



BRENTWOOD DAY NURSERY

BRENTWOOD DAY NURSERY **POLICIES AND PROCEDURES**

The nursery has a set of policies and procedures, this helps to ensure we are providing the best quality care and education. They make clear to staff and parents the settings intentions in creating a safe and stimulating environment. Section 3.3 in the Statutory Framework (updated March 2021, effective from Sep 2021) requires providers to have written policies and procedures in place. All parents and staff are provided with a copy of at their induction. Updated versions are sent when reviewed/amended.

We regularly update our policies and procedures throughout the year as we receive relevant information from various sources continually. This is implemented immediately upon receiving information and updates.

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LEGISLATION AND GUIDANCE

Our policies and procedures are written with careful consideration and input from the following legislation and guidance:

- Children Act 1989 and 2004
- Childcare Act 2006 and 2016
- Children and families Act 2014 (revised Green Paper MAR 2022)
- Children missing from Education (DfE) 2016
- Convention of the rights of the child, UNICEF 1989
- COSHH Control of substances hazardous to health regulations 2002
- Data Protection Act 1998
- Disability Discrimination Act (DDA) 2010
- DBS for childcare providers 2014
- DCSF guidance 'Safeguarding children and safer recruitment in education' (April 2011)
- Development Matters in the Early Years SEP 2021
- Early Years Foundation Stage 2007 updated March 2021/ EYFS Statutory framework 2017, updated March 2021 both effective from September 2021
- Education Act 2002
- Equality Act 2010
- Essex safeguarding Children Board 2017
- Every Child Matters - Change for Children 2003, updated 2004
- FGM Act 2003
- Freedom of Information Act 2000
- General data protection regulation 2018
- Health and Safety Executive
- Inspecting safeguarding in Early Years, Education and skills October 2021 (saved on all nursery laptops)
- Keeping children safe in education (KCIE) 2021
- Occupational health and safety Act 1991
- OFSTED school inspection handbook (section 5) 2019
- Race Relations Act 1976 / Race Relations Amendment Act 2000 / 2006
- Sex Discrimination Act 1975 and 1986 / Sex Discrimination (Gender Reassignment) regulations 1999
- Safeguarding Vulnerable Groups Act 2006
- Section 100 of the Children and Families Act 2014
- SEN and Disability code of practice 2015
- Special Educational Needs and Disability Act 2014
- Southend Essex and Thurrock (SET) Child Protection Handbook 2019 (saved on all nursery laptops)
- The Parental Bereavement Leave and Pay Act 2018
- The Protection of Children Act 1999
- The Prevent Duty Document 2015
- The Serious Crime act 2015
- The Vulnerable Children Act 2014
- United Nations Conventions, on the Rights of the Child (1989) (UNCRC)
- What to do if you're worried a child is being abused 2015
- Working Together to Safeguard Children revised 2019 (saved on all nursery laptops)



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SECTION 1 **SAFEGUARDING CHILDREN/CHILD PROTECTION**

1.1 Children's rights and entitlements

Policy Statement

We have robust procedures in place. We promote children's rights to be strong, resilient and listened to by creating an environment in our setting that encourages children to develop a positive self-image, which includes their heritage arising from their colour and ethnicity, their languages spoken at home, their religious beliefs, cultural traditions and home background.

We strive to protect children from the risk of radicalisation, promote acceptance and tolerance of other beliefs and cultures.

We promote children's right to be strong, resilient and listened to by encouraging children to develop a sense of autonomy and independence and ensure they have the self-confidence and the vocabulary to resist inappropriate approaches.

All children deserve the opportunity to achieve their full potential, United Nations Conventions, on the Rights of the Child (1989) (UNCRC) sets out children's rights. We follow the framework of the 'Every Child Matters' (2003), document which is structured around five outcomes which are key to a child's wellbeing.

The five outcomes are:

- Stay safe – looking after the children's welfare and ensuring a safe environment
- Be healthy – safeguarding and promoting children's health and wellbeing
- Enjoy and achieve – supporting the children in their learning and development
- Making a positive contribution – working together with parents and encouraging children to play a beneficial part in their nursery and wider community
- Organisation – ensuring all government policies, procedures and practices are strictly followed

For further information please search Every Child Matters on the internet.

