February 2020	Nicky Mekheimer	January 2022

## 2.15 Adverse Weather

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

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

### **Flood**

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

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

If high snowfall, or another severe weather condition such as dense fog, is threatened during a nursery day then the manager will take the decision as to whether to close the nursery. This decision will take into account the safety of the children, their parents and the staff 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 staff shortages due to snow or other severe weather, we will contact all available off duty staff and/or agency staff 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. If we feel the safety, health or welfare of the children is compromised then we will take the decision to close the nursery.

### **Heat wave**

Please refer to our sun care policy.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
February 2020	Nicky Mekheimer	January 2022

## 2.16 Supervision of Children

At **TCG** we aim to protect and support the welfare of the children in our care at all times. The nursery manager is responsible for all staff, students and relief staff receiving information on health and safety policies and procedures in the nursery in order to supervise the children in their care suitably.

### Supervision

We ensure that children are 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 member of staff. Monitoring staff deployment across the setting regularly to ensure children's needs are met;
- Ensuring children are fully supervised at all times when using water play/paddling pools;
- Taking special care when children are using large apparatus e.g. a climbing frame, and when walking up or down steps/stairs, including having one member of staff supervising large outdoor play equipment at all times;
- Making sure staff recognise and are aware of any dangers relating to bushes, shrubs and plants when on visits/outdoors;
- Supervising children at all times when eating; monitoring toddlers and babies closely and never leaving babies alone with a bottle;
- 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 staff: child ratios during outings to ensure supervision and safety (please refer to Outings policy);
- Strictly following any safety guidelines given by other organisations or companies relating to the hire of equipment or services e.g. hire of a bouncy castle and a member of staff **MUST** supervise the children at all times.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
February 2020	Nicky Mekheimer	January 2022

## 2.17 Supervision of Visitors

At **TCG** we aim to protect the children in our care at all times. This includes making sure any visitors to the nursery are properly identified and supervised.

All visitors must sign the visitors' book on arrival and departure. Where applicable, visitors' identity should be checked, e.g. Ofsted inspectors or colleagues attending in a professional capacity such as speech and language therapists. 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 where applicable.

A member of staff must accompany visitors in the nursery at all times while in the building; at no time should a visitor be left alone with a child unless under specific circumstances arranged previously with the manager.

### Security

- Staff must check the identity of any visitors they do not recognise before allowing them into the main nursery. Visitors to the nursery must be recorded in the Visitors' Book and accompanied by a member of staff at all times while in the building;
- All external doors must be kept locked at all times and external gates closed. All internal doors and gates must be kept closed to ensure children are not able to wander;
- **Parents, visitors and students are reminded not to hold doors open or allow entry to any person, whether they know this person or not. Staff 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, staff members and parents. The police may be called in these circumstances.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
February 2020	Nicky Mekheimer	January 2022

## 2.18 Well-being

At **TCG** our ethos and aim is to create an environment which is all inclusive and recognises everyone as an individual. We understand the need to support everyone in different ways to ensure the children, parents and staff members feel supported, listened too and recognised within their own role or as part of our nursery community.

We understand what we need to care for ourselves and offer support. We have located different resources and support groups to provide a better understanding, of the need to keep ourselves mentally well and tools to offer to sustain this.

It is important at **TCG** to recognise when someone might be having a difficult time and recognise individuals may need very different tools and support.

Help may include sign posting to organisations who may offer professional guidance, support and intervention.

Reflecting on individual performance at work and recognising steps which may need to be take to support that person such as introducing a risk assessment (safety plan) targets and workshops which meet the needs of the children, parents and rest of the team.

We will ensure that opportunities are created and maintained to provide an environment where children, parents and staff members are able to discuss their individual worries, concerns and ways of managing their well-being to ensure the highest quality of provision is maintained and offered to the children in our care.

Other topic to include:

- Safer recruitment
- Ongoing supervision support
- Information resources
- Coronavirus and wellbeing / managing feelings
- Family app, website & social media to support should their be a lockdown
- Practical tips to cope with anxiety

How we can support:

It can be very difficult to express worries with the workplace, often small, everyday actions can make the biggest difference. At **TCG** we aim to listen, respect and value each persons voice to ensure we understand what children, parents and staff members maybe experiencing and offer the appropriate support.

Having the opportunity to regularly check in around wellbeing will be an important part of supervisions and mentor sessions to enable clear communication to take place and appropriate support put in place if required.

Taking care of yourself means it is important that we recognise the need to look after our mental health both at home and at work. There are small simple steps that can support you within the workplace to support your mental health. At **TCG** we recognise the importance of taking care of each other and showing a genuine concern for wellbeing on a day to day basis. It is important that we are able to communicate with each other show respect for each other and maintain open transparent working relationship and for spending time outdoors.

We recognise at **TCG** that it is important to be physically, active to promote wellbeing and opportunities are frequently being offered through additional staff activities outside of nursery hours to promote wellbeing and offer positive choice to support our values and ethos at **TCG**. (These may be subject to change during the COVID-19 pandemic)

We encourage everyone to enjoy the moment and the environment around us and we offer wellbeing sessions on a regular basis (**\*not possible during lockdown**). We encourage everyone to recognise and value other staff contributions within the nursery and positively share these within our team using our compliment box. We offer a wellness Action plan WAIS which offers a practical way to help your mental health at work.

People who spend time with nature have greater life satisfaction, more self-worth, more happiness and less anxiety. Other outcomes include better resilience, improvement in social functioning and social inclusion which enables us to meet both our own needs and ensure children receive the highest quality provision.

### Resources box

We start everyday mindfulness sessions for children and staff

Self-care box, please help yourself (to be found in the Staff room)

Be kind to yourself and others

Mood diary

Try mindfulness

Relaxation and breathing exercises

Recognising impact of social media on anxiety

Creating a Safety Plan if needed

Connecting with people

### Mind services

Helpline by phone, text, email

Local minds face to face, peer support and advocacy

Side by side support online community experiencing mental health

Anxiety UK 03444 775 774 helpline

07537 416 905 text

Beat 08088 010 677 adult line

08088 010 711 youth line

British association for counselling and psychotherapy [bacp.co.uk](http://bacp.co.uk)

CALM company against living miserably

0800 585 858 helpline

Carers UK 08088 087 777

Frank confidential advice for drugs and their effects, and law

03001 235 500

NHS UK information about health problems and treatment,

including details of local NHS services

No panic 08449 674 848

programmes to support anxiety disorders

Mind website also offers a variety of additional services to access online.

How to manage stress

Disability discrimination under the equality Act

Time to change

Tips on staying well at work

Local minds

Peer support employment project

*"How to implement the thriving at work mental health standards is your work place document."*

*By Paul Farmer*

This policy was adopted on	Signed on behalf of the nursery	Date for review
February 2021	Nicky Mekheimar	January 2022



# Section 3: Human Resources

## 3.1 Personnel

At **TCG** we aim to have a high quality staff team that act at all times in the best interests of children's safety and welfare. To achieve this we have a range of policies to support the recruitment, development and retention of staff.

The nursery's policies in respect of personnel are governed by the following:

- **The best interests of the children, their welfare, safety, care and development;**
- The requirements of the Early Years Foundation Stage;
- The needs of the children, including maintaining continuity of care;
- Compatibility between all members of staff and the building of a good team spirit;
- Consideration of the advancement of each member of staff both by internal and external training to help them achieve their maximum potential;
- Compliance with the current legislation including the principles of the Equality Act 2010 and all current legislation governing discrimination.

We will ensure that safer recruitment procedure are followed:

- The provision of a person specification and job description for every member of staff prior to an interview;
- All interviews will follow our recruitment procedures to ensure safe and fair and non-discriminatory recruitment occurs;
- The provision of a statement of terms and conditions and contract for every member of staff in employment (contract to be received by new employee within two months of commencement of employment);
- Prior to commencement of employment, the successful applicant shall be provided with an offer letter (conditional on an enhanced Disclosure and Barring Service (DBS) clearance) with the induction procedure and any details of other information relevant for their first day of work;
- New members of staff will be provided with copies of all the policies and procedures and we will ensure their understanding and adherence to these over an induction period;
- Discrimination or harassment of any member of staff relating to sex, race, sexual orientation, gender, gender reassignment, age, religion or belief and disability will not be acceptable. This includes unwanted verbal or physical third party harassment by those not employed by the nursery;
- Any new employee will received two references and follow up call prior to starting.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
November 2017	Nicky Mekheimer	January 2022



## 3.2 Staff Development and Training

At **TCG** we value our staff highly. We believe that personal and professional development is essential for maintaining the delivery of high-quality care and learning for children in their early years. It underpins all aspects of positive interactions and provocations planned for children.

In the interests of the nursery, the children, their families and the individual we give every staff 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 staff's practice.

We ensure that **50% or more** of staff are qualified to at least a Level 3 (or equivalent) or above in childcare and education or Early Years Educator. Other staff working at the nursery will be bringing specialist experience to the nursery (for example Forest School, External artist, Gardener etc). We will also be providing training to Apprentices in order to offer continuity with our particular style of practice.

We strongly promote continuous professional development and all staff have individual training records and training plans to enhance their skills and expertise, which are based on discussions at supervision meetings and appraisal meetings.

To facilitate the development of staff we:

- Encourage staff to contribute ideas for change within the nursery and hold monthly staff meetings and management meetings to develop these ideas. Regular meetings are also held to discuss strategy, policy and provocation planning;
- Discuss regularly different approaches and encourage staff to read theory about pedagogy in order to develop their teaching style;
- Coach, mentor, lead and offer encouragement and support to achieve a high level of morale and motivation;
- Promote teamwork through ongoing communication;
- Encourage staff to further their experience and knowledge by attending relevant external training courses;
- Encourage staff to pass on their knowledge to those who are less experienced and share knowledge from external training with small groups of staff within the nursery;
- Provide regular in-house training relevant to the needs of the nursery;
- Carry out supervision every three months with all staff. These provide opportunities for staff 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. Staff appraisals are carried out annually where objectives and action plans for staff are set out, while also identifying training needs according to their individual needs;
- Develop a training plan that sets out the aims and intended outcomes of any training, addressing both the qualification and continuous professional development needs of the nursery and individual staff;
- Carry out training need analyses for all individual staff, the team as a whole, and for the nursery every six months;
- Promote a positive learning culture within the nursery;
- Offer team building;
- 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 staff learning;
- Provide inductions to welcome all new staff and a coach or mentor to support new staff;
- Offer ongoing support and guidance;
- Offer varied information sources including membership of local and national organisations, resources, publications and literature to all staff.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
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### 3.3 Supervisions

At **TCG** we implement a system of supervision for all of our staff following their induction and probation period. Supervision is part of the nursery's overall performance management system and promotes a culture of mutual support, teamwork and continuous improvement. It encourages the confidential discussion of sensitive issues including the opportunity for staff 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.

