***BEWBUSH COMMUNITY NURSERY***

***C.I.C***

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***NURSERY POLICY HANDBOOK***

***Prepared by Bewbush Community Nursery 26/04/2022***

***Admissions***

At Bewbush Community Nursery we care for up 57 children between the ages of 3 months and 8 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 will use the following admission criteria which is applied in the following order of priority:

1. Looked after children
2. A child known by the local authority to have special educational needs and/or a disability (SEND) and whose needs can be best met at the preferred nursery
3. A vulnerable child with either a Child Protection or a Child in Need Plan or Local Authority/Common Assessment Framework
4. Children who have siblings who are already with us
5. Children whose parents live within the area.

A child requiring a full-time place may have preference over one requiring a part-time place. This is dependent upon work commitments, occupancy and room availability.

We operate an inclusion and equality policy and ensure that all children have access to nursery places and services irrespective of their gender, race, disability, religion or belief or sexual orientation of parents.

Prior to a child attending nursery, parents must complete and sign a contract and registration form. These forms provide the nursery with personal details relating to the child. For example, name, date of birth, address, emergency contact details, parental responsibilities, dietary requirements, collection arrangements, fees and sessions, contact details for parents, doctor’s contact details, health visitor contact details, allergies, parental consent and vaccinations etc.

**Providers eligible to provide government funded places for early education**

All settings registered to accept government funding (detailed in the code of practice) must offer free places for two- to five-year-olds for early learning sessions specified by the local authority. At Bewbush Community Nursery we currently provide 40 free funded places available for children 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 for admissions for the free nursery education we have a termly intake, beginning the term following your child’s second or third birthday.

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, as far as possible with availability and staffing arrangements, we will accommodate your wishes.

***Allergies and Allergic Reactions***

At Bewbush Community Nursery 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 staff of any allergies discovered after registration
* We share all information with all staff and keep an allergy register in the main kitchen
* Where a child has a known allergy, the nursery manager will carry out a full Allergy Risk Assessment Procedure with the parent prior to the child starting the nursery and shares this assessment with all staff
* 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, e.g., nuts
* The manager, catering company 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
* Seating will be monitored for children with allergies. 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 in the incident book and on the allergy register
* If an allergic reaction requires specialist treatment, e.g., an EpiPen, 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 on the Parent Information Board and will identify when the 14 allergens are used as ingredients in any of our dishes.

**Transporting children to hospital procedures**

The nursery manager/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.

***Arrivals and Departures***

At Bewbush Community Nursery 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 opening the door will immediately record his/her arrival in the daily attendance register. The staff member also records 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 required for the designated adult. Parents are informed about these arrangements and reminded about them regularly.

The child’s key person or other 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 records must be signed by the parent before departure. 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 visitor’s policy for further information.

***Biting***

At Bewbush Community Nursery 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
* 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.

***Caring for Babies and Toddlers***

At Bewbush Community Nursery 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
* Care is taken to ensure that babies and toddlers do not have access to activities containing small pieces, which may be swallowed or otherwise injure the child
* The environment and equipment are checked daily before the children access the area. This includes checking the stability of cots and areas around, low/highchairs and ensuring restraints on these, pushchairs and prams are intact and working
* All doors are fitted with viewing panels and door finger-guards to ensure the safety of children
* Outdoor shoes are removed or covered when entering the baby and toddler area(s). Staff remind parents and visitors to adhere to this procedure
* Babies and toddlers have their nappies changed according to their individual needs and requirements by their key person wherever possible
* Information will be shared between parents and the key person about nappy changing and toilet training in a way that suits the child
* Potties are washed and disinfected after every use. Changing mats are wiped with anti-bacterial cleanser before and after every nappy change
* Each baby must have his/her own bedding which is washed at least weekly and when necessary
* Cot mattresses meet safety standards
* Children under two years are not be given pillows, cot bumpers or any soft furnishings in order to prevent risk of suffocation
* We follow all cot death prevention/safety guidelines and advise parents of this information. Babies are always laid to sleep on their back, with their feet touching the foot of the cot
* 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
* Cots are checked before use to ensure no items are within reach i.e. hanging over or beside the cot (e.g. fly nets, cables, cord blinds)
* All low/highchairs used for feeding are fitted with restraints and these are used at all times. Children are never left unattended in high chairs. Restraints are removed and washed weekly or as needed
* No child is ever left unattended during nappy changing time
* Babies are never left propped up with bottles as it is both dangerous and inappropriate
* Babies sleeping outside have cat/fly nets over their prams and prams must lie flat so children are supported
* Sleeping children are supervised at all times
* Checks on sleeping babies are completed every 10 minutes. This may increase to five minutes for younger babies and or new babies. Checks are documented with the time and staff initials on the sleep check form
* 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 within the kitchen which is specifically designated for this preparation
* 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 (they will not be washed in the dishwasher)
* 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 (see separate dummy policy)
* All dummies are stored in separate labelled containers to ensure no cross-contamination occurs
* Sterilisers are washed out and cleaned daily
* Children transfer to the older age group when assessed as appropriate for their age/stage following our agreed transition and settling procedures.

***Complaints and Compliments***

At Bewbush Community Nursery CIC we strive to provide the highest quality of care and education for our children and families and believe that all parents are treated with care, courtesy and respect.

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

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

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

**Internal complaints procedure**

**Stage 1**

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

**Stage 2**

If the issue still remains unresolved or parents feel they have received an unsatisfactory outcome, then they must present their concerns in writing as a formal complaint to the nursery manager. The manager will then investigate the complaint in relation to the fulfilment of the EYFS requirements and report back to the parent within 21 working days**.** The manager will document the complaint fully, the actions taken and the outcome 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 complaint’s procedure, and are given information on how to contact Ofsted. Ofsted is the registering authority for nurseries in England and investigates all complaints that suggest a provider may not be meeting the requirements of the nursery’s registration. It risk assesses all complaints made and may visit the nursery to carry out a full inspection where it believes requirements are not met.

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

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

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

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

**Contact details for Ofsted:**

Email: [enquiries@ofsted.gov.uk](https://bewbushcommunitynursery-my.sharepoint.com/personal/mandy_bewbushcommunitynursery_co_uk/Documents/Nursery1/Downloads/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.

***Dealing with Discriminatory Behaviour***

At Bewbush Community Nursery 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 and that provision, criterion or practice cannot be justified as a proportionate means of achieving a legitimate aim

• Harassment is defined as ‘unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual’

• **Victimisation** occurs when an employee is treated badly or put to detriment because they have made or supported a complaint or raised grievance under the Equality Act 2010 or have been suspected of doing so.