We will help children to establish and sustain satisfying relationships within their families, with peers and other adults.

We work with parents and carers to build their understanding of, and commitment to, the principles of safeguarding all our children.

We have 2 members of staff trained at safeguarding level 3 to ensure that the setting always has a level 3 safeguarding officer on site

1.2 Safeguarding children and child protection policy

Policy Statement

Safeguarding is everyone's responsibility in order to fulfil our responsibility our approach is 'child centred', always to act in the best interest of the child. Our nursery works with children, parents and the community to ensure the rights and safety of children, to give them the very best start in life and equip them for their next stage of learning. We create an environment in which children are safe from abuse and in which any suspicion of abuse is promptly and appropriately responded to. We seek training opportunities for all staff to ensure that they recognise the indicators of possible abuse and neglect, knowing the correct procedures for dealing with suspected cases. We regularly update our knowledge of new legislation through the Local (Essex) Safeguarding Partners (LSP) and regular safeguarding briefing updates.

Our aims, in line with those stated in the Keeping Children Safe in Education (KCSIE) 2019 document are to:

- Protect children from maltreatment
- Prevent impairment of children's health or development



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- Ensure that children grow up in circumstances consistent with the provision of safe and effective care; and take into action in order to enable all children to have the best outcomes
- Create an environment, which encourages children to develop a positive self-image, regardless of race, language, religion, culture or home background.
- Help children to establish and sustain satisfying relationships within their families, peers and with other adults.
- Encourage children to develop a sense of autonomy and independence.
- Enable children to have the self-confidence and the vocabulary to resist inappropriate approaches.
- Work with parents to build their understanding of and commitment to the welfare of all children in our care.
- Support staff to notice the softer signs of abuse
- and the necessary action to take
- Support staff to confidently identify where children and families may need intervention and seek the help, they need
- Share information with agencies as appropriate

Liaison with other bodies

- We work with the Local (Essex) Safeguarding Partners (LSP) which can be contacted via their website: <http://www.escb.co.uk>. The Essex Safeguarding Children's Partners also publish the 'Effective Support for Children and Families in Essex' document. This is a shared understanding across all services and partnerships ensuring a consistent approach is applied. A copy is in the basket on the parent's information table.
- We have an electronic copy of the Southend Essex and Thurrock (SET) Child Protection Handbook which is easily accessible for staff and parents to view on request and regularly review the Essex Safeguarding Children Website to inform ourselves and others in our setting of any updates. It is also stored on the desktop of all laptops.
- We notify the registration authority (Ofsted) of any incident or accident and any changes in our arrangements, which affect the wellbeing of the children.
- We have procedures for contacting the local authority on child protection issues. We have displayed the Initial Response Service (IRS) which is the 'front door' for children's social care. This is to ensure effective access in the event of an emergency and for quick access to support and referrals. Records of the local NSPCC contacts are also kept. The number is 0800 028 3550.
- If a report is made to the authorities, we act within the SET (Southend, Essex and Thurrock) procedures and guidance (referred to above) in deciding whether we must inform the child's parents at the same time.
- We use the Social Care Institute for Excellence (SCIE), a leading social care and safeguarding improvement agency, for guidance, latest research and safeguarding support. This helps with the implementation of improvements in practice and provision. It provides online training for practitioners working for children and families which can be accessed where necessary. SCIE conducts serious case reviews and publishes findings to help improve practice within the setting www.scie.org.uk

Our safeguarding methods

Staffing, volunteering and visitors

- All staff are prepared to identify children who may benefit from early help and follow the setting guidelines to ensure this is actioned accordingly.
- Where any staff member has a concern about a child's welfare, they will follow the setting's referral processes. This may require staff to support social workers and other agencies where a referral has been made