The frequency of supervision meetings is every three months or in some cases according to individual needs. A template agenda is used in all meetings to ensure consistency across the nursery. This clearly sets out who does what and the timeframe, i.e. what the manager is responsible for and what the practitioner needs to do.

There should always be something that a member of staff can discuss, e.g. a particular child's development, strengths or concerns. However, if there are times where staff may be struggling to identify areas to discuss in a supervision we will ask them to identify three things about their job since the last supervision, one thing they wish to stop, start and continue.

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 or if they are going through personal circumstances at home, for new starters, staff returning after long-term illness/ sickness will complete 'return to work form' through a meeting with management.

It is the responsibility of the manager to plan time to ensure that all staff have supervisions. At **TCG** supervision is carried out by the manager/line manager. If for any reason a supervision is cancelled a new date will be rearranged.

All members of staff responsible for carrying out supervisions are trained and supported prior to carrying these out.

Supervision meetings also offer regular opportunities for members of staff to raise any changes in their personal circumstances that may affect their suitability to work with children. The declaration of suitability form should be reviewed along with medical information and personal details and signed by all staff on their supervision form. It is the responsibility of staff to inform the nursery of any changes prior to their supervision where necessary. This should include any incidents resulting in a reprimand, caution or prosecution by the police, any court orders, changes to their health, or changes to or incidents affecting members of their household that may disqualify that person from working with children (a staff member is disqualified from working with children, if they live in the same household as a disqualified person). 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.

Staff 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 will be evaluated annually when policies and procedures are reviewed and through staff feedback and is used as part of the overall performance monitoring system at the nursery.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
January 2021	Nicky Mekheimar	January 2022



## 3.4 Confidentiality

At **TCG** we recognise that we hold sensitive/confidential information about children and their families and the staff we employ. This information is used to meet children's needs, for registers, invoices and emergency contacts. We store all records in a locked cabinet or on the office computer with files that are password protected in line with data protection principles. Any information shared with the staff team is done on a 'need to know' basis and treated in confidence.

### Legal requirements

- We follow the legal requirements set out in the Statutory Framework for the Early Years Foundation Stage (EYFS) 2017 and accompanying regulations about the information we must hold about registered children and their families and the staff working at the nursery;
- We follow the requirements of the Data Protection Act (DPA) 1998 and the Freedom of Information Act 2000 with regard to the storage of data and access to it.

### Procedures

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

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

All the undertakings above are subject to the paramount commitment of the nursery, which is to the safety and well-being of the child.

### Staff and volunteer information

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

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
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## 3.5 Safe Recruitment of Staff

At **TCG** we are vigilant in our recruitment procedures aiming to ensure all people working with children are suitable to do so. We follow this procedure each and every time we recruit a new member to join our team.

### Legal requirements

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

### Advertising

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

### Interview stage

- We shortlist all suitable candidates against a pre-set specification and ensure all applicants receive correspondence regardless of whether they are successful in reaching the interview stage or not;
- All shortlisted candidates will receive a job description, an application form, an equal opportunities monitoring form prior to the interview;
- The manager will decide the most appropriate people for the interview panel. There will be at least two people involved and both are involved in the overall decision making \*Except for Apprentices;
- At the start of each interview all candidates' identities will be checked using, for example, 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 also cover any gaps in the candidate's employment history;
- All candidates reaching the interview stage are questioned using the same set criteria and questions. These cover specific areas of childcare, including safeguarding the children in their care, planning suitable activities to enhance the child's development and their understanding of the legal frameworks applied to childcare and used in the nursery. The questions 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 including a score for their individual experience and qualifications;
- Every shortlisted candidate will be asked to return and to take part in a supervised practical interview which will involve spending time in a particular age group in the nursery interacting with the children, staff and where appropriate parents;
- The manager and deputy will then select the most suitable person for this position based on these scores and their knowledge and understanding of the early years framework as well as the needs of the nursery;
- Every candidate will receive communication from the nursery stating whether they have been successful or not.

## Starting work

- The successful candidate will be offered the position subject to at least two references from previous employment or, in the case of a newly qualified student, their tutor and a personal or professional reference. These references will be taken up BEFORE employment commences. This may be verbal initially and then followed up with a written reference which will form part of their personnel file;
- The successful candidate will be asked to provide proof of their qualifications, where applicable. All qualifications will be checked and copies taken for their personnel files;
- Prior to employment but after the job has been offered a health check questionnaire will be given to the employee and its results will be taken into account in making an overall decision about suitability. The nursery reserves the right to take any further advice necessary in relation to a person's physical and mental fitness to carry out their role. Please see the absence management policy for more details about how the nursery manages health problems including access to medical records;
- All new starters, other than those who have registered for the continuous updating service (see below), will be subject to an enhanced Disclosure and Barring Service (DBS) check. This will be initiated before the member of staff commences work in the nursery and they will not have unsupervised access to any child or their records before this check comes back clear. Further to this, the new starter will not be allowed to take photographs of any child, look at their learning and development log or change the nappy of any child without an up-to-date enhanced DBS check (whether supervised or not);
- An additional criminals records check (or checks if more than one country) should also be made for anyone who has lived or worked abroad;
- The nursery will record and retain details about the individual including staff qualifications, identity checks carried out and the vetting process completed. This will include the disclosure and barring service reference number, the date the disclosure was obtained and details of who obtained it. The nursery will not retain copies of the disclosure itself once the employment decision is taken;
- There may be occasions when a DBS check is not clear but the individual is still suitable to work with children. This will be treated on an individual case basis and at the manager's/owner's discretion taking into account the following:
  - seriousness of the offence or other information;
  - accuracy of the person's self-disclosure on the application form;
  - nature of the appointment including levels of supervision;
  - age of the individual at the time of the offence or other information;
  - the length of time that has elapsed since the offence or other information;
  - relevance of the offence or information to working or being in regular contact with children.
- If the individual has registered on the DBS system since 17 July 2013, managers may use the update service with the candidate's permission instead of carrying out an enhanced DBS check;
- New starters are required to sign (either application form, contract or separate form) to state that they have no criminal convictions, court orders or any other reasons that disqualify them from working with children or unsuitable to do so; and that, to the best of their knowledge, no-one living in their household has been disqualified from working with children;
- All new members of staff will undergo an intensive induction period during which time they will read and discuss the nursery policies and procedures and be assigned a 'mentor/buddy' who will introduce them to the way in which the nursery operates;
- An induction check list should be completed, and staff introduction to TCG pedagogical approach;
- During their induction period all new staff will receive training on how to safeguard children in their care and follow the Safeguarding Children/Child Protection policy and procedure, emergency evacuation procedures, equality policy and health and safety issues;
- The new member of staff will have regular meetings with the manager and their mentor during their induction period to discuss their progress.



## Ongoing support and checks

- All staff are responsible for notifying the manager in person if any there are any changes to their circumstances that may affect their suitability to work with children. This includes any incidents occurring outside the nursery or involving people they live in a household with. Staff will face disciplinary action should they fail to notify the manager **immediately**;
- All members of staff will update a health questionnaire during their supervisions to ensure management have a good knowledge of any changes that may require support or additional resources to aid them to carry out their day-to-day duties. This will also be discussed at staff supervisions/review meetings. Management may require this more regularly where health circumstances change. There are more details about how the nursery deals with any health problems in the absence management policy;
- The nursery manager/owner 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. This may include requiring the individual to obtain a waiver from Ofsted in relation to any disqualification. Please see the Disciplinary Policy for further details;
- Every member of staff will have two meetings a year with the management: a formal appraisal and a more informal review. This will provide an opportunity for the manager and member of staff to discuss training needs for the following six months as well as evaluate and discuss their performance in the previous six months;
- The manager, deputies and room leaders will be responsible for staff supervision. This includes mentor support, one-to-one training sessions, ongoing supervision, work-based observations and constructive feedback;
- The nursery will provide appropriate opportunities for all staff to undertake professional development and training to help improve the quality of experiences provided for children.

## Social contact outside of the workplace

- It is acknowledged that staff may have genuine friendships and social contact with parents of children outside of the setting who attend the nursery;
- If a staff member knows a family 'outside' of the nursery setting or is in a relationship with a family member; management must be made aware to ensure transparency in communication. It is paramount that the relationship is kept professional at all times and has no negative impact on practice and / or the child(ren) attending the setting;
- We accept that staff members may have young children of their own, establishing friendship groups with families who attend the setting, provoking social meets out of hours. This also needs to be made transparent to management as friendship groups may blossom for the sake of the children.

## Gifting

- Staff on occasions can receive small tokens of appreciation (ie Christmas/Birthdays) however it is unacceptable to receive gifts on a regular basis or of significant value;
- Staff do not 'reward' or bribe children in any form (ie stickers for toilet training, sweet treats for doing tasks 'well') this is against our setting ethos as a whole and could be seen / interpreted as grooming. We encourage children to complete tasks independently; to give them ownership of their skills and abilities;
- If a staff know a family "outside" the nursery setting or is in a relationship with a parent, management team **MUST** be make aware to ensure transparency.

## Reference request

At **TCG** it is our policy to provide a generic factual reference for all staff member. This included the following information:

- Employment dates
- Job title
- Absence

- Safeguarding
  - Has the employee ever been involved in any safeguarding investigation
  - Is the employee currently part of an ongoing safeguarding concern

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
January 2021	Charlotte Holmes	January 2022

## 3.6 Suitability of Staff

At **TCG** we are committed to ensuring that all staff, 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 staff or student supervision.

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

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

Staff awaiting these checks will **never**:

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

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

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

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

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
November 2017	Nicky Mekheimar	January 2022

## 3.7 Staff Working with Their Own Children/Close Relation

At **TCG** we understand the potential stresses of staff returning to work after having a baby or working in the same environment as your child or a close relation. We wish to support all employees in this position and request the member of staff meet with the nursery manager and room leader, where appropriate, to discuss the needs of all parties.