**Protected characteristics**

The nine protected characteristics under the Equality Act 2010 are:

• Age

• Disability

• Gender reassignment

• Race

• Religion or belief

• Sex

• Sexual orientation

• Marriage and civil partnership

• Pregnancy and maternity.

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 in person or via an online arena

• 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

• Ensuring any online bullying or discriminatory behaviour is tackled immediately

• 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.

***Domestic Abuse, Honour Based Violence and Forced Marriage policy***

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 Bewbush Community Nursery CICwe 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 visible 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 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.

***Early Learning Opportunities Statement***

At Bewbush Community Nursery we recognise that children learn in different ways and at different rates and plan 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 plan learning experiences to ensure, as far as practical, there is equality of opportunity for all children and a celebration of diversity.

We maintain a personalised record of every child's development, showing their abilities, progress, interests and areas needing further 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 when they begin year.

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

We implement the Early Years Foundation Stage (EYFS) set by the Department for Education that sets standards to ensure all children learn and develop well. We support and enhance children’s learning and development holistically through play-based activities. 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 planning and draw on children’s needs and interests. This is promoted through a balance of adult-led 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:

evidence of assessment that includes the progress of different groups of children:

* assessment on entry (starting point), including parental contributions
* two-year-old progress checks (where applicable)
* on-going (formative) assessments, including any parental contributions
* the Early Years Foundation Stage Profile (where applicable) or any other summative assessment when children leave.

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

We share information about the EYFS curriculum with parents and signpost them to further support via the following website:

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

***Equipment and Resources***

At Bewbush Community Nursery 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
* Keep an inventory of resources and equipment. This records the date on which each item was purchased and the price paid for it
* 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 via the use of silhouettes or pictures the children can match the resource to.

***Gifted and Talented Children Policy***

At Bewbush Community Nursery we plan our teaching and learning so that each child can aspire to achieve their full potential.

The purpose of this policy is to help to ensure that we recognise and support the needs of those children in our nursery who have been identified as 'gifted' and/or 'talented' and extend their learning to challenge them further.

**'Gifted'** refers to a child who has a broad range of achievement at a level well above average, typically in the more academic subjects;

**'Talented'** refers to a child who excels in one or more specific fields, typically those that call for performance skills, such as sport or music, but who does not necessarily perform at a high level across all areas of learning.

With this in mind we will ensure all children are fully supported and challenged by:

* Working together with parents and carers to establish starting points on entry to nursery
* Observing, assessing and planning activities in line with the individual child’s needs and interests
* Providing challenging next steps to enhance the learning opportunities
* Working with the child’s school to provide activities that will stretch the child further in line with the child’s future curriculum
* Support transitions by providing key information to the next provision

Gifted children in language and literacy:

* Are able to read and respond to a range of texts at a more advanced level
* Use a wide vocabulary and variety of words in conversations and play
* Are able to write fluently and with little support

Gifted children in mathematics:

* Explore a broader range of strategies for solving a problem
* Establish their own strategies for problem solving
* Are able to manipulate numbers in a wide range of ways, e.g. adding, subtracting.

The management monitors all outcomes for children by tracking cohorts and individual children across the whole setting.

***Immunisation***

At Bewbush Community Nursery we expect that children are vaccinated in accordance with the government’s health policy and their age. 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. The nursery manager must be aware of any children who are not vaccinated within the nursery in accordance with their age.

We make all parents aware that some children in the nursery may not be vaccinated, due to their age, medical reasons or parental choice. 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 and ask parents to sign a disclaimer.

We record, or encourage parents to record, information about immunisations on children’s registration documents and we update this information as and when necessary, including when the child reaches the age for the appropriate immunisations.

**Staff vaccinations policy**

It is the responsibility of all staff to ensure they keep up-to-date with their vaccinations, as recommended by the NHS vaccination schedule and keep the nursery informed.

If a member of staff is unsure as to whether they are up-to-date, then we recommend that they visit their GP or practice nurse for their own good health.

**Emergency information**

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

***Intimate Care***

At Bewbush Community Nursery CIC we believe that all children need contact with familiar, consistent carers to ensure they can grow and develop socially and emotionally. At times children need to be cuddled, encouraged, held and offered physical reassurance.

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

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

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

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

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

***Late Collection and Non-Collection***

At Bewbush Community Nursery 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, 10 minutes has been allowed for lateness, 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 of £50 will be charged to parents. This will pay for any additional operational costs that caring for a child outside their normal nursery hours may incur.

**Contact numbers:**

|  |  |
| --- | --- |
| **Name** | **Contact No** |
| Social Services Emergency Duty Team | 01403 229900 |
| Ofsted | 0300 1231231 |

***Lock Down Policy***

**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.

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 alerted by the police or local area authority then the nursery will await further instructions.

Once the all clear has been given externally the manager will issue the all clear internally. After this time the staff will try to return to normal practice to enable the children not to be disrupted or upset by the events.

Any children showing worries or concerns will have one to one time with their key person 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.

***Looked After Children***

At Bewbush Community Nursery 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)
* Children and Social Work Act (2017).

**Our policy**

Our nursery treats each child as an individual. We recognise that for young children to get the most out of 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 person** for ‘looked after children’ is **Sarah Risby**

Each child is allocated a key person. The key person 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 key person 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 key person and designated ‘looked after’ person Sarah Risby 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.

**Key contact details:**

|  |  |
| --- | --- |
| Organisation | Contact Number |
| Local authority - WSCC | 01243 777100 |
| Children’s social care team | 01403 229900 |

**Private Fostering**

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

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

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

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

***Lost Child Procedure from Nursery***

At Bewbush Community Nursery 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, e.g., a recent photograph and a detailed description of clothing
* 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

***Medication***

At Bewbush Community Nursery 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 with their instructions printed in English
* Those with parental responsibility for any child requiring prescription medication should hand over the medication to the most appropriate member of staff who will then note the details of the administration on the appropriate form and another member of staff will check these details
* Those with parental responsibility must give prior written permission for the administration of each and every medication. However, we will accept written permission once for a whole course of medication or for the ongoing use of a particular medication under the following circumstances:

1. The written permission is only acceptable for that brand name of medication and cannot be used for similar types of medication, e.g. if the course of antibiotics changes, a new form will need to be completed
2. The dosage on the written permission is the only dosage that will be administered. We will not give a different dose unless a new form is completed
3. Parents must notify us IMMEDIATELY if the child’s circumstances change, e.g. a dose has been given at home, or a change in strength/dose needs to be given.