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- All staff and volunteers are made aware of systems within our setting to support safeguarding. These are explained and provided during their induction these include the:
 - Safeguarding policy
 - Behaviour policy
 - Welcome note and code of conduct
 - Safeguarding response to children not attending
 - The role of the designated safeguarding officer (including the identity of the designated safeguarding officer and deputy)
- When returning to work from a period of absence e.g. maternity, induction refresher training is carried out
- All staff are made aware of their local early help process and explained their role within it.
- All staff are made aware of the process for making referrals to children's social care and for statutory assessments that may follow a referral, along with the role they might be expected to play in such assessments. This is updated every 6 months.
- All staff are made aware of what to do if a child tells them he/she is being abused or neglected. Staff understand how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff will never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.
- All staff are informed and made aware of LADO (Local Authority Designated Officer) and have been provided with 'wallet' cards to keep in their personal belongings
- All staff and volunteers are made aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.
- We provide adequate and appropriate staffing ratios to meet the needs of all children. For outings this is increased, and the manager will set this to an appropriate level according to the number of children and the needs of those children.
- We will not accept applications from persons who appear on the Rehabilitation of Offenders Act register (1974 revised 2016/2017). Candidates are informed of requirement to carry out relevant checks before posts can be confirmed. Where applicants are rejected applicants have the right to appeal.
- We abide by Ofsted requirements in respect of references and Disclosure and Barring Service checks for staff and, to ensure that no disqualified or unfit person works at the nursery or has access to the children. We encourage all staff to join the DBS update service. If a potential new staff member or volunteer has worked or lived abroad, we would carry out extensive checks, similar to DBS, for the country that they have worked or lived in.
- Any new staff member joining as of May 2023 will be required to pay for their DBS application (if they do not hold one), the nursery will process the payment for this and the cost will be deducted from your first months pay. If a member of staff does not join the DBS update service, we will renew the DBS application every 5 years, although if the staff member has chosen not to join the update service we may require the staff member to pay for the renewal
- Any DBS certificates accepted from a previous role must be checked to see that the applicants identity matches the details on the certificate and that it is the right level and type for the role applied. We will also check to see if any details about the applicant have changed.
- We regularly check and vet suitability of staff during supervision meetings held every term. All staff are asked to agree to statements referring to their ability to work with children and DBS update checks are carried out on all staff registered to the update service after each staff review.
- New staff on trial days, parent helpers and visitors do not work unsupervised. Also new staff who are awaiting DBS completion.
- Any volunteers, parent helpers, visitors and contractors (external workers), at the nursery are subject to an internal risk assessment to establish if we feel they are suitable to be with the children.



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During this assessment we may decide to carry out a further check and process a DBS, this would be a management decision. We follow the www.safeguardingschools.co.uk/RAvolunteers risk assessment guidance

- We abide by the Protection of Children Act requirements in respect of any person who is dismissed from our employment or resigns in circumstances that would otherwise have led to dismissal for reasons of child protection concern.
- We have procedures for recording the details of visitors to the nursery.
- We have security measures in place to ensure that we can control who is allowed entrance into the nursery so that no unauthorised person has unsupervised access to the children, unless that person is on the premises in a direct professional manner, e.g. OSTED inspector
- In order to protect the safety of the children and staff and to avoid unnecessary disruption, the management has the authority to refuse entry to visitors if they feel the visit is not suitable, or if they are unsure of their identity
- We deploy staff appropriately around the setting according to our daily rota and individual's child's needs. We always have a minimum of 2 staff members in each area.
- The nursery allocated Safeguarding officer is Rachel Austin, her deputy is Chrissie Searle.

Supervision of Visitors (including events)

We take all reasonable steps to ensure the safety of children in our care. This includes making sure any visitors to the nursery are properly identified and supervised at all times. All visitors must sign the visitors' book on arrival and departure. Visitors may include prospective parents, other professionals e.g. local authority workers, Ofsted inspectors, people in the community that may come to talk to the children (e.g. librarians), contractors to complete work, deliveries etc. Where applicable, we ask visitors to book in advance, so arrangements can be made to accompany them. The identity is checked of any visitors attending in a professional capacity e.g. Ofsted inspectors, speech and language therapists. All visitors are informed of any relevant policies including the Fire safety procedures and Mobile phone and electronic device use policy including the use of smartwatches. A member of staff must accompany visitors in the nursery at all times while in the building; at no time should a visitor be left alone with a child unless under specific circumstances arranged previously with the manager.