We believe our staff should remain neutral and treat all children with the same regard. It may not be appropriate for staff 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**. We will also try to accommodate the wishes of any staff member with a child or close relative in the nursery and come to an agreement which suits us all. This agreement is based on the following principles:

- Where staff 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 staff 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 member of staff will reassess the situation;
- Staff caring for another staff member'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 staff member's relationship with their child or close relation:

- The nursery children as a whole must take priority. The nursery will consider what is best for the majority of the children. The manager will consider moving the staff member and not the child, but only if this will not affect the rest of the children in a negative way. 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 staff member is in another room, there will be an agreement between the staff member, manager and room leader about contact with the child during the nursery day. Although we do not want to restrict a parent seeing their child, we must consider the room routine and the upset a visit may cause the child when their parent leaves the room again;
- If there are staff shortages resulting in the movement of staff, the staff member will be placed in a different room to that of their child or close relation, where possible, but recognising that the overall nursery is a priority.

This policy was adopted on	Signed on behalf of the nursery	Date for review
February 2020	Nicky Mekheimar	January 2022

### 3.8 Students from college/work experience

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

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

We expect all students to visit the nursery for an interview, followed by their student induction and nursery tour. At this time, students will have the opportunity to read and discuss relevant health and safety policies, receive a copy of the Staff Handbook and sign their contract in readiness for their first day.

Our policy for those on placements is as follows:

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

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
November 2017	Nicky Mekheimar	January 2022

## 3.9 Young Worker Policy

At **TCG** we support apprentices as we foster and shape the workforce of the future. At times there may be trainees on placement within the nursery.

The EYFS (2017) sets out the requirements for young people working in a setting and we will adhere to these requirements at all times.

Apprentices aged 16 and over who is attending our setting on a long term placement and undertaking early education training, 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 staff then we may consider including them in our staff 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/ buddy 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 staff to:

- Read, understand and adhere to all policies;
- Take part in our ongoing staff 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 buddy/mentor or the 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 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 staff meetings and all staff training as required by the nursery.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
November 2017	Nicky Mekheimer	January 2022

## 3.10 Volunteers

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

### Status of volunteers

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

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

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

### Training

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

### Policies and procedures

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

### Confidentiality

Volunteers should not disclose information about the nursery, staff, children and families as stated in the confidentiality policy and should follow the nursery confidentiality procedure at all times.

### Volunteer's induction information

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

- General information about the nursery (handbook)
- A copy of the volunteering policy
- A confidentiality statement (copy of policy) which will require reading, signing and returning to the nursery manager
- Details of access to all nursery relevant policies and procedures.

### Volunteer support

The management team will take the volunteer through their induction and support and advise them throughout their time in the nursery.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
January 2021	Nicky Mekheimar	January 2022

## 3.11 Absence Management Procedure

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

### Principles

We aim to provide a healthy working environment and demonstrate commitment to health, safety and the welfare of staff in order to maximise attendance.

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

### Exclusion periods for contagious illnesses

Working with children means that you are in contact with illnesses which can be highly contagious. We take the health of children and staff very seriously; therefore, if you have any contagious illness you must adhere to the same exclusion periods as children. This will ensure that you are able to recover appropriately and that this illness is not passed on to other staff, children or parents. The manager will advise you of any exclusion times required (see the sickness and illness and infection control policies).

### Sickness absence reporting procedure

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

1. On your first day of absence, you must:
  - Telephone yourself the nursery and speak to the deputy manager or manager
  - Give brief details of your illness and your expected length of absence.
  - Telephone and speak to someone **yourself**. Text message and emails are not an acceptable form of communication for this purpose. Please call between 7:15 - 7:30.
2. You will call the office and speak to the management after 4 o'clock pm to determine your attendance the following day.
3. On returning to work you must complete a copy of the 'Return to work form'. This should be signed by nursery management.
4. For absences of more than three days, you must provide a 'self-certification' and for more than seven consecutive days, you must provide a 'fit note' completed by a qualified medical practitioner for the period of absence.
5. After returning to work from any sickness absence leave, a 'return to work' interview may be undertaken by the employee and line manager. This will not happen in all circumstances, and we may hold such meetings at our discretion. However, such meetings will normally be held in the following circumstances:
  - Where the absence has exceeded 14 days;
  - Where the nature of the illness means that duties on return to work may need to be altered and clarification and/or consultation is required;
  - **Where a member of staff has had two or more absences in 12 weeks.**

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



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

Where an employee's attendance record gives cause for concern because of the duration or frequency of absence, this should be brought to the attention of the employee through a discussion with the manager.

Throughout any stage of discussions on sickness absence, employees may be accompanied by a work colleague.

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

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

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

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

- Four self-certified spells of absence in one calendar year;
- A total of 10 working days or more of self-certified absence in one calendar year;
- Patterns of absence over a period, e.g. an individual regularly taking Mondays or Fridays off;
- Where an employee's attendance record is significantly worse than those of comparable employees, or absence problems have gone on for a considerable length of time.

### **Long-term sickness absence**

For the purposes of the policy, long-term sickness absence is defined by the nursery as absences lasting over one month.

Where absences have lasted over 10 working days or more, the manager should contact the member of staff concerned to obtain an initial assessment of the problem and to offer any further help or assistance.

At this point and where felt appropriate after further assessment of the problem, the manager will arrange a face-to-face meeting or telephone conference between themselves and the member of staff. The meeting should:

- Seek to confirm the reasons and nature of the absence and its likely duration;
- Ensure that the member of staff is aware of the nursery's concern regarding their health and necessary absence from work;
- Consider offering alternative duties or a shorter working week if this would enable a quicker return to work subject to medical advice;
- Give consideration to any personal problems being encountered and discuss possible ways of helping the individual resolve these;
- Advise the member of staff that in their best interests they may be asked to see a registered medical practitioner or occupational health provider appointed by the nursery to enable a medical report to be prepared;
- Alternatively, and if appropriate, gain agreement from the member of staff to contact their doctor or specialist in order to establish the likely length of absence and the long-term effect on capability in relation to job performance and attendance at work.

If all other avenues have been investigated, the absence continues or, following return to work, the attendance record does not improve, a subsequent meeting should be arranged. At this point, unless there are reasonable grounds to believe there will be an improvement in the foreseeable future, the manager should inform the member of staff that long-term sickness absence due to ill health may put their employment at risk and the possibility of termination by reason of **capability or suitability** to work with children might have to be considered, taking into account any medical information available.

The position will be reviewed periodically and ultimately it may become necessary from a business perspective to consider termination of employment. In these circumstances, the nursery will:

- Review the employee's absence record to assess whether or not it is sufficient to justify dismissal;
- Consult the employee;
- Obtain up-to-date medical advice through occupational health;
- Advise the employee in writing as soon as it is established that termination of employment has become a possibility;
- Meet with the employee to discuss the options and consider the employee's views on continuing employment;
- Review if there are any other jobs that the employee could do prior to taking any decision on whether or not to dismiss;
- Allow a right of appeal against any decision to dismiss the employee on grounds of long-term ill health;
- Arrange a further meeting with the employee to determine any appeal;
- Following this meeting, inform the employee of its final decision;
- Act reasonably towards the employee at all times.

Any decision to terminate employment will be taken by the Registered Person, making sure the capability procedure has been exhausted.

### **Occupational health**

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

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

### **Access to medical records**

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

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

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

Throughout any interviews regarding sickness absence, staff are entitled to the support of and/or representation by a work colleague or recognised trade union representative.

### **Sick Pay**

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

### **Company sick pay entitlement**

Sick Pay is calculated on a rolling 12 month basis i.e. the amount of sickness during the last 12 month period.

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

### **Serious illness/injury of an employee's immediate family**

This will be looked at on an individual basis and your manager will agree with you a reasonable period of paid leave time initially, with additional unpaid leave if a significant amount of time off is required. You need to also consider taking holiday/TOIL and working flexibly i.e. making adjustments to the length of the working day, changes in hours/days worked etc.

### **Death of a member of an employee's immediate family**

This leave applies on the death of an employee's spouse, life partner, parent, brother, sister, grandparent, dependant or other relative for whom the employee has special responsibility or has had special ties.

Generally, the amount of time off required will be at the manager's discretion and will depend on individual circumstances but up to **[insert time, usually the equivalent of one working week]** paid leave would be considered.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
January 2021	Nicky Mekheimer	January 2022

## 3.12 Grievance Procedure

At **TCG** we follow our legal obligations as an employer at all times including hearing and investigating grievances. We have a policy and procedures that set out our process.

### Legal obligations

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

We note that a failure to follow the code does not, in itself, make an organisation liable to formal proceedings at an employment tribunal, but failure to follow the code may result in any compensation award payable to be increased by up to 25%, or reduced by 25% if the employee does not comply.

### Objectives and guiding principles

We recognise that an employee needs to feel that his or her grievance has been fully investigated and has received a fair hearing. The employee also needs to understand the reasons for the decision made by the manager who heard their grievance. The employee should then be given the opportunity to appeal against the decision. **Their appeal should be submitted in writing and should be investigated and heard by someone more senior to the person who heard the initial grievance.** The person allocated to hear the employee's appeal should be able to take a fresh and independent look at the issue. In our organisation the individual's immediate line manager deals with the grievance initially separately before being passed on to the owner or manager of the nursery.

ACAS advocates the use of mediation to resolve grievances, in an attempt to maintain a good working relationship and resolve issues within the workplace. We may decide to use such mediation where appropriate using ACAS support and guidance.

Our grievance procedure does not form part of any employees' contract of employment. It may be amended at any time and we may depart from it depending on the circumstances of any case.

This procedure applies to all employees regardless of length of service.

Our nursery believes that all employees should be treated fairly and with respect. We encourage all employees to try to resolve any grievance with the individual concerned on an informal basis, as most grievances can be resolved quickly through discussion. Your line manager will assist you with this if you feel this is the best route for you.

If this does not resolve the problem you should initiate the formal process below.

### Grievance process

#### Stage 1

#### Making your grievance:

- You should put your grievance in writing and forward it to your line manager;
- This written statement will form the basis of any investigations and the subsequent hearing, so it is important that you set out clearly the nature of your grievance and any dates and names of individuals involved. You should also indicate the outcome that you are seeking. If your grievance is unclear, you may be asked to clarify your complaint before any meeting takes place;
- If your complaint relates to an issue with your line manager, the grievance may be sent to another nominated manager;

- Before proceeding to a full grievance hearing, it may be necessary to carry out investigations of any allegations made by you. If any evidence is gathered in the course of these investigations, you will be given a copy long enough in advance of the hearing for you to consider your response. In exceptional circumstances, the evidence given by individuals may have to remain confidential. Where confidentiality is necessary, this will be explained to you and an appropriate summary of the evidence gathered will be given to you.