* The nursery will not administer a dosage that exceeds the recommended dose on the instructions unless accompanied by written instructions from a relevant health professional such as a letter from a doctor or dentist
* The parent must be asked when the child has last been given the medication before coming to nursery; and the staff member must record this information on the medication form. Similarly, when the child is picked up, the parent or guardian must be given precise details of the times and dosage given throughout the day. The parent’s signature must be obtained at both times
* At the time of administering the medicine, a senior member of staff will ask the child to take the medicine, or offer it in a manner acceptable to the child at the prescribed time and in the prescribed form. (It is important to note that staff working with children are not legally obliged to administer medication)
* If the child refuses to take the appropriate medication, then a note will be made on the form
* Where medication is “essential” or may have side effects, discussion with the parent will take place to establish the appropriate response.

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

* The nursery will not administer any non-prescription medication containing aspirin
* The nursery will only administer non-prescription medication for a short initial period, dependant on the medication or the condition of the child. After this time medical attention should be sought
* If the nursery feels the child would benefit from medical attention rather than non-prescription medication, we reserve the right to refuse nursery care until the child is seen by a medical practitioner
* If a child needs liquid paracetamol or similar medication during their time at nursery, such medication will be treated as prescription medication with the onus being on the parent to provide the medicine
* On registration, parents will be asked if they would like to fill out a medication form to consent to their child being given a specific type of liquid paracetamol or anti-histamine in particular circumstances such as an increase in the child’s temperature or a wasp or bee sting. This form will state the dose to be given, the circumstances in which this can be given e.g. the temperature increase of their child, the specific brand name or type of non-prescription medication and a signed statement to say that this may be administered in an emergency if the nursery CANNOT contact the parent
* An emergency nursery supply of fever relief (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 (where appropriate). The child will be closely monitored until the parents collect the child
* For any non-prescription cream for skin conditions e.g. Sudocrem, prior written permission must be obtained from the parent and the onus is on the parent to provide the cream which should be clearly labelled with the child’s name
* If any child is brought to the nursery in a condition in which he/she may require medication sometime during the day, the manager will decide if the child is fit to be left at the nursery. If the child is staying, the parent must be asked if any kind of medication has already been given, at what time and in what dosage and this must be stated on the medication form
* As with any kind of medication, staff will ensure that the parent is informed of any non-prescription medicines given to the child whilst at the nursery, together with the times and dosage given
* The nursery DOES NOT administer any medication unless prior written consent is given for each and every medicine.

**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 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/separate locked container in the staff room or nursery 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. 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.

***Modern Slavery and Human Trafficking Policy***

**Legislation**

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

**Background**

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

Modern slavery is a term that covers:

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

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

* Safeguarding and child protection
* Whistleblowing
* Equality and inclusion

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

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

**Signs of abuse**

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

**Procedure:**

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

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

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

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

***Multiple Birth Families Policy***

At Bewbush Community Nursery we aim to ensure that all families are included and supported fully, no matter how big or small. There are more and more multiple births occurring in the UK, twins, triplets and even more. As a nursery we accommodate all families and work together with parents to ensure all children are treated as individuals and supported to make the best progress they can.

Twins, triplets and other multiple birth children will have unique relationships with their sibling, different to any other relationship in the nursery so we will take this into consideration with all aspects of care and early learning.

To this end we will:

* Acknowledge multiple birth relationship as special and to be celebrated as well as enabling children to develop as individuals
* Explore each child’s preferences, interests, needs and starting point
* Complete separate forms for each child to discover their routines (where age appropriate), specific requirements, dietary needs etc.
* Recognise each child and call them by name. Differences will be recognised and tuned into to enable each child to be seen as an individual
* Create “all about me” books for each child, including photos and special features
* Recognise and celebrate all individual achievements
* Report back on each child separately at the end of the day to the parents
* Consider separation if this is beneficial for their development. Parents, and where appropriate the children, will be involved in the decision for when, where and how this may occur (e.g., focused activities, outdoor play)
* Arrange parental consultations for each child. Each child will be compared against the peer group or against typical developmental benchmarks not compared to their sibling. Each child will receive the same time during the consultation as any other child in the setting
* Not expect each child to behave in the same manner, excel in the same areas or enjoy the same activities. If one child is not achieving at the expected rate then we would investigate the reasons why
* Ensure all staff are able to identify each child and know their name.

***Nutrition and Mealtimes***

At Bewbush Community Nursery we believe that mealtimes should be happy, social occasions for children and staff alike. We promote shared, enjoyable positive interactions at these times.

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 and two daily snacks are provided for children attending a full day at the nursery
* Menus are planned in advance, rotated regularly and reflect cultural diversity and variation. These are displayed for children and parents to view
* All allergens are displayed alongside the menus to show the contents of each meal
* We provide nutritious food at all snack and meal times, avoiding large quantities of fat, sugar, salt and artificial additives, preservatives and colourings
* 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
* We provide foods from the diet of each of the children’s cultural backgrounds, providing children with familiar foods and introducing them to new ones.
* Cultural differences in eating habits are respected
* 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 food later in the day
* Children are given time to eat at their own pace and not rushed
* 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
* We will sometimes celebrate special occasions such as birthdays with the occasional treat of foods such as cake, sweets or biscuits. These will be given at mealtimes to prevent tooth decay and not spoil the child’s appetite. 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 do not 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.

***Online Safety Policy***

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

We refer to *'Safeguarding children and protecting professionals in early years settings: online safety considerations’* to support this policy.

The Designated Safeguarding Lead is ultimately responsible for online safety concerns. All concerns need to be raised as soon as possible to Sarah Risby, or in her absence Amanda Webb**.**

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm.

The breadth of issues classified within online safety is considerable, but can be categorized into three areas of risk:

* ***Content:*** *being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views;*
* ***Contact:*** *being subjected to harmful online interaction with other users; for*

*example commercial advertising as well as adults posing as children or young adults;*

* ***Conduct:*** *personal online behaviour that increases the likelihood of, or causes,*

*harm; for example, making, sending and receiving explicit images, or online bullying.*

Within the nursery we aim to keep children, staff and parents safe online. Our safety measures include:

* 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, tablets and any mobile devices
* Ensuring all devices are password protected and screen locks. Practitioners are reminded to use complex strong passwords and they are kept safe and secure, changed regularly and are not written down
* Monitoring all internet usage across the setting
* Providing secure storage of all nursery devices at the end of each day
* Ensuring no social media or messaging apps are installed on nursery devices
* Reviewing all apps or games downloaded onto devices ensuring they are age and content appropriate
* Using only nursery devices to record/photograph children in the setting
* Never emailing personal or financial information
* Reporting emails with inappropriate content to the internet watch foundation (IWF www.iwf.org.uk)
* Teaching children how to stay safe online and report any concerns they have
* Ensuring children are supervised when using internet connected devices
* Using tracking software to monitor suitability of internet usage (for older children)
* Not permitting staff or visitors to access to the nursery Wi-Fi
* Talking to children about ‘stranger danger’ and deciding who is a stranger and who is not; comparing people in real life situations to online ‘friends’
* 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
* Providing training for staff, at least annually, in online safety and understanding how to keep children safe online. We encourage staff and families to complete an online safety briefing, which can be found at [https://moodle.ndna.org.uk](https://moodle.ndna.org.uk/course/index.php?categoryid=27)
* Staff model safe practice when using technology with children and ensuring all staff abide by an acceptable use policy; instructing staff to use the work IT equipment for matters relating to the children and their education and care. No personal use will be tolerated (see acceptable IT use policy)
* Monitoring children’s screen time to ensure they remain safe online and have access to material that promotes their development. We ensure that their screen time is within an acceptable level and is integrated within their programme of learning
* Making sure physical safety of users is considered including the posture of staff and children when using devices
* Being 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
* Ensuring all electronic communications between staff and parents is professional and takes 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
* Signposting parents to appropriate sources of support regarding online safety at home

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

The DSL will make sure that:

* All staff know how to report a problem and when to escalate a concern, including the process for external referral
* All concerns are logged, assessed and actioned in accordance with the nursery’s safeguarding procedures
* 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.
* Staff have access to information and guidance for supporting online safety, both personally and professionally
* 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.

**Cyber Security**

*This policy should be read in conjunction with our Data protection and Confidentiality Policy*, *Acceptable IT Use Policy and GDPR Privacy statement.*

Good cyber security means protecting the personal or sensitive information we hold on children and their families in line with the Data Protection Act. We are aware that Cyber criminals will target any type of business including childcare and ensure all staff are aware of the value of the information we hold in terms of criminal activity e.g. scam emails. All staff are reminded to follow all the procedures above including backing up sensitive data, using strong passwords and protecting devices to ensure we are cyber secure.

To prevent any attempts of a data breach (which is when information held by a business is stolen or accessed without authorisation) that could cause temporary shutdown of our setting and reputational damage with the families we engage with we inform staff not to open any suspicious messages such as official-sounding messages about 'resetting passwords', 'receiving compensation', 'scanning devices' or 'missed deliveries'.

Staff are asked to report these to the manager as soon as possible and these will be reported through the NCSC Suspicious Email Reporting Service at [report@phishing.gov.uk](mailto:report@phishing.gov.uk)

***Outdoor Play***

At Bewbush Community Nursery we are committed to the importance of daily outdoor play and the physical development of all children regardless of their age and stage of development. We provide outdoor play 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.

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.

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

We ensure all areas are safe and secure through close supervision and the use of robust risk assessments and safety checks. Where possible and appropriate, we plan and encourage play that helps children understand and manage risks. This type of play allows children to explore and find their own boundaries in a safe environment with supportive practitioners. 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 plan all outdoor play opportunities and outings to complement the indoor activities and provide children with purposeful activities that support and follow individual children’s interests. There is a balance of both adult-led and child-initiated opportunities to enable children to learn and practice new skills, knowledge and behaviours.

Where activities take place away from the setting (e.g., in the local wood) then a mobile phone and first aid kit will be taken to ensure the safety of children at all times. A trained paediatric first aider will be present when away from the main setting.

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.

***Parents and Carers as Partners***

At Bewbush Community Nursery 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.

The family key person system supports engagement with all parents and will use 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 key person system ensures all practitioners use effective, targeted strategies and interventions to support learning that match most children’s individual needs.

Our policy is to:

* Recognise and support parents as their child’s first and most important educators and to welcome them into the life of the nursery
* 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
* Welcome nursing mothers. The nursery will make available a private area whenever needed to offer space and privacy 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 parent prospectus will be provided and our full policy documents will be available to parents at all times 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 training
* Create opportunities for parents to talk to other adults in a secure and supportive environment through such activities as open days, parents’ evenings and a parents’ forum
* 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
* Operate a key person system to enable parents to establish a close, working relationship with a named practitioner 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 key person of their child and their role when the child starts
* Actively encourage the use of the online Tapestry system.
* 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. email, 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
* Provide a written contract between the parent(s) and the nursery regarding conditions of acceptance and arrangements for payment
* 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 and publish these for parents with an action plan to inform future, policy and staff development.

***Prevent Duty and Radicalisation policy***

**Extremism – the Prevent Duty**

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

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

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

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

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

• Being groomed online or in person

• Exploitation, including sexual exploitation

• Psychological manipulation

• Exposure to violent material and other inappropriate information

• The risk of physical harm or death through extremist acts.

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

The NSPCC states that signs of radicalisation may be:

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

We will tackle radicalisation by:

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

***Promoting Positive Behaviour***

At Bewbush Community Nursery we believe that children flourish best when they know how they and others are expected to behave. Children gain respect through interaction with caring adults who act as good role models, show them respect and value their individual personalities. The nursery actively promotes British values and encourages and praises positive, caring and polite behaviour at all times and 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:

* Recognise the individuality of all our children and that some behaviours are normal in young children e.g., biting
* Encourage self-discipline, consideration for each other, our surroundings and property
* Encourage children to participate in a wide range of group activities to enable them to develop their social skills
* Ensure that all staff act as positive role models for children
* Encourage parents and other visitors to be positive role models and challenge any undesired behaviour shown
* Work in partnership with parents by communicating openly
* Praise children and acknowledge their positive actions and attitudes, therefore ensuring that children see that we value and respect them
* Encourage all staff working with children to accept their responsibility for implementing the goals in this policy and to be consistent
* Promote non-violence and encourage children to deal with conflict peacefully
* Provide a key person system enabling staff to build a strong and positive relationship with children and their families
* Provide activities and stories to help children learn about accepted behaviours, including opportunities for children to contribute to decisions about accepted behaviour where age/stage appropriate
* Supporting and developing self-regulation and empathy as appropriate to stage of development
* Have a named person who has overall responsibility for behaviour management.

**The named person,** **Sarah Risby** for managing behaviour will:

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

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

Children who behave inappropriately, for example, by physically abusing another child or adult e.g., biting, or through verbal bullying, are helped to talk through their actions and apologise where appropriate. We make sure that the child who has been upset is comforted and the adult will confirm that the other child's behaviour is not acceptable. We always acknowledge when a child is feeling angry or upset and that it is the behaviour that is not acceptable, not the child.