- All external doors must be kept locked at all times and external gates closed. All internal doors and gates must be kept closed to ensure children are not able to leave the nursery unattended
- Staff, parents, visitors and students are reminded not to hold doors open or allow entry to any person, whether they know this person or not. Staff within the nursery should be the only people allowing external visitors and parents entry to the nursery

The nursery will under no circumstances tolerate any form of harassment from third parties, including visitors, towards others, including children, staff members and parents. The police may be called in these circumstances.

Safeguarding vulnerable adults

A vulnerable person is a minor (under the age of 18) or someone who for physical, medical or mental reasons is unable to look after themselves or their finances.

We discuss any vulnerability during induction and address any matters that arise. Our approaches may need to be adapted in order for the employee to fully understand the requirements. Regular meetings and monitoring will be held in order to establish their mental health and wellbeing and financial matters. Further support will be given by the safeguarding officers or external agencies if required.

Further information regarding anti bullying, challenging behaviour and personal care for a vulnerable persons can be found in the Section 6: Employment



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Safeguarding lead/deputy

The statutory framework states that every setting must have a designated person responsible for safeguarding children in the setting. The safeguarding lead/deputy has regular training and keeps abreast of all safeguarding issues. Their responsibilities include:

- Liaising with statutory children's services and the LSP, these are Clinical Commissions Ground, Local Authority and Chief of Police and other agencies in line with the Working Together to Safeguard children document
- Providing support, advice and guidance to staff and parents, we continually update our knowledge to ensure we are meeting relevant legislation and setting requirements
- Attending regular safeguarding/child protection training to cascade essential information to staff
- Understanding and awareness of relevant documents and legislation

Staff suitability

During staff supervisions we check for their current suitability to work with children and of any family (residing with) convictions which may affect their role, and if they have had any contact on social media or dating websites with those that have convictions relating to childcare.

Employment of ex offenders

All nursery based jobs are exempt from the Rehabilitation of Offenders Act as the work brings employees into contact with children who are regarded by the Act as a vulnerable group. Having a criminal record will not necessarily bar someone from working in a nursery. Criminal records will be taken into account for recruitment purposes only when the conviction is relevant. Any DBS that contains information (caution, reprimand, conviction, soft information) will be referred. We will not discriminate unfairly against any subject of a Disclosure on the basis of conviction or other information revealed. When reaching a recruitment decision, we will take the following factors into account.

- Whether the conviction or other matter revealed is relevant to the position in question
- The seriousness of any offence or other matter revealed
- The length of time since the offence or other matter occurred
- Whether the applicant has a pattern of offending behaviour or other relevant matters
- Whether the applicants circumstances have changed since the offending behaviour or the other relevant matters
- The circumstances surrounding the offence and the explanation(s) offered of the offending person.

There are, however, particular offences that would automatically prevent an offer of employment in a school being confirmed. These include, rape, incest, unlawful sexual intercourse, indecent assault, gross indecency, taking or distributing indecent photographs. Other offences which make it unlikely (although not automatic) for an offer of employment in a nursery to be confirmed include the following: violent behaviour towards children or young people, a sexual, or otherwise inappropriate relationship with a pupil (regardless of whether the pupil is over the legal age of consent), a sexual offence against someone over the age of 16, any offence involving serious violence, drug trafficking and other drug related offences, stealing school property or monies, deception in relation to employment as a teacher or at a school, for example false claims about qualifications, or failure to disclose past convictions, any conviction which results in a sentence of more than 12 months imprisonment, repeated misconduct or multiple convictions unless of a very minor nature.

Each case will be considered on its merits, and an assessment of risk and relevance will be involved.



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Staff disqualification

If a member of staff receives a disqualification during their employment at the nursery, we will record this within their file with full details of the disqualification. If a member of staff receives a disqualification and they subsequently leave the nursery, then we will inform DBS immediately of their resignation. DBS will be able to make the appropriate steps regarding the disqualification within their next setting.