## Stage 2

### The grievance hearing

The hearing will be held as soon as is reasonably possible following any investigations, and within **five** working days of the receipt of your written complaint. It will be conducted by your line manager. You are entitled to bring a companion to the grievance meeting if you make a reasonable request to do so. This request must be in advance of the meeting and you should tell us the name of your chosen companion. The companion may either be a trade union representative or a work colleague.

You should ensure that you attend the meeting where possible. If you are unable to attend because of circumstances beyond your control, you should inform your line manager as soon as possible and a further meeting will be re-arranged as soon as possible. If you fail to attend without explanation, or if it appears that you have not made sufficient attempts to attend, the hearing may take place in your absence.

During the hearing you will be given the opportunity to explain your complaint. Your explanations should focus on the complaint and not on irrelevant issues. The manager conducting the hearing will inform you if they believe the key issues are not being focused on. They may also set a reasonable timeframe for the meeting; this will be determined by the nature and complexity of your complaint.

The hearing may be adjourned to allow further investigations to take place. Following the meeting, you will be informed in writing of the outcome within **five** working days, where reasonably practicable, and told of any action that the nursery proposes to take as a result of your complaint, if applicable. If it is anticipated that further investigation is required and therefore the outcome cannot be provided within this timeframe, we will inform you as to when you can expect to receive the outcome.

If you are dissatisfied with the outcome, you may make a formal appeal in writing to the nursery owner, stating your full grounds of appeal, within **suggest five** working days of the date on which the decision was sent or given to you.

## Stage 3

We will hold an appeal meeting within 14 working days of receiving the appeal, where reasonably practicable. This will be dealt with impartially by a more senior manager who has not previously been involved in the case. You will have the right to bring a companion, as explained above.

We will confirm our final decision in writing, usually within seven working days of the appeal hearing, where reasonably practical. There is no further right of appeal.

### Grievances linked to disciplinary matters

Complaints that you may have about any disciplinary action taken against you should be dealt with as an appeal under the disciplinary procedure.

Grievances raised while you are subject to disciplinary proceedings will usually be heard when the disciplinary process has been completed.

If a grievance has any bearing on the disciplinary proceedings, it will be dealt with as part of the disciplinary hearing or disciplinary appeal, as appropriate.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
January 2021	Charlotte Holmes	January 2022

## 3.13 Disciplinary Procedure

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

### Legal obligations

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

We note that a failure to follow the code does not, in itself, make an organisation liable to formal proceedings at an employment tribunal, but failure to follow the code may result in any compensation award payable to be increased by up to 25% or reduced by 25% if the employee does not comply.

### Objectives and guiding principles

The objective of this procedure is to set out the standards of conduct expected of all staff and to provide a framework within which our managers can work with employees to maintain satisfactory standards of conduct and to encourage improvement where necessary.

It is our policy to ensure that any disciplinary matter is dealt with fairly and consistently. We will take the necessary steps to establish the facts and to give employees the opportunity to respond before taking any formal action.

This procedure does not form part of any employee's contract of employment and it may be amended at any time. We may also vary this procedure, including any time limits, as appropriate in any case.

The procedure applies to all employees regardless of length of service.

Minor conduct issues can often be resolved informally between the employee and their line manager. These discussions should be held in private and without undue delay whenever there is a cause for concern. Where appropriate a note of any such discussions may be held on the employee's personnel file, but will be ignored for the purpose of future disciplinary issues.

Formal steps will be taken under this procedure if the matter is not resolved, or if informal discussion is not appropriate (due to the serious nature of the allegation against you).

The employee will not normally be dismissed for a first act of misconduct, unless we decide it amounts to gross misconduct or the employee has not yet completed their probationary period.

### The procedure

Our aim is to deal with disciplinary matters sensitively and fairly. All employees must treat all information in connection with the disciplinary procedure and its investigation as confidential.

Where there has been a serious allegation of misconduct or gross misconduct and/or there are serious concerns regarding the employee's capability, we aim to establish the facts quickly and no disciplinary action will be taken until the matter has been fully investigated. The employee will be informed if a formal complaint is made against them, and if necessary they may be suspended on full pay pending the outcome of the investigation and disciplinary procedure.

### Stage 1: Investigation

- We will investigate any allegations/concerns quickly and thoroughly to establish whether a disciplinary hearing should be held;
- The purpose of the investigation is to establish a balanced view of the facts relating to the allegations against the employee. The amount of investigation will depend on the nature of the allegations and will vary from case to case. It may involve interviewing and taking statements from the employee and any witnesses, and/or reviewing relevant documents;
- Investigation interviews are solely for the purpose of fact finding and no decision on the disciplinary procedure will be taken until after the disciplinary hearing;
- The employee is not normally allowed to bring a companion to an investigatory interview. However, we may allow them to bring a work colleague or trade union representative in exceptional circumstances and if the employee wishes to be accompanied they should contact directly **Nicky Mekheimer** to discuss the reasons for their request;
- If the investigations lead us to reasonably believe there are grounds for disciplinary action, we will write to the employee outlining the allegations against them, the basis of the allegations and the potential consequences. The employee will be invited to a disciplinary hearing to discuss the matter. They will be sent any copies of evidence which may be referred to in the hearing (e.g. witness statements, or a summary of the statements if the witness's identity is to remain confidential, and minutes of meetings).

## Suspension

- If we believe that you may be guilty of misconduct, which we consider (at our absolute discretion) to be serious misconduct, where relationships have broken down, or where we have any grounds to consider that our property or responsibilities to other parties are at risk, or where we consider in our absolute discretion that your continued presence at the Company's premises would hinder an investigation, we will be entitled to suspend you on full pay;
- Any such suspension will normally last only as long as required to enable an investigation into the circumstances giving rise to such belief of serious misconduct to be carried out and any disciplinary hearing to be convened;
- Any such period of suspension is not a punishment, nor considered as disciplinary action against you, nor does it imply that any decision has been taken about your case.

## Stage 2: Invite to disciplinary hearing

- We will hold the disciplinary meeting to discuss the allegations. The employee will have the right to bring a companion to the meeting and a companion may be a work colleague or trade union representative. The employee must inform us prior to the meeting who their chosen companion is. If their companion is unreasonable, for example, there may be a conflict of interest, we may require the employee to choose someone else;
- If the employee or their companion is unable to attend the meeting the employee should inform us immediately and we will arrange an alternative time and date. The employee must make every effort to attend the meeting and failure to do so without good cause may be treated as misconduct in itself.

## Disciplinary hearing

- During the meeting we will go through the allegations against the employee and the evidence that has been collated. The employee will be able to state their case and call relevant witnesses (provided the employee gives advance notice and we agree to their attendance) to support the case;
- We may adjourn the disciplinary meeting if we need to carry out further investigations and the employee will be given reasonable opportunity to consider new information;
- The employee will be notified of the decision in writing, usually within **seven** working days of the hearing;
- If the employee persistently fails to reply to invitations, or persistently fails to attend the arranged hearing without good cause, it may be carried out in their absence and they will be notified of the decision in writing. The employee will retain the right to appeal.

## Appeal



- The employee will be given the opportunity to appeal the decision. If they wish to appeal, the employee should state their full grounds in writing and the letter should be sent directly to **Nicky Mekheimer** within five working days from the date the decision was communicated to them;
- The appeal meeting will be conducted impartially by a partner, where possible, who has not previously been involved in the case;
- The employee will be able to bring a companion to the meeting and the companion may be a work colleague or trade union representative (as stated above);
- We may adjourn the appeal hearing if further investigations need to be carried out and the employee will be given reasonable opportunity to consider any new information before the hearing is reconvened;
- We will inform the employee in writing of our final decision as soon as possible, usually within **five** working days of the appeal hearing.

There is no legal right to appeal beyond this stage.

### **Disciplinary penalties**

In the first instance, where less serious offences are concerned, we are most likely to give the employee a verbal warning. This warning will be recorded and a copy maintained in the employee's personnel file with a time scale for improvement or to not re-offend.

[Note: the right to a verbal warning is not part of the ACAS code. Many employers use verbal warnings as a first stage but you may prefer to use a written warning as the first stage depending on the circumstances.]

The usual penalties for misconduct are set out below. No penalty should be imposed without a hearing. We aim to treat all employees fairly and consistently, and a penalty imposed on another employee for similar misconduct will usually be taken into account but should not be treated as a precedent. Each case will be assessed on its own merits.

The employee will not normally be dismissed for a first act of misconduct, unless we decide it amounts to gross misconduct or the employee has not yet completed their probationary period.

### **First written warning**

A first written warning may be authorised by Manager / Deputy Manager. It will usually be appropriate for a first act of misconduct where there are no other active written warnings on the employee disciplinary record.

### **Final written warning**

A final written warning may be authorised by Manager / Deputy Manager. It will usually be appropriate for:

- a. misconduct where there is already an active written warning on the employee record;
- b. misconduct that we consider is sufficiently serious, to warrant a final written warning even though there are no active warnings on the employee record.

### **Dismissal**

Dismissal may be authorised by Manager, / Deputy Manager. It will usually only be appropriate for:

- a) any misconduct during the employee probationary period;
- b) further misconduct where there is an active final written warning on the employee record; or
- c) any gross misconduct regardless of whether there are active warnings on the employee record. Gross misconduct will usually result in immediate dismissal without notice or payment in lieu of notice (summary dismissal). Examples of gross misconduct are set out below.

## **Levels of authority**

Nursery Managers (including officer in charge) have the authority to suspend an employee pending investigation. Only the officer in charge and higher management has the authority to dismiss an employee as set out above.

## **Gross misconduct**

In the case of gross misconduct, the nursery reserves the right to dismiss an employee without notice (or payment in lieu of notice) if, after investigation and a hearing, the management are satisfied that there is sufficient justification for so doing.

## **Duration of warnings**

Under normal circumstances warnings will be valid for the following time periods, although these may vary according to the nature of the occurrence and may therefore be determined by mutual agreement at the time of issue:

- Verbal warning (to be recorded in writing) - six months
- First written warning - six months
- Final written warning - 12 months

On expiry, warnings will be disregarded for future disciplinary purposes.