**When children behave in unacceptable ways:**

* We never use or threaten to use physical punishment/corporal punishment such as smacking or shaking
* We only use physical intervention for the purpose of averting immediate danger or personal injury to any person (including the child) or to manage a child’s behaviour if absolutely necessary. We keep a record of any occasions where physical intervention is used and inform parents on the same day, or as reasonably practicable
* We recognise that there may be times where children may have regular occasions where they lose control and may need individual techniques to restrain them. This will only be carried out by staff who have been appropriately trained to do so. Any restraints will only be done following recommended guidance and training and only with a signed agreement from parents on when to use it. We will complete an incident form following any restraints used and notify the parents
* We do not single out children or humiliate them in any way. Where children use unacceptable behaviour, they will, wherever possible, be re-directed to alternative activities. Discussions with children will take place as to why their behaviour was not acceptable, respecting their level of understanding and maturity
* Staff will not raise their voices (other than to keep children safe)
* In any case of misbehaviour, we always make it clear to the child or children in question, that it is the behaviour and not the child that is unwelcome
* We decide how to handle a particular type of behaviour depending on the child’s age, level of development and the circumstances surrounding the behaviour. This may involve asking the child to talk and think about what he/she has done. All staff support children in developing empathy and children will only be asked to apologise if they have developed strong empathy skills and have a good understanding of why saying sorry is appropriate
* We help staff to reflect on their own responses towards behaviours that challenge to ensure that their reactions are appropriate
* We inform parents if their child’s behaviour is unkind to others or if their child has been upset. In all cases we deal with behaviour that challenges in nursery at the time. We may ask parents to meet with staff to discuss their child's behaviour, so that if there are any difficulties, we can work together to ensure consistency between their home and the nursery. In some cases, we may request additional advice and support from other professionals, such as an educational psychologist
* We support children in developing non-aggressive strategies to enable them to express their feelings
* We keep confidential records on any behaviour that challenges that has taken place. We inform parents and ask them to read and sign any incidents concerning their child
* We support all children to develop positive behaviour, and we make every effort to provide for their individual needs
* Through partnership with parents and formal observations, we make every effort to identify any behavioural concerns and the causes of that behaviour. From these observations and discussions, we will implement an individual behaviour modification plan where a child’s behaviour involves aggressive actions towards other children and staff, for example hitting, kicking etc. The manager will complete risk assessments identifying any potential triggers or warning signs ensuring other children’s and staff’s safety at all times. In these instances, we may remove a child from an area until they have calmed down.

**Anti-bullying**

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

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

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

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

* Staff are encouraged to ensure that all children feel safe, happy and secure
* Staff are encouraged to recognise that active physical aggression in the early years is part of the child’s development and that it should be channelled in a positive way
* Children are helped to understand that using aggression to get things, is inappropriate and they will be encouraged to resolve problems in other ways
* Our staff will intervene when they think a child is being bullied, however mild or harmless it may seem
* Staff will initiate games and activities with children when they feel play has become aggressive, both indoors or out
* Staff will sensitively discuss any instance of bullying with the parents of all involved to look for a consistent resolution to the behaviour
* We will ensure that this policy is available for staff and parents and it will be actively publicised at least once a year to parents and staff
* If any parent has a concern about their child, a member of staff will be available to discuss those concerns. It is only through co-operation that we can ensure our children feel confident and secure in their environment, both at home and in the nursery
* All concerns will be treated in the strictest confidence.

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

***Safe and Respectful Care***

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

At Bewbush Community Nursery CIC 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.

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 0300 123 1231 or the local authority children’s social care team 01403 229900 (out of hours 033 022 26664

***Safeguarding Children/Child Protection Policy***

At Bewbush Community Nursery CIC 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 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 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 West Sussex County Council
* 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 West Sussex 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.

**Contact telephone numbers**

Local authority children’s social care team – ***IFD Team 01403 229900***

Local authority Designated Officer (LADO) ***0330 222 3339***

Local Authority out of hours referral team ***0330 222 6664***

NSPCC ***0808 800 5000***

Ofsted ***0300 123 1231***

Emergency police ***999***

Non-emergency police ***101***

Government helpline for extremism concerns ***020 7340 7264***

**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.

**Peer on peer abuse**

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.

**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 and discussed with the nursery manager or room leader.

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 designated safeguarding lead (DSL) and/or nursery manager.

**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[[1]](#footnote-1). 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 breasts to disappear or delay the development of the breasts entirely. It is believed that by carrying out this act, young girls 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.

**Sexual abuse**

Action needs 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 nursery manager or DSL
* The matter will be referred to the local authority children’s social care team (see reporting procedures).

**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.

**Adult sexual exploitation**

As part of our safeguarding procedures, we will also ensure that staff and students are safeguarded from sexual exploitation.

**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.

**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.

**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. These concerns will be discussed with the designated safeguarding lead (DSL) as soon as possible.

* Staff will report their concerns to the DSL (in the absence of the DSL they will be reported to the Deputy DSL)
* 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 DSL will:

* Contact the Local Authority children’s social care team 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 DSL 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 do so by LA children’s social care 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, for whatever reason, staff do not feel able to report concerns to the DSL or deputy DSL they should call the Local Authority children’s social care team or the NSPCC and report their concerns anonymously.

**Recording Suspicions of Abuse and Disclosures**

Staff should make an objective record of any observation or disclosure, supported by the nursery manager or designated safeguarding lead (DSL). This record should include:

* Child's name
* Child's address
* Age of the child and date of birth
* Date and time of the observation or the disclosure
* Exact words spoken by the child
* Exact position and type of any injuries or marks 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).

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

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

It 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 and Ofsted. Staff involved may be asked to supply details of any information/concerns they have with regard 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 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 local authority.

**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 local authority with the proviso that the care and safety of the child is paramount. We will do all in our power to support and work with the child's family.

**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 senior manager on duty. If this person is the subject of the allegation, then this should be reported to the DSL instead.

The Local Authority Designated Officer (LADO) and Ofsted 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) to determine how this will be handled
* The nursery will follow all instructions from the LADO and Ofsted 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.

**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 called into the nursery on the day so the nursery management are able to account for a child’s absence.

If a child has not arrived at nursery within one hour of their normal start time the parents will be called to ensure the child is safe and healthy. If the parents are not contactable then the further emergency contacts will be used to ensure all parties are safe.

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. During induction staff will be given contact details for the LADO (local authority designated officer), the local authority children’s social care team 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 Designated Safeguarding Leads (DSL), 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 two years and update their knowledge on an ongoing basis, but at least once a year.

The nursery DSL liaise with 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.

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

The Designated Safeguarding Leads (DSL) at the nursery are: ***Sarah Risby and Amanda Webb***

* 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 child protection plans for their own children
* This information is also stated within every member of staff’s contract
* 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 at least two written references BEFORE a new member of staff commences employment with us
* 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 or strangers lingering. We will ensure the children remain safe at all times
* The Quality 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 manager observations in the setting to ensure that the care we provide for children is at the highest level and any areas for staff development are 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 cause 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 DSL at the earliest opportunity.