Training

All staff receive appropriate safeguarding and child protection training which is regularly updated (where legislation or provision changes). In addition, all staff receive safeguarding and child protection updates (via email/WhatsApp, e-bulletins and staff meetings), as required, and every 6 months we will provide them with relevant skills and knowledge and settings procedures to safeguard children effectively.

We seek out training opportunities for all adults involved in the nursery to ensure that they are able to recognise the signs and symptoms of possible physical abuse, emotional abuse, sexual abuse and neglect and that they are aware of the local authority guidelines for making referrals. We ensure that all staff are aware of the procedures for reporting and recording their concerns in the nursery – this is regularly reviewed in staff meetings. The manager and deputy manager are trained at level 3 in safeguarding, and all other staff members are currently trained at level 2. ESCB require safeguarding training to be renewed every 3 years for the safeguarding lead/deputy and every year for level 1 and 2, and every 2 years for level 2. In order to accommodate essential training, there may be times when we close the nursery so that all staff can attend, parents will be notified in advance of this.

Induction training and 6 monthly meetings are recorded and signed for. Further training is signed for or certificates are produced as evidence. All training is logged on to a central database which shows when renewal date, if applicable, is due.

The Brentwood Day Nursery PowerPoint induction, includes all matters relating to safeguarding and therefore is recorded as part of the internal Safeguarding training. Once a staff member has completed the PowerPoint induction, a questionnaire will be sent to ascertain their knowledge which will then be discussed with the manager

Rooms plans

The layout of the rooms and outdoor area allows constant supervision. Children are not left alone with staff, volunteers, visitors in a one-to-one situation without being visible to others.

Child handling

We will exercise appropriate care when handling children. We will use positive handling in appropriate situations, for example:

- Giving physical guidance to children such as on balancing or climbing equipment
- Providing physical care (first aid or toileting)
- Providing emotional support, for example giving a comforting hug to help to console them
- Hand holding, providing the child is compliant and it is not a restraint
- Restrain a child to prevent them from harming themselves or others
- To move a child who is unwilling and all other strategies have been attempted, for example, coming in from the outside play area

Curriculum

- We introduce key elements of child protection into the foundation stage curriculum, to promote personal, social and emotional development of all children, so they may grow to be strong, resilient and listened to and that they develop an understanding of why and how to keep safe.



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- We create within the nursery a culture of value and respect for everyone, having positive regard for all children's cultural background.
- We ensure that this is carried out in a way that is appropriate for the ages and stages of our children.

Remote learning

- For children who are unable to attend the setting for long periods, we will carry out remote learning programmes. Children's identity is always protected when carrying out activities online. A staff member is assigned as the Remote learning officer. Consent will be obtained from the parent/carers of the children attending the setting that may appear in the live streaming.

Complaints

- We provide all parents with a complaint's procedure should they need to make a complaint about staff or volunteers within the nursery. This lays out the relevant action, which may include an allegation of abuse. The weekly email notifies parents of our policies and procedures should they wish to make a complaint, or suggestion.
- We will follow the guidance of the Local Authority Designated Officer (LADO) when investigating any complaint that a member of staff or volunteer has abused a child. Their number is 03330 139797.
- We will follow all the disclosure and recording procedures when investigating an allegation that a member of staff or volunteer has abused a child as if it were an allegation of abuse by another person.

Confidentiality

Our GDPR, terms and conditions, and privacy notice details all our confidentiality procedures. All staff are made aware of this in the staff induction.

Early Help drop-in sessions

These sessions are designed to give partners working with children and families the chance to: discuss anonymised cases, access peer support, learn more about the roles of other partners and be signposted to advice and other services. They are facilitated by one of the four Partnership Delivery Leads (detailed below), who will be regularly supported by a panel of subject experts including: Team Around the Family Support Officer (TAFSO), Health Liaison Officer, Senior Attendance Specialists and others.

- **South Essex drop-in session - Wed 12:30-1:30pm** click [Here](#) to join. Email **Harriet Pickering** (South) Harriet.Pickering@essex.gov.uk for more info

The sessions **DO NOT** replace work undertaken by the Children and Families Hub as outlined in [Effective Support for Children & Families in Essex](#)

Early help for vulnerable children

It is our ambition that all children achieve their full potential and they lead full and happy lives. We are extra vigilant around the SEND / vulnerable children so that they may not be treated less favourably to others and we ensure they are not discriminated against, harassed or victimised, and we will make reasonable adjustments to prevent them from being at a substantial disadvantage.