## **Alternatives to dismissal**

In some cases we may, at our discretion, consider alternatives to dismissal. These may be authorised by management and will usually be accompanied by a final written warning. Examples include:

- Demotion
- A period of suspension without pay
- Loss of seniority
- Loss of overtime

## **Examples of gross misconduct**

Examples of what would constitute a gross misconduct offence include:

- Failure to inform the employer of a disqualification, either personally or a person living in the same household as the registered provider, or a person employed in that household;
- Theft or the unauthorised possession of property belonging to the nursery, its employees or customers;
- Assault on any employee or persons associated with the nursery;
- Breach of confidence i.e. the divulging of confidential information relating to the nursery, its employees or clients;
- Involving relatives in disputes;
- Dishonesty, including the use of any funds, expenses or allowances for any other purpose than that for which they have been delegated by the nursery;
- Being under the influence of drugs or alcohol whilst on duty;
- Serious or persistent breaches of safety rules;
- Fraud including falsification of work records and expense claims;
- Signing/clocking in or out for another employee;
- Physical assault or abuse towards a child e.g. hitting a child in chastisement or harsh disciplinary actions;
- Discrimination/harassment in any way against a person;
- Persistent failure to follow nursery documentary systems and procedures;
- Unauthorised absence from work/unacceptable attendance levels;
- Obscene language or other offensive behaviour;
- Negligence in the performance of the employee duties.

Further behaviour that could constitute gross misconduct is not limited by the above list.

## Examples of misconduct

Examples of what would constitute a misconduct offence include:

- Minor breaches of our policies including the Sickness Absence Policy, Mobile Phone, Smartwatches and Social Networking Policy, and Health and Safety;
- Policy;
- Minor breaches of the employee contract;
- Damage to, or unauthorised use of, our property;
- Poor timekeeping;
- Time-wasting;
- Refusal to follow instructions;
- Excessive use of our telephones for personal calls;
- Excessive personal email or internet usage;
- Smoking in no smoking areas.

N.B. Some of the misconduct offences above may, dependent on the circumstances and having followed a detailed investigation, also be classed as gross misconduct offences.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
January 2021	Charlotte Holmes	January 2022

# Section 4: Best Practice

## 4.1. Accidents and First Aid

At **TCG** we aim to protect children at all times. We recognise that accidents or incidents may sometimes occur. 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

Location of accident files: **Office**

- 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 a Family accident / incident Form and report it to the nursery manager if serious. Other staff who have witnessed the accident will add their name to the form and in more serious cases, provide a statement. This should be done as soon as the accident is dealt with, whilst the details are still clearly remembered. Parents must be sent the accident report, informed of any first aid treatment given and acknowledge on the same day, or as soon as reasonably practicable after;
- The nursery manager reviews the accident forms at monthly staff meetings for patterns, e.g. 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 staff 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.

Organisation	Contact
Ofsted	0300 123 1231
Local authority children's social care team	CADS: 0344 800 8021
Local authority environmental health department	
Health and Safety Executive	0345 300 9923 Major incident only
RIDDOR report form	<a href="http://www.hse.gov.uk/riddor/report.htm">http://www.hse.gov.uk/riddor/report.htm</a>

### Transporting children to hospital procedure

The nursery manager/staff member must:

- Call for an ambulance immediately if the injury is severe. DO NOT attempt to transport the sick child in your own vehicle;

- Whilst waiting for the ambulance, contact the parent(s) and arrange to meet them at the hospital;
- 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;
- Redeploy staff if necessary to ensure there is adequate staff deployment to care for the remaining children. This may mean temporarily grouping the children together;
- Inform a member of the management team immediately;
- 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**

The first aid boxes are located in: Baby Room, Explorers, Toilet Shed in Walled Garden & Kitchen.

All Forest School and walks MUST take an offsite First Aid Kit.

These are accessible at all times with appropriate content for use with children.

The staff in these spaces are responsible for first aid checks the contents of the boxes monthly and replaces items that have been used or are out of date. A form is then signed at the office.

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

The appointed person(s) responsible for first aid is management. It is the aims at TCG that all of the staff are trained at Paediatric First Aid once they have pass their approbation period. This training is updating after three years.

Most of the staff are trained in paediatric first aid and this training is updated every three years.

At **TCG** we offer Paediatric First Aid to all our permanent staff.

All first aid trained staff are listed in with the first aid boxes. When children are taken on an outing away from our nursery, we will always ensure they are accompanied by at least one member of staff who is trained in first aid. A first aid box is taken on all outings.

## **Personal protective equipment (PPE)**

The nursery provides staff with PPE according to the need of the task or activity. Staff must wear PPE to protect themselves and the children during tasks that involve contact with bodily fluids. PPE is also provided for domestic tasks. Staff 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.

## **Needle punctures and sharps injury**

We recognise that injuries from needles, broken glass and so on may result in blood-borne infections and that staff must take great care in the collection and disposal of this type of material.

For the safety and well-being of the employees, any staff member dealing with needles, broken glass etc. must treat them as contaminated waste. If a needle is found the local authority must be contacted to deal with its disposal.

At **TCG** we treat our responsibilities and obligations in respect of health and safety as a priority and we provide management with ongoing training which is reflected in monthly staff meetings as in house training.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
January 2021	Nicky Mekheimer	January 2022

## 4.2 Immunisation

At **TCG** we ask that parents inform us if their children are not vaccinated so that we can manage any risks to their own child or other children/staff/parents in the best way possible. Management must be aware of any children who are not vaccinated within the nursery in accordance with their age. A list of vaccines is kept on the Family app.

Our nursery does not discriminate against children who have not received their immunisations and will not disclose individual details to other parents. However, we will share the risks of infection if children have not had immunisations.

### Emergency information

We keep emergency information for every child and update it every six months with regular reminders to parents in newsletters, at parents' evenings and a reminder notice on the Parent Information Board.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
January 2021	Nicky Mekheimer	January 2022

## 4.3 Allergies and Allergic Reactions

At **TCG** we are aware that children may have or develop an allergy resulting in an allergic reaction. Our aims are to ensure allergic reactions are minimised or, where possible, prevented and that staff are fully aware of how to support a child who may be having an allergic reaction.

### Our procedures

- Our staff 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 Admin of any allergies discovered after registration;
- We ask parents to fill a Care Plan form if they fill the allergies section on child's registration form and provide any medication, ie, epipen, inhaler, etc.;
- We share all information with all staff and keep an allergy update on Famly app and in each room;
- **We endeavour to ensure that the nursery is a nut-free environment;**
- All food prepared for a child with a specific allergy is prepared in an area where there is no chance of contamination and served on equipment that has not been in contact with this specific food type;
- The manager, nursery cook 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 designing an appropriate menu or substituting specific meals on the current nursery menu;
- Where deemed appropriate, staff will sit with children who have allergies and where age/stage appropriate staff 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 staff will act quickly and administer the appropriate treatment, where necessary. We will inform parents and record the information on a incident report on Famly app;
- If an allergic reaction requires specialist treatment, then at least two members of staff working directly with the child and the manager will receive specific medical training to be able to administer the treatment to each individual child.

### Food Information Regulations 2014

From 13 December 2014, we will incorporate additional procedures in line with the Food Information Regulations 2014 (FIR).

- We will display our weekly menus for Parent in all areas.

### Transporting children to hospital procedures

The nursery manager/staff member must:

- Call for an ambulance immediately if the allergic reaction is severe. DO NOT attempt to transport the sick child in your own vehicle
- Whilst waiting for the ambulance, contact the parent(s) and arrange to meet them at the hospital
- 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
- Redeploy staff if necessary to ensure there is adequate staff deployment to care for the remaining children. This may mean temporarily grouping the children together
- Inform a member of the management team immediately
- 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.



<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
January 2021	Nicky Mekheimer	January 2022

## 4.4 Sun Care

At **TCG** we 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.

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

- The child's forest family will work with the parents of their key children to decide and agree on suitable precautions to protect children from burning, including those with more sensitive skin types and those that may be more tolerant to the sunshine, e.g. black and/or Asian colouring;
- Children must have a clearly labelled sun hat which will be worn at all times whilst outside in sunny weather. This hat will preferably be of legionnaires design (i.e. with an extended back and side to shield children's neck and ears from the sun) to provide additional protection;
- Parents must put sun cream on their children before bringing them to nursery;
- Parents are requested to supply light-weight cotton clothing for their children suitable for the sun, with long sleeves and long legs;
- Staff will make day-to-day decisions about the length of time spent outside depending on the strength of the sun; children will not be allowed in the direct sunlight between 11.00am – 3.00pm on extremely hot days, however we will be spending time outside in shaded areas, and in the woods;
- Children will always have sun cream applied before going outside in the hot weather and re applied after lunch;
- Children are encouraged to drink cooled water more frequently throughout sunny or warm days and this will be accessible both indoors and out;
- Children are made aware of the need for sun hats, sun cream and the need to drink more fluids during their time in the sun;
- Shade will be provided to ensure children are able to still go out in hot weather, cool down or escape the sun should they wish or need to.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
January 2021	Nicky Mekheimar	January 2022

## 4.5 Early Learning Opportunities Statement

At **TCG** we recognise that children learn in different ways and at different rates and prepare for this accordingly. Our aim is to support all children attending the nursery to attain their maximum potential within their individual capabilities.

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 prepare 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 staff 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 as far as possible the they start mainstream school.

We ensure that the environment is well prepared and resourced to have depth and breadth across all areas of learning. We provide interesting and challenging experiences that meet the needs of all children. Preparation is based on a secure knowledge and understanding of how to promote the learning and development of young children and what they can achieve.

The Early Years Foundation Stage (EYFS) is set by the Department for Education that sets standards to ensure all children learn and develop well. We use these standards as a **guide** to support our work and ensure that children are having a rounded experience. We support and enhance children's learning and development holistically through play-based activities. 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 develop tailor-made activities based on observations which inform future preparation for each child and draw on children's needs and interests. This is promoted through a balance of adult-prepared and child-initiated opportunities both indoors and outdoors.

Direct observation is supplemented by a range of other evidence to evaluate the impact that practitioners have on the progress children make in their learning including:

- evaluation on entry, including parental contributions through a baseline form
- two-year-old progress checks (where applicable)
- on-going (formative) evaluations, including any parental contributions
- the Early Years Foundation Stage Profile (where applicable) or any other summative assessment when children leave
- PLODS assessment in Baby & Explorers room, these are completed termly
- Forest Family meetings to take place every 9-10 weeks **\*We are currently working in bubbles due to COVID-19 and educators keep close contact with their forest families.**

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 Famly app.