***Settling In***

At Bewbush Community Nursery 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:

* Allocating a key person to each child and his/her family, before he/she starts to attend. The key person welcomes and looks after the child, ensuring that their care is tailored to meet their individual needs. He/she offers a settled relationship for the child and builds a relationship with his/her parents during the settling in period and throughout his/her time at the nursery, to ensure the family has a familiar contact person to assist with the settling in process
* Reviewing the nominated key person if the child is bonding with another member of staff to ensure the child’s needs are supported
* Providing parents with relevant information about the policies and procedures of the nursery
* Encouraging parents and children to visit the nursery during the weeks before an admission is planned and arranging home visits where applicable
* Planning settling in visits and introductory sessions (lasting approximately 1-2 hours). These will be provided free of charge over a one- or two-week period, dependent on individual needs, age and stage of development
* Welcoming parents to stay with their child during the first few weeks 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 for brief periods at first, gradually building up to longer absences
* Assigning a buddy/back-up key person to each child in case the key person is not available. Parents will be made aware of this to support the settling process and attachment
* 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
* Not taking a child on an outing from the nursery until he/she is completely settled.

***Sickness and Illness***

At Bewbush Community Nursery 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
* If the child is unwell at home, parents are required to call the nursery on 01293 522030 to report the child’s absence. Staff will ask questions as to what the issue is and offer advice on actions needed.
* We follow the guidance given to us by Public Health England (Health Protection In Schools and other childcare facilities) 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. 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
* Should a child have a temperature of 38 degrees or above, the child will be required to go home and remain at home until the temperature returns to normal and the child is well enough to be back in the setting
* 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 exclude all children on antibiotics for the first 24 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
* We make information/posters about head lice readily available and 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 Local Area Infection Control (IC) Nurse. 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 the accident.

If a child has an accident or displays being unwell that may require hospital treatment but not an ambulance, we may choose to transport children within staff vehicles, and will consider the following:

* Requesting permission from parents
* Ratio requirements of the setting being maintained
* The age and height of the child, in regards to will they need a car seat? Further guidance can be found at [www.childcarseats.org.uk/types-of-seat/](http://www.childcarseats.org.uk/types-of-seat/)
* There are some exceptions for needing a child seat depending again on their age. Further guidance can be found at [www.childcarseats.org.uk/the-law/cars-taxis-private-hire-vehicles-vans-and-goods-vehicles/#under-three](http://www.childcarseats.org.uk/the-law/cars-taxis-private-hire-vehicles-vans-and-goods-vehicles/#under-three)
* Safeguarding of the child needs to be looked at. In certain situations, e.g. A designated member of staff should be appointed to plan and provide oversight of all transporting arrangements and respond to any difficulties that may arise. Wherever possible and practicable it is advisable that transport is undertaken other than in private vehicles, with at least one adult additional to the driver acting as an escort. Staff should ensure that their behaviour is safe and that the transport arrangements and the vehicle meet all legal requirements. They should ensure that the vehicle is roadworthy and appropriately insured and that the maximum capacity is not exceeded
* Emergency procedures, e.g., what happens if the child’s health begins to deteriorate during the journey.

***Sleep***

At Bewbush Community Nurserywe 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 never put down to sleep with a bottle to self-feed
* Babies/toddlers are monitored visually when sleeping. Checks are recorded every 10 minutes and babies are never left in a separate sleep room without staff supervision at all times
* 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 room temperature
* Using clean, light bedding/blankets and ensuring babies are appropriately dressed for sleep to avoid overheating
* Only using safety-approved cots or other suitable sleeping equipment (i.e. pods or mats) that are compliant with British Standard regulations, and mattress covers are used in conjunction with a clean fitted sheet
* Only letting babies sleep in prams if they lie flat and we have parents’ written permission
* Not using cot bumpers or cluttering cots with soft toys, although comforters will be given where required
* Keeping all spaces around cots and beds clear from hanging objects i.e. hanging cords, blind cords, drawstring bags
* Ensuring every baby/toddler is provided with clean bedding
* Transferring any baby who falls asleep while being nursed by a practitioner to a safe sleeping surface to complete their rest
* Having a no smoking policy.

We ask parents to complete sheets on their child’s sleeping routine with the child’s key person when the child starts at nursery and these are reviewed and updated at timely intervals. If a baby has an unusual sleeping routine or a position that we do not use in the nursery i.e. babies sleeping on their tummies, 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 follow the advice from The Lullaby Trust regarding sleeping twins.

Further information can be found at: [www.lullabytrust.org.uk](http://www.lullabytrust.org.uk)

***Special Educational Needs and Disabilities (SEND)***

This policy has been created with regard to:

* The SEND Code of Practice 2015
* Children and Families Act 2014 (Part 3)
* Equality Act 2010
* Working Together to Safeguard Children (2018)
* EYFS

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

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

At Bewbush Community Nursery CIC we use the SEND Code of Practice (2015) definition of Special Educational Needs and Disability:

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

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

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

**Statement of intent**

At Bewbush Community Nursery CIC 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 their peers through positive experiences, to enable them to share opportunities and experiences and develop and learn from each other. We provide a positive and welcoming environment where children are supported according to their individual needs and we work hard to ensure no children are discriminated against or put at a disadvantage as a consequence of their needs. Each child’s needs are unique, therefore any attempt to categorise children is inappropriate.

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

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

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

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

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

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

We will:

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

Our nursery Special Education Needs and Disabilities Co-ordinator (SENCO) is *Lucy Jerome*

The role of the SENCO in our setting includes:

* ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting’s approach to identifying and meeting SEN
* advising and supporting colleagues
* ensuring parents are closely involved throughout and that their insights inform action taken by the setting
* liaising with professionals or agencies beyond the setting
* taking the lead in implementing the graduated approach and supporting colleagues through each stage of the process.

We will:

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

**Effective assessment of the need for early help**

Local agencies should work together to put processes in place for the effective assessment of the needs of individual children who may benefit from early help services. Children and families may need support from a wide range of local agencies. Where a child and family would benefit from coordinated support from more than one agency (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, teacher, health visitor and/or special educational needs coordinator. Decisions about who should be the lead professional should be taken on a case-by-case basis and should be informed by the child and their family.

For an early help assessment to be effective:

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

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

**Graduated Approach**

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

**Assess**

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

**Plan**

Where it is decided to provide SEN support, and having formally notified the parents, the key person and the SENCO, in consultation with the parent, will agree the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans will take into account the views of the child.

The support and intervention provided will be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs should be identified and addressed. Parents will be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

**Do**

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

**Review**

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

Assess - The key person works with the setting SENCO and the child’s parents and brings together all the information, then analyses the child’s needs.

Plan - The key person and the SENCO will agree, in consultation with the parent, the outcomes they are seeking for the child, the interventions and support to be put in place, the expected impact on progress, development and behaviour and finally a date for review.

Do - The child’s key person implements the agreed interventions or programmes

Review - On the agreed date, the key person and SENCO working with the child’s parents, and taking into account the child’s views, will review the effectiveness of the support and the impact of the support on the child’s progress. They will then evaluate the impact and quality of support on the child.

**Education and Health Plan (EHC)**

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

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

* evidence of the child’s developmental milestones and rate of progress
* information about the nature, extent and context of the child’s SEN
* evidence of the action already being taken by us as the early years provider to meet the child’s SEN
* evidence that, where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided
* evidence of the child’s physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies.

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

***Sun Care***

At Bewbush Community Nursery 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:

* Key persons 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
* Children must have their own labelled high factor sun cream with prior written consent for staff to apply. This enables children to have sun cream suitable for their own individual needs. Staff must be aware of the expiry date and discard sunscreen after this date
* Parents are requested to supply light-weight cotton clothing for their children suitable for the sun, with long sleeves and long legs
* Children’s safety and welfare in hot weather is the nursery’s prime objective so staff will work closely with parents to ensure all appropriate cream and clothing is provided
* 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 hot days
* Children will always have sun cream applied before going outside in the hot weather and at frequent intervals during the day
* Children are encouraged to drink 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.

**Vitamin D**

Sunlight is important for the body to receive vitamin D. We need vitamin D to help the body absorb calcium and phosphate from our diet. These minerals are important for healthy bones, teeth and muscles.

Our body creates vitamin D from direct sunlight on our skin when we are outdoors. Most people can make enough vitamin D from being out in the sun daily for short periods with their hands or other body parts uncovered. Sun cream will stop the ultraviolet B (UVB) rays from reaching your skin, so part of your body should be uncovered and not have sun cream on. At nursery we find the right balance to protecting children from sunburn as well as allowing the skin to access the sun for the vitamin D benefits, e.g. hands will be left without sun cream but children will be fully monitored to ensure no hands are burnt.

The benefits will be discussed with parents and their wishes will be followed with regard to the amount of sun cream applied.

***Supervision of Children***

At Bewbush Community Nursery 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 as we are aware that children can drown in only a few centimetres of water
* Taking special care when children are using large apparatus e.g. a climbing frame, and when walking up or down steps/stairs
* Staff will support children to identify, minimise and manage risks in their play
* Making sure staff recognise and are aware of any dangers relating to bushes, shrubs and plants when on visits/outdoors
* Supervising children at all times when eating; monitoring toddlers and babies closely and never leaving babies alone with a bottle. Babies are always bottle fed by a member of staff
* Supervising sleeping babies/children and never leaving them unattended
* Never leaving babies/children unattended during nappy changing times
* Supervising children carefully when using scissors or tools, including using knives in cooking activities where this is required
* Increasing staff: child ratios during outings to ensure supervision and safety (please refer to Outings policy)
* Strictly following any safety guidelines given by other organisations or companies relating to the hire of equipment or services e.g., hire of a bouncy castle and a member of staff MUST supervise the children at all times.

***Transitions***

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

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

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

Staff are trained to observe their key children and to be sensitive to any changes in their behaviour and personality. We respectfully ask that parents inform us of any changes in the home environment that may impact on their child so 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 room in the nursery, we follow the process set out below and work with the parents to ensure this is a seamless process in which the child is fully supported at all stages. This may include a handover meeting between the existing key person, new key person and parents.

* The child will spend short sessions in their new room prior to the permanent move to enable them to feel comfortable in their new surroundings
* The child’s key person 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 diary entries
* Only when the child has settled in through these taster sessions will the permanent room move take place. If a child requires more support this will be discussed between the key person, parent, manager and room leader of the new room to agree how and when this will happen. This may include moving their key 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., uniform to dress up in, a role play area set up as a school classroom, photographs of all the schools the children may 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
* Where possible we use other ways to support the transition to school, e.g., inviting previous children from the nursery who have moved on to school to come back and talk to the children about their school experiences
* Where possible we plan visits to the school with the key person. Each key person will talk about the school with their key 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 school to enable teachers 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 email or telephone.

**Family breakdowns**

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

**Moving home and new siblings**

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

***Use of Dummies in Nursery***

At Bewbush Community Nursery 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).

***Volunteers Policy & Guidance***

1. **Purpose**

A volunteer is a person who gives freely of his/her time, skills and experience without expectation of financial reward. Volunteering can take many forms. Some tasks require particular skills whereas others require none. Volunteering may be for a limited time to complete a particular project or may be on an ongoing basis. The nursery recognises the immense benefits that volunteers bring to the nursery, and the bridges that they build between the nursery and the local community. In return, the nursery hopes to give its volunteers an opportunity to exercise their skills in a different environment and to undertake new experiences. The nursery tries to offer a range of volunteering opportunities and, in accordance with its equal opportunities and diversity policies, to ensure that the opportunity to volunteer is widely available.

1. **Scope**

A volunteer is not an employee and will not have a contract of employment with the nursery. The nursery will agree a role with the volunteer and there will be an expectation that the volunteer will meet the role's requirements and that the nursery will provide work for the volunteer. However, the volunteer is free to refuse to fulfil the role and the nursery is not bound to provide the work. It is also expected that both the nursery and the volunteer will give as much notice as possible if unable to meet these expectations

1. **Recruitment**

A person wishing to become a volunteer will be asked to outline their request in writing, including their contact details, how many days and hours they can commit to and lastly the type of work they would like to undertake. Tey may be asked to complete an application form.

If the nursery is able to match the applicant to a suitable role, references will be required and, depending on the nature of the role, the prospective volunteer will also be required to undergo a DBS check.

1. **Volunteering agreement**

The volunteer will be invited to enter into a volunteering agreement with the nursery. This agreement will identify:

* the volunteer's role;
* the training that the volunteer is expected to undertake;
* the expenses that the nursery will pay to the volunteer;
* the insurance cover that will be provided for the volunteer;
* who will supervise the volunteer; and
* the notice that will be given to a volunteer if his/her role is to come to an end.

1. **Training**

The nursery will provide any training required for the role, including health and safety training.

1. **Health and safety**

The nursery has a responsibility for the health and safety of volunteers. Volunteers should at all times follow the nursery’s health and safety policies and procedures. Volunteers have a duty to take care of themselves and others who might be affected by their actions. Volunteers should not act outside their authorised area or work. Volunteers should report all accidents to the Nursery Manager.

The nursery will provide volunteers with appropriate guidance on any health and safety issues that arise.