\* In 2021, due to the amount of learning our educators have made during the COVID-19 pandemic, we are currently taking a closer look at our documentation.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
January 2021	Nicky Mekheimer	January 2022

## 4.6 Settling In

At **TCG** we aim to support parents and other carers to help their children settle quickly and easily by giving consideration to the individual needs and circumstances of every child and their families. Our aim is for children to feel safe, stimulated and happy in the nursery and to feel secure and comfortable with all staff. We also 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 staff 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:

- Introducing Child's forest family lead and the rest of the team (in the child's space) to each child and his/her family, before he/she starts to attend. The team welcomes and looks after the child, ensuring that their care is tailored to meet their individual needs. They offer a settled relationship for the child and build a relationship with his/her parents during the settling in period and throughout his/her time in his/her learning environment;
- Providing parents with relevant information about the policies and procedures of the nursery;
- Planning settling in visits and introductory sessions (these are 2 times, one hour long sessions). These will be provided free of charge the 2 days prior to a Child's start date;
- We welcome parents to stay with their child during the first settling in session or until the child feels settled and the parents feel comfortable about leaving their child. Settling in visits and introductory sessions are key to a smooth transition and to ensure good communication and information sharing between staff and parents;
- Reassuring parents whose children seem to be taking a long time settling in to the nursery and developing a plan with them;
- Encouraging parents, where appropriate, to separate themselves from their children;
- Respecting the circumstances of all families, including those who are unable to stay for long periods of time in the nursery and reassure them of their child's progress towards settling in;
- We use the Family app to communicate with parents/carers during a child's settling in period and continue to do so throughout their time with us at the nursery.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
January 2021	Nicky Mekheimer	January 2022

## 4.7 Transitions

At **TCG** 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 spaces 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

Staff are trained to observe all the 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 staff 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 space 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. This may include a handover meeting between the existing forest family, new forest family and parents.

- The child will spend short sessions in their new space prior to the permanent move to enable them to feel comfortable in their new surroundings
- The child's forest family will go with the child on these initial visits to enable a familiar person to be present at all times
- Wherever possible groups of friends will be moved together to enable these friendships to be kept intact and support the children with the peers they know
- Parents will be kept informed of all visits and the outcomes of these sessions e.g. through photographs, discussions or learning journey entries
- Only when the child has settled in through these taster sessions will the permanent space move take place. If a child requires more support this will be discussed between the child's forest family, parent, manager and educator of the new space to agree how and when this will happen. This may include moving a familiar person with them on a temporary basis.

### Starting school or moving childcare providers

Starting school is an important transition and some children may feel anxious or distressed. We will do all we can to facilitate a smooth move and minimise any potential stresses. This following process relates to children going to school. However wherever possible, we will adapt this process to support children moving to another childcare provider e.g. childminder or another nursery.

- We provide a variety of resources that relate to the school, e.g. photographs of the school or teacher the children are going to attend. This will help the children to become familiar with this new concept and will aid the transition;
- We invite school representatives into the nursery to introduce them to the children;
- Educators will talk about the school with their children who are due to move to school 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 produce a comprehensive report on every child starting or leaving school to enable educators to have a good understanding of every child received. This will include their interests, strengths and level of understanding and development in key areas. This will support continuity of care and early learning.

### **Other early years providers**

Where children are attending other early years settings or are cared for by a childminder we will work with them to share relevant information about children's development. Where a child is brought to nursery or collected from nursery by a childminder we will ensure that key information is being provided to the child's parent by providing the information directly to the parent via FAMLY, email or telephone.

### **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 child's forest family will spend time talking to the child and providing activities that may help the child to act out any worries they have, e.g. 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 child's educator to enable this support to be put into place.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
January 2021	Nicky Mekheimer	January 2022

## 4.8 Separated Family

At **TCG** 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 all parties within the nursery including our staff team. The child's forest family will work closely with the parents to build close relationships which will support the child's/children's emotional wellbeing 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 in needed.

### Parental responsibility

While the law does not define in detail what parental responsibility is, 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;
- 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, e.g. 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 staff pertaining to the family and the parent's separation remain confidential;
- Ensure that no member of staff takes sides regarding the separation and treats both parents equally and with due respect;
- Not restricts 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 involves nursery staff in any family disputes, unless this directly impacts on the care we provide for the child;
- Talk to the manager / child's forest family 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.**

This policy was adopted on	Signed on behalf of the nursery	Date for review
January 2021	Nicky Mekheimer	January 2022

## 4.9 Outdoor Play and Education

At **TCG** we are committed to the importance of daily outdoor play and education and the physical development of all children regardless of their age and stage of development. **We are outside in all weathers**. Where possible and appropriate, we make outdoor activities accessible to children with learning difficulties and disabilities to ensure inclusive use of the outdoor area.

Much of the children's day will be spent exploring, testing themselves, and coming up with fantastic, imaginative ideas inspired by the woods. We aim for them to become healthy and active individuals, with a love for the outdoors and our world.

The children learn about our natural surroundings, try new skills (like sawing wood), have a fire and explore, climb and create stories which come back with us to the nursery and sometimes become exciting projects to take further.

The holistic skills, understanding and experiences developed through a Forest School experience are transferable to the rest of a learner's life. Improved confidence, self esteem, problem solving, social, emotional skills and independence are particularly relevant lifelong skills. Forest School also transfers to the wider community. Once children enjoy playing in natural places this enthusiasm spreads to their family increasing visits to wild places and encouraging them to use gardens more frequently and widely.

We visit the woods regularly, but we also have outdoor learning based at the nursery every day in our large garden.

We recognise that children need regular access to outdoor play in order to keep fit and healthy, develop their large and fine motor skills, experience learning in a natural environment and access sunlight in order to absorb vitamin D more effectively. We spend as much time as possible in the outdoors and it is our **primary area of education for the children**

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 as far as possible 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. Staff are informed of the importance of safety procedures and are trained appropriately to ensure these procedures are followed effectively.

We obtain parental permission before any child leaves the nursery during the day. This includes short outings into the local community. There is more information in the outings policy.

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.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
November 2017	Nicky Mekheimar	January 2022

## 4.10 Caring for Babies and Toddlers

At **TCG** we care for children under the age of two and ensure their health, safety and well-being through the following:

- Children under the age of two have a separate base room and are cared for in small intimate groups. We ensure that younger children have opportunities to have contact with older children whilst at nursery **\*This is avoided during lockdown, due to COVID-19 pandemic.**;
- We encourage staff working in these spaces to attend specialist baby training where appropriate and in line with our ethos;
- Care is taken to ensure that babies and toddlers do not have unsupervised access to activities containing small pieces, which may be swallowed or otherwise injure the child;
- The environment and equipment are checked daily before the children access the area. This includes checking the stability of sleeping areas, low/chairs restraints, pushchairs and prams are intact and working;
- All doors are fitted with viewing panels to ensure the safety of children;
- Outdoor shoes are removed or covered when entering the baby and toddler area(s). Staff remind parents and visitors to adhere to this procedure or use the shoe cover providers;
- Babies and toddlers have their nappies changed according to their individual needs and requirements by their child's forest family wherever possible;
- Information will be shared between parents and the child's forest family about nappy changing and toilet training in a way that suits the child;
- Changing mats are wiped with anti-bacterial cleanser after every nappy change;
- Each baby must have his/her own blanket which is washed at least weekly and when necessary;
- We follow all cot death prevention/safety guidelines and advise parents of this information. Babies are always laid to sleep on their back in flat laying buggies to benefit outdoor sleeping or indoors on hammocks, pods and baskets;
- Sheets or thin blankets will come no higher than the baby's shoulders, to prevent them wriggling under the covers. We make sure the covers are securely tucked in so they cannot slip over the baby's head;
- Children's individual sleeping bags may be used in consultation with parents. These are washed at least weekly or when necessary;
- All low/chairs used for feeding are fitted with restraints. Restraints are removed and washed weekly or as needed;
- No child is ever left unattended during nappy changing time;
- Babies sleeping outside have cat/fly nets over their prams and prams must lie flat so children are supported. During wet days a waterproof cover is used by a member of staff in the garden or can be seen through the glass doors;
- 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;
- Staff do not change nappies whilst pregnant until a risk assessment has been discussed and conducted. Students only change nappies with the support and close supervision of a qualified member of staff;
- Where food/milk is prepared for babies there is a separate area which is specifically designated for this preparation;
- Bottles of formula milk are only made up as and when the child needs them. These should be cooled to body temperature, which means they should feel warm or cool, but not hot, and should be tested to ensure they are an appropriate temperature for the child to drink safely;
- Following the Department of Health guidelines, we only use recently boiled water to make formula bottles (left for no longer than 30 minutes to cool). We do not use cooled boiled water that is reheated;
- Bottles and teats are thoroughly cleaned with hot soapy water and sterilised after use;
- Contents of bottles are disposed of after two hours;
- A designated area is available for mothers who wish to breastfeed their babies or express milk;

- Labelled mothers' breast milk is stored in the fridge;
- If dummies are used they will be cleaned and sterilised. This also applies to dummies which have been dropped;
- All dummies are stored in separate labelled containers to ensure no cross-contamination occurs;
- Children transfer to the older age group when assessed as appropriate for their age/stage following our agreed transition and settling procedures.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
January 2021	Nicky Mekheimer	January 2022

## 4.11 Use of Dummies in Nursery

At **TCG** we recognise that a dummy can be a source of comfort for a child who is settling and/or upset, and that it may often form part of a child's sleep routine.

We also recognise that overuse of dummies may affect a child's language development as it may restrict the mouth movements needed for speech. As babies get older they need to learn to move their mouths in different ways, to smile, to blow bubbles, to make sounds, to chew food and eventually to talk. As babies move their mouths and experiment with babbling sounds they are learning to make the quick mouth movements needed for speech. The more practice they get the better their awareness of their mouths and the better their speech will be.

Our nursery will:

- Discuss the use of dummies with parents as part of babies' individual care plans;
- Only allow dummies for comfort if a child is really upset (for example, if they are new to the setting or going through a transition) and/or as part of their sleep routine;
- Store dummies in individual hygienic dummy boxes labelled with the child's name to prevent cross-contamination with other children;
- Immediately clean or sterilise any dummy or bottle that falls on the floor or is picked up by another child.

When discouraging the dummy staff will:

- Make each child aware of a designated place where the dummy is stored;
- Comfort the child and, if age/stage appropriate, explain in a sensitive and appropriate manner why they do not need their dummy;
- Distract the child with other activities and ensure they are settled before leaving them to play;
- Offer other methods of comfort such as a toy, teddy or blanket;
- Explain to the child they can have their dummy when they go home or at sleep time.

We will also offer support and advice to parents to discourage dummy use during waking hours at home and suggest ways which the child can be weaned off their dummy through books and stories (when appropriate).

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
November 2017	Nicky Mekheimer	January 2022

## 4.12 Sleep

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

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

- Babies are placed on their backs to sleep, if a baby has rolled onto their tummy, you should turn them onto their back again, however once a baby can roll from back to front and back again, on their own, they can be left to find their own position;
- Babies/toddlers are monitored visually when sleeping. Checks are made every 10 minutes and babies are never left in a separate sleep room without staff supervision at all times. For our babies we promote outdoor sleeping due to our experience at TCG and through extensive research about the benefits from the nursery owners;
- When monitoring, the staff member looks for the rise and fall of the chest and if the sleep position has changed;
- As good practice we monitor babies under six months or a new baby sleeping during the first few weeks every five minutes until we are familiar with the child and their sleeping routines, to offer reassurance to them and families.

We provide a safe sleeping environment by:

- Monitoring the space and outdoor temperature when sleeping outside;
- Monitoring the outdoor temperature if the child is outdoor-sleeping;
- Using clean, light bedding/blankets and ensuring babies are appropriately dressed for sleep to avoid overheating. Parents provide sheets, blankets or sleeping bags. Children outdoor-sleeping should be protected from cold with insulated sleeping bag for winter temperatures;
- Only using suitable sleeping equipment (i.e. pods or baskets, mats or prams), and mattress covers are used in conjunction with a clean sheet;
- Only letting babies sleep in prams if they lie flat. Parents are informed when visiting about our outdoor sleeping in buggies;
- Keeping all spaces around beds, baskets or pods clear from hanging objects i.e. hanging cords, blind cords, drawstring bags;
- Transferring any baby who falls asleep while being nursed by a practitioner to a safe sleeping surface to complete their rest;
- Having a no smoking policy.

We ask parents to complete the part on their child's sleeping routine on the application form and discuss it with the child's forest family when the child starts at nursery: These are reviewed and updated at timely intervals. If a baby has an unusual sleeping routine or a position that we do not use in the nursery i.e. babies sleeping on their tummies, we will explain our policy to the parents and not usually offer this unless the baby's doctor has advised the parent of a medical reason to do so. In which case we would ask them to sign to say they have requested we adopt a different position or pattern on the sleeping babies form.

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

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

### Sleeping twins

We are aware of the advice from The Lullaby Trust regarding sleeping twins. We do however use our settling in sessions to gage with parents the turns routine around sleep.

Further information can be found at: [www.lullabytrust.org.uk](http://www.lullabytrust.org.uk)

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
March 2019	Nicky Mekheimer	January 2022

## 4.13 Bereavement

At **TCG** we recognise that children and their families may experience grief and loss of close family members or friends or their family pets whilst with us in the nursery. We understand that this is not only a difficult time for families, but it may also be a confusing time for young children, especially if they have little or no understanding of why their parents are upset and why this person/pet is no longer around.

We aim to support both the child and their family and will adapt the following procedure to suit their individual needs and family preferences:

- We ask that if there is a loss of a family member or close friend that the parents inform the nursery as soon as they feel able to. This will enable us to support both the child and the family wherever we can and helps us to understand any potential changes in behaviour of a child who may be grieving themselves;
- The child's forest family and/or the manager will talk with the family to ascertain what support is needed or wanted from the nursery. This may be an informal discussion or a meeting away from the child to help calm a potentially upsetting situation;
- The child may need extra support or one-to-one care during this difficult time. We will adapt our staffing arrangements so the child is fully supported by the most appropriate member of staff on duty, where possible the child's forest family;
- We will be as flexible as possible to adapt the sessions the child and family may need during this time.

We also recognise that there may also be rare occasions when the nursery team is affected by a death of a child or member of staff. This will be a difficult time for the staff team, children and families. Below are some agencies that may be able to offer further support and counselling if this occurs.

**The Samaritans:** [www.samaritans.co.uk](http://www.samaritans.co.uk) 08457 909090

**Priory:** [www.priorygroup.com](http://www.priorygroup.com) 08452 PRIORY (08452 774679)

**Child Bereavement UK:** [www.childbereavementuk.org](http://www.childbereavementuk.org)

**Cruse Bereavement Care:** [www.crusebereavementcare.org.uk](http://www.crusebereavementcare.org.uk) 0844 477 9400  
[helpline@cruse.org.uk](mailto:helpline@cruse.org.uk)

**British Association of Counselling:** [www.bacp.co.uk](http://www.bacp.co.uk) 01788 578328

**SANDS:** [www.uk-sands.org](http://www.uk-sands.org)

This policy was adopted on	Signed on behalf of the nursery	Date for review
November 2017	Nicky Mekheimer	January 2022



## 4.14 Nutrition and Mealtimes

At **TCG** we believe that mealtimes should be happy, social occasions for children and staff alike. We promote shared, enjoyable positive interactions at these times and try to arrange for children and staff to eat together. Mealtimes are a huge part of the day with the children involved in preparing the table and helping to clear up afterwards.

We are committed to offering children healthy, nutritious and balanced meals and snacks which meet individual needs and requirements.

We will ensure that:

- A balanced and healthy breakfast, midday meal, tea are provided for children attending a full day at the nursery;
- Menus are planned in advance, rotated regularly and reflect cultural diversity and variation. Parents and children are encouraged to take part in planning our menus. These are displayed for children and parents to view;
- We provide nutritious food at all meal times, avoiding processed foods;
- Where possible we use ingredients that we have grown ourselves;
- We limit refined sugar;
- Fresh drinking water is always available and accessible. It is frequently offered to children and babies and intake is monitored. In hot weather staff will encourage children to drink more water to keep them hydrated;
- Individual dietary requirements are respected. We gather information from parents regarding their children's dietary needs, including any special dietary requirements, preferences and food allergies that a child has and any special health requirements, before a child starts or joins the nursery. Where appropriate, we will carry out a risk assessment in the case of allergies and work alongside parents to put into place an individual dietary plan for their child;
- We give careful consideration to seating to avoid cross contamination of food from child to child. Where appropriate, an adult will sit with children during meals to ensure safety and minimise risks. Where appropriate, age/stage discussions will also take place with all children about allergies and potential risks to make them aware of the dangers of sharing certain foods;
- Staff show sensitivity in providing for children's diets and allergies. They do not use a child's diet or allergy as a label for the child, or make a child feel singled out because of her/his diet or allergy;
- Staff set a good example and eat with the children and show good table manners. Meal and snack times are organised so that they are social occasions in which children and staff participate in small groups. During meals and snack times children are encouraged to use their manners and say 'please' and 'thank you' and conversation is encouraged;
- Staff use meal and snack times to help children to develop independence through making choices, serving food and drink, and feeding themselves;
- Staff support children to make healthy choices and understand the need for healthy eating;
- Any child who shows signs of distress at being faced with a meal he/she does not like will have his/her food removed without any fuss. If a child does not finish his/her first course, he/she will still be given a helping of dessert;
- Children not on special diets are encouraged to eat a small piece of everything;
- Children who refuse to eat at the mealtime are offered tea later in the day;
- Quantities offered take account of the ages of the children being catered for in line with recommended portion sizes for babies and young children;
- We promote positive attitudes to healthy eating through play opportunities and discussions;
- No child is ever left alone when eating/drinking to minimise the risk of choking;
- Where we have frequent birthdays and celebrations we consider other alternatives such as celebrating through smiles and praise, stickers and badges, choosing a favourite story, becoming a special helper, playing a party game, dancing and/or singing their favourite song;
- We CANNOT allow parents to bring in cakes on special occasions;
- All staff who prepare and handle food are competent to do so and receive training in food hygiene which is updated every three years;

- In the very unlikely event of any food poisoning affecting two or more children on the premises, whether or not this may arise from food offered at the nursery, we will inform Ofsted as soon as reasonably practical and in all cases within 14 days. We will also inform the relevant health agencies and follow any advice given.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
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## 4.15 Parents and Carers as Partners

At **TCG** we believe that parents and staff need to work together in a close partnership in order for children to receive the quality of care and early learning to meet their individual needs. We 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.

TCG uses strategies to ensure that all parents can contribute to their child's learning and development. Parents contribute to initial assessments of children's starting points on entry and they are kept well informed about their children's progress. Parents are encouraged to support and share information about their children's learning and development at home. The child's forest family ensures all colleagues use effective, targeted strategies and interventions to support learning that match most children's individual needs.

We use FAMLY, a nursery management system which operates from an app with a communication tool. Staff share observations and parents can contribute to the learning journey of their child.

Our policy is to:

- Recognise and support parents as their child's first and most important educators and to welcome them into the nursery community;
- Generate confidence and encourage parents to trust their own instincts and judgement regarding their own child;
- Welcome all parents into the nursery at any time and provide an area where parents can speak confidentially with us as required (**this is renewed during pandemic**);
- Welcome nursing mothers. The nursery will make available a private area whenever needed to offer space to nursing mothers;
- Ensure nursery documentation and communications are provided in different formats to suit each parent's needs, e.g. Braille, multi-lingual, electronic communications;
- Ensure that all parents are aware of the nursery's policies and procedures. A detailed application form will be provided and our full policy documents will be available to parents at all times in the office/reception and on the nursery website;
- 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 and trainings available;
- Create opportunities for parents to talk to other adults in a secure and supportive environment through such activities as open days, parents' evenings and parents/carers workshops and twilight sessions;
- 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/\*the nursery website;
- Operate a system to enable parents to establish a close working relationship with their child's forest family and to support two-way information sharing about each child's individual needs both in nursery and at home. Parents are given the name of the forest family of their child and their role when the child starts;
- Inform parents on a regular basis about their child's progress and involve them in shared record keeping. The nursery will consult with parents about the times of meetings to avoid excluding anyone;
- Actively encourage parents to contribute to children's learning through sharing observations, interests and experiences from home. This may be verbally, sharing photographs or in written form;
- Agree the best communication method with parents e.g. Family app, face-to-face, telephone and share information about the child's day, e.g. food eaten, activities, sleep times etc.;
- Consider and discuss 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 including signposting to relevant services, agencies and training opportunities;
- Inform all parents of the systems for registering queries, compliments, complaints or suggestions, and to check that these systems are understood by parents;
- Make sure all parents have access to our written complaints procedure;
- Share information about the Early Years Foundation Stage, young children's learning in the nursery, how parents can further support learning at home and where they can access further information;
- Payment are mention in our application form and terms & conditions;
- Respect the family’s religious and cultural backgrounds and beliefs and accommodate any special requirements wherever possible and practical to do so;
- Inform parents how the nursery supports children with special educational needs and disabilities;
- Find out the needs and expectations of parents. We will do this through regular feedback via questionnaires, suggestion system and encouraging parents to review working practices. We will evaluate any responses with an action plan to inform future, policy and staff development.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
January 2021	Nicky Mekheimer	January 2022

## 4.16 Conflict Resolution with Parents who may be Challenging

At **TCG** we believe that we have a strong partnership with our parents and an open door policy to discuss any matters arising (if applicable).