1. **Volunteers First Day**

Information to be discussed at Volunteers Induction

* A full induction will be given to volunteers on their first day, where they will be given a copy of our volunteer’s handbook which explains what our expectations are, general information about the Nursery together with information about some of the Nursery routines and procedures.
* Volunteers will be shown around the Nursery
* Volunteers will be made aware of how to exit the building in an Emergency and where the assembly point is.
* Volunteers’ hours and days will be confirmed.
* Volunteers will be shown where the Nursery Policies and Procedures are kept and time will be spent making sure they have a full understanding of the importance of confidentiality.
* Time will be spent with the Volunteers to see what the Volunteers is hoping to achieve in their volunteering
* We will spend time with the Volunteer discussing what they can do and areas the Volunteer wishes to participate in
* Suitable clothing needs to be worn for example low-heeled shoes, comfortable but smart (not expensive clothing as the Nursery cannot be held responsible for any damaged clothes), minimal jewelry and no hoop earrings.

1. **Mentoring of the Volunteer**

Where possible the Nursery will fund any training that the volunteer needs to support them in their role in the Nursery

There will be monthly reviews with the Volunteer

Volunteers will be asked to attend all in-house Nursery training and Nursery shutdown days

1. **Policies and procedures**

Volunteers are expected to comply with all the nursery's policies while they are on its premises or undertaking any of their volunteering duties. Their induction will include an explanation of these policies and procedures.

1. **Confidentiality**

Volunteers are likely to become aware of confidential information about the nursery its staff, children and suppliers. Volunteers should not disclose this information or use it for their own or another's benefit without the consent of the party concerned. This does not prevent disclosure once the information is in the public domain (unless it has been made public as a result of the volunteer's breach of confidentiality) or where the law permits or requires disclosure.

1. **Data protection**

The nursery processes personal data collected during the recruitment process in accordance with its data protection policy. In particular, data collected as part of the application process is held securely and accessed by, and disclosed to, individuals only for the purposes of managing the employment relationship. Inappropriate access or disclosure of personal data constitutes a data breach and should be reported in accordance with the nursery’s data protection policy immediately. It may also constitute a disciplinary offence, which will be dealt with under the nursery’s disciplinary procedure.

***Well-being in the Nursery***

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

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

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

Mental and emotional well-being includes:

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

Social well-being includes:

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

Spiritual well-being can cover the following:

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

At Bewbush Community Nurserywe ensure that all children, families, staff and visitors are welcomed and we are an inclusive setting. We support all to embrace their spiritual well-being and celebrate key events with them.

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

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

Children are provided with quiet and calming areas for rest, sleep and relaxation. This enables them to recharge their batteries and supports both their physical and mental well-being.

We support children to make strong attachments with their key person as well as forge relationships with their peers in order to support their social wellbeing.

We offer opportunities and resources for children to play singly, in pairs, small groups and large groups to support this area of development.

Children’s mental and emotional wellbeing is supported. We provide activities in which children are able to recognise and express their emotions, including emotional literacy. This enables us to provide support for children who may be experiencing big emotions they can’t cope with just yet. We support children’s self-regulation through carefully planned activities and resources. This includes supporting children to manage their own emotions and behaviours using rules and boundaries created by the children themselves. Staff use the promoting positive behaviour policy to ensure consistency.

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

***Whistleblowing Policy***

It is our intention that staff working at our Nursery feel confident about coming forward and reporting any issues/concerns that they may have regarding the areas below, whilst remaining protected from any subsequent discrimination. This Policy is to be used in conjunction with our Safeguarding Policy.

1. **Purpose**

* Ensure staff understand their responsibilities and feel confident in raising and reporting a serious concern at the earliest opportunity
* Provide avenues for staff to raise concerns and receive feedback on any action taken
* Ensure that staff receive a response to their concerns and that they are aware of how to pursue them if they are not satisfied
* Reassure staff that they will be protected from possible retaliation or victimisation if they have made any disclosures in good faith
* Any concerns can be reported without this leading to any harassment or victimisation, and every effort will be made to keep both the concern and the member of staff’s identity confidential

**2. What should be reported?**

* The inappropriate treatment or care of a child – If it is a Safeguarding Concern the Allegations Against Staff Policy will be used
* Any breach in the behaviour of manager, staff, student or volunteer
* Discrimination of any kind
* Concerns that could impact on the health and safety of the children or adults
* Inappropriate use of Nursery assets
* Decision making for personal gain
* Abuse of position
* Inappropriate use of budget
* Deceit
* Tampering with documents

**3. Methods of reporting**

* A concern can be initially raised by any staff member to their line manager in the event the concern is about your line manager contact the Nursery Manager or one of the Company Directors, the LADO or Ofsted.
* Discuss the nature of the concern together with the background, history of the concerns and provide relevant dates of incidents
* There is no expectation that staff prove beyond a doubt the truth of their suspicion, however they will need to demonstrate that they are acting in good faith and there are reasonable grounds for their concern
* All employees will be treated fairly

**4. Concerns will be dealt with in the following way:**

* Initial enquiries will be made to decide whether an investigation is appropriate and if so, what form it should take
* The incident will be investigated by an appropriate nominated person/director/LADO or Ofsted
* If it is a Safeguarding concern, safeguarding procedures will be followed including those already mentioned that relate to allegations against staff and may form the subject of an independent inquiry
* Within ten working days of the concern being raised, the member of staff will receive in writing:
* Acknowledgement that the concern has been received an indication as to how the setting will proceed to deal with the matter
* Supply the member of staff with information on staff support mechanisms
* Inform the member of staff concerned as to whether any further investigation will take place and if not, why not.

It may be necessary for the Nursery to interview staff to ensure that their disclosure is fully understood. Any meeting can be arranged away from the Nursery, if so wished, and a representative or a friend may accompany the involved member of staff for support.

If there are any difficulties experienced as a result of raising a concern, support will be offered.

Staff will be kept informed of the progress and outcome of any investigation to assure that any disclosure has been properly addressed unless legal reasons determine otherwise.

**5. Confidentiality**

Confidentiality will be maintained and every effort will be made not to reveal a member of staff’s identity if they so wish. If, however a member of staff makes an allegation frivolously, maliciously or for personal gain, appropriate action that could include disciplinary action may be taken.

The public Interest Disclosure Act 1998 seeks to protect employees from discrimination as a result of “blowing the whistle” on their organisation, or individuals within it, through amendments to employment law.

The LADO can be contacted on 0330 222 3339.

If you are not satisfied with the outcome of the investigation, you may elevate your concerns directly to Ofsted Tel: 0300 123 3155 or Email: [whistleblowing@ofsted.gov.uk](mailto:whistleblowing@ofsted.gov.uk).

1. <https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi_Agency_Statutory_Guidance_on_FGM__-_FINAL.pdf> [↑](#footnote-ref-1)