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

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

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
November 2017	Nicky Mekheimar	January 2022

## 4.17 Access and Storage of Information

At **TCG** 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. These may be viewed at any time when the nursery is open, simply by asking the nursery manager or by accessing the file in **the office** or on the nursery website. The nursery manager or any other relevant staff member will also explain any policies and procedures to parents or use any other methods to make sure that parents understand these in line with the nursery's communications policy.

Parents are also welcome to see and contribute to all the records that are kept on their child. However, 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 staff 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 office. All parent, child and staff information is stored securely according to the requirements of data protection registration, including details, permissions, certificates and photographic images. We will ensure that staff 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 are kept and stored in accordance with minimum legal archiving requirements. We currently archive records for at least 21 years and three months.

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

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
November 2017	Nicky Mekheimer	January 2022

## 4.18 Late Collection and Non-Collection

At **TCG** we expect all parents to agree an approximate time to collect their child from the nursery. We give parents information about the procedures to follow if they expect to be late. These include:

- Agreeing a safety password with the nursery in advance to be used by anyone collecting a child who is not the parent (designated adult)
- Calling the nursery as soon as possible to advise of their situation
- Asking a designated adult to collect their child wherever possible
- Informing the nursery of this person's identity so the nursery can talk to the child if appropriate. This will help to reduce or eliminate any distress caused by this situation
- If the designated person is not known to the nursery staff, the parent must provide a detailed description of this person, including their date of birth where known. This designated person must know the individual child's safety password in order for the nursery to release the child into their care. This is the responsibility of the parent.

If a child has not been collected from the nursery after a reasonable amount of time, we initiate the following procedure:

- The nursery manager will be informed that a child has not been collected
- The manager will check for any information regarding changes to normal routines, parents' work patterns or general information. 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 emergency contacts shown on the child's records
- The manager/staff member in charge and one other member of staff must stay behind with the child (if outside normal operating hours). During normal operating times, the nursery will plan to meet required staff ratios. If the parents have still not collected the child, the manager will telephone all contact numbers available every 10 minutes until contact is made. These calls will be logged on a full incident record
- In the event of no contact being made after **one hour** has lapsed, the 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 collection of the child
- The child's welfare and needs will be met at all times and to minimise distress staff will distract, comfort and reassure the child during the process

In order to provide this additional care, a late fee will be charged to parents every 15 minutes.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
October 2020	Nicky Mekheimer	January 2022

## 4.19 Admissions

At **TCG** we care for **131 children at any time** children between the ages of **3 months** and **5 years**.

The numbers and ages of children admitted to the nursery comply with the legal space requirements set out in the Early Years Foundation Stage (EYFS). When considering admissions we are mindful of staff: child ratios and the facilities available at the nursery.

The nursery uses a first come first served policy although a child requiring a full-time place or a significant amount of sessions may have preference over one requiring a part-time place, in order to allow for the most efficient use of space and staff. This is dependent upon work commitments, occupancy and room availability.

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 an application 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. Parents/carers also complete an "All About Me" form to ensure the forest family is provided with as much information to aid a Childs transition.

### Government funded places for early education

We are registered to accept Government Funding and offer free hours for two/three to five year olds subject to availability. These places will be allocated on a first come, first served basis and can be booked a term in advance. Please note admissions for the free nursery education begin the term following your child's second/third birthday (dependent on eligibility).

All funded sessions are now in line with the flexible arrangement as specified by the Government. When you register your child for their funded place we will discuss your needs and our methods of delivery (and you will be given our Funding Information sheet).

We aim to identify all children who may attract additional funding such as Early Years Pupil Premium, Disability Access Fund and SEND Inclusion Fund and any locally available funding streams with a view to submit a claim/application to support and improve their outcomes.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
January 2021	Nicky Mekheimar	January 2022



## 4.20 Arrivals and Departures

At **TCG** we give a warm welcome to every child and family on their arrival.

Parents are requested to pass the care of their child to a specific member of staff who will ensure his/her safety. The staff member receiving the child immediately records his/her arrival in the daily attendance register (on Famly app). The staff member also relays any specific information provided by the parents, including the child's interests, experiences and observations from home.

If the parent requests the child is given medicine during the day the staff member must ensure that the medication procedure is followed.

If the child is to be collected by someone who is not the parent at the end of the session, there is an agreed procedure that must be followed to identify the designated person. A password is also required where possible for the designated adult. Parents are informed about these arrangements and reminded about them regularly.

A nominated staff member must plan the departure of the child. This should include opportunities to discuss the child's day with the parent, e.g. meals, sleep time, activities, interests, progress and friendships. The parent should be told about any accidents or incidents and the appropriate acknowledgement be updated on the Famly app. Where applicable, all medicines should be recovered from the medicine box/fridge after the parent has arrived and handed to him/her personally. The medication policy is to be followed regarding parental signature.

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).

On departure, the staff member releasing the child must mark the child register immediately marked to show that the child has left the premises.

### **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 e.g. in the visitors' book. Please refer to supervision of visitors policy for further information.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
January 2021	Nicky Mekheimar	January 2022

## 4.21 Nursery Operational Plan

At **TCG** we provide early years education for the local community. Quality early years experience brings benefits for the whole community, enabling parents to return to work and combine employment with family life and enabling employers to retain and recruit employees from the local community.

We want parents to feel confident about the quality of care that is provided for their child in order for them to have no concerns for their child's health, welfare and early learning. To continuously develop our practice, we regularly complete a self-evaluation cycle where we publish our opinions about the quality of our childcare and an action plan to implement emerging good practice from the sector. We welcome parent's opinions and contributions to the self evaluation process and actively seek feedback through questionnaires, parents' evenings and informal discussion which is recorded.

In order for **TCG** to run effectively and efficiently serve local community needs, it is important that we have an operational plan that is implemented, reviewed and revised on a regular basis. This plan is a blueprint for managing the nursery. It describes how the nursery is run and what type of service is provided. It describes the nursery service, the structure of the nursery, who is responsible and guidance on practices and procedures.

The plan is used by the nursery manager, staff, parents and outside agencies as a reference tool for general day-to-day practice and a tool against which to assess the quality of the service provided. We will review this policy on a regular basis **at least annually**, using reflective practice, and make and implement any necessary changes following a review. Our operational plan is displayed in Reception

### Main index

#### The Early Years Foundation Stage

- Assessment and Progress Checks
- Care Objectives
- Forest family
- Equal Opportunities and Inclusion

#### Safeguarding and Child Protection

- Emergency Contacts
- Designated Person(s)

#### Leadership and Management

- Suitable People
- Organisation Structure
- Senior Management Contacts
- Nursery Organisation Structure Chart
- Staff Deployment
- Training Analysis/Chart
- Checklist for New Starters

#### Health and Medicines

- Names of the Staff who are Paediatric First Aid Trained
- Contingency Plans
- Accident and Medication Procedures

#### Managing Behaviour

- Policy and Procedure

#### Safety and Suitability of Premises, Environment and Equipment

- Emergency Evacuation Procedures
- Emergency Locations
- Policy and Procedure Documentation

- Health and Safety Documentation
- Daily Operations Statement
- Risk Assessments
- Outings

Information and Records

- Registration Details for Child
- Occupancy and Daily Records
- Parent Pack
- Complaints and Compliments

Business planning

- Mission and Vision Statement
- Inspection Report
- Important Information
- Nursery Plans
- Nursery Leaflet

**Contact numbers**

TCG Nursery - 01603 813 011

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
November 2017	Nicky Mekheimar	January 2022

## 4.22 Evacuation

If for any reason children and staff at **TCG** needed to evacuate the vicinity of the nursery the following procedure would take place.

An alarm (whistle) would alert staff to a drill and our normal procedure would be followed. If it was unsafe to return to the building all staff and children would make their way in a safe and orderly manner to the Global Clinic.

Nursery Manager (Deputy in her absence) and Administrator would take phones, grab bag and register.

Parents or emergency contacts would be contacted to collect the children if it was unsafe to return.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
November 2017	Nicky Mekheimer	January 2022

## 4.23 Invacuation

In the case of an intruder on the grounds of **TCG** an Alarm would be sounded (Siren) as a warning to all staff (This is different to the fire whistle) Manager (or Deputy manager in her absence) and admin call 999 to alert emergency services and will assist practitioners to move the children as safely and quickly as possible.

Depending on where the intrusion is, baby & explorers will be radioed one of two scenarios.  
Number 1: to be taken from the back pathway through the black gate into Small School. If it safe to do so, child and staff will make their way through the dinner room into the Walled Garden and lock themselves in the outside toilets.

Number 2: babies will stay in their room and everybody would make their way into the baby changing room. Explorers, will make their way into the kitchen and changing area. All curtains will be closed and doors locked.

All children and staff within the walled garden will make their way to the boots room, toilet shed and staff room. The door will be bolted from the inside.

Children that are in the forest will be called by Manager/Admin, these children will be make their way to the Global Clinic.

Staff will remain as calm as possible whilst caring for the children and will follow advice from emergency services.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
January 2021	Nicky Mekheimar	January 2022

# SECTION 5: Templates

<b>5.1</b>	Incident forms are recorded in an incident book	Kept in a incident book in the Office
<b>5.2</b>	Child's Accident / Incident Reports	Logged on Family app, under the child's profile
<b>5.3</b>	Child's Observations Reports	Logged on Family app, under the child's profile
<b>5.4</b>	Child's Application Form	Kept in the Office
<b>5.5</b>	Child's All About Me Form	Kept in the Office
<b>5.6</b>	Early Education Funding Form	Kept in the Office
<b>5.7</b>	Child's Existing Injury Form	Kept in the file in each room
<b>5.8</b>	Child's Health Care Plan	Kept in the Office
<b>5.9</b>	Child's Medical Form	Kept in the file in each room
<b>5.10</b>	Record of Concern Form	Kept in the file in each room
<b>5.11</b>	Record of Sickness form	Kept in the file in each room
<b>5.12</b>	CADS referral form	Kept in the Office
<b>5.13</b>	Person Vulnerable to Radicalisation (VTR) Referral Form	Kept in the Office
<b>5.14</b>	LADO referral form	Kept in the Office
<b>5.15</b>	Trip or Outing Form	Kept in the Office
<b>5.16</b>	Student Placement and Volunteer Contract	Kept in the Office
<b>5.17</b>	Babysitting Contract	Kept in the Office
<b>5.18</b>	Private Work Contract	Kept in the Office
<b>5.19</b>	Terms and Conditions	Kept on the website & in the Office