Any child may benefit from early help, all staff are made aware of the potential need for early help for a child who:

- has a disability and/or has specific additional needs



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- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- is showing signs of being involved in anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing nursery
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Is suffering with anxiety/low self-esteem/ mental health difficulties
- has returned home to their family from care; and
- is a privately fostered child

We will liaise closely with any agencies working with or supporting Children in Care, with a Child Protection (CP) or a Child in Need (CIN) Plan. This is to ensure arrangements for existing networks of professional support is sufficiently maintained. This will include setting out safeguarding arrangements and naming a key person allocated to the child as a main point of contact. Our setting safeguarding officers will be the main contacts for contributing information, participating in key meetings (for example, Statutory Reviews, Child Protection Conferences). Other relevant professionals will be informed of the names and contact details of the Safeguarding officers.

For Children in Care (CiC) or those with CP / CIN Plan, plans will be agreed with other relevant professionals. As far as is possible, we will include parents with the opportunity to contribute to any risk assessment / plans, unless it would be inappropriate to involve them. These plans will be regularly reviewed to ensure they are responsive, dynamic and fit for purpose as circumstances change.

Where welfare checks are being carried out, any concerns identified will be shared and referred in the same way at the setting. We stress to all staff that they should not assume a colleague or another professional will take action and the importance of sharing information that might be critical in keeping children safe.

Child Protection files

If for any reason the Safeguarding officers are unable to enter the setting to access CP files, we have online access to Dropbox where all children's files are stored with an individual password.

All contacts with children and families (including attempted) are recorded in the usual way. Any new information will be recorded and safely stored while access to the site is not possible or practical.

Children suffering with mental health difficulties

We have an allocated Wellbeing Officer who oversees the provision for children who are suffering with mental health difficulties such as anxiety, low self-esteem or moods. We ensure all staff are provided with the relevant information for supporting children suffering with mental health difficulties. This includes; providing favourite activities, listening to them and carrying out regular observations and responding appropriately to any concerns, providing positive routines and structure to children's day, having regular contact with parents/carers, to enable them to feel comfortable to share concerns about their child's wellbeing, making referrals to local services where required and working with professionals where needed.

Non-attending children

If a child is absent and we have not been informed by the parent as to why they are not attending the nursery, we will be in contact with the parent/carer after the 3rd allocated session that the child has missed to ascertain the reason for this. If we have had no response or reasonable explanation by the end of the 5th allocated session social care will be contacted.



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Child identification / unlawful children

In order to verify a child's identification, we ask to view their birth certificate before a child starts at the nursery setting. Children will not be admitted until this has been provided. This is carried out to ensure that we are not registering a child who has been abducted or is part of a child trafficking ring or child sexual exploitation (CSE). Should we suspect a child is here unlawfully we would contact The Police immediately or the Essex Child and family wellbeing service.

Child Protection for foreign national children

As part of our duty to protect all children in our setting, we will obtain identification before nursery admission (passport and/or birth certificate). Failure to provide this information will result in the child not being admitted to our setting. Where suspicions arise over a child's identity, we will contact the Home Office (0207 0354848) to report the child. If a child suddenly leaves without a parent/carer providing any explanation/or we are unsatisfied with the reasons given, we will contact the local police and take their advice on the next steps. This will be followed up 1 week after to ascertain the whereabouts and safety of the child.

Whistleblowing

If a member of staff (including paid staff, volunteers, students and contractors) suspects that there are some safeguarding concerns regarding a member of staff (including paid staff, volunteers, students and contractors) or a parent, this includes anything that is unlawful, failing to comply with the settings policies and procedures, poor practice/improper conduct, then they must raise these concerns internally with one of the safeguarding officers and these must be dealt with quickly and appropriately. Everyone will be protected from victimisation and all proceedings will be recorded. If the member of staff who raised the concerns, feel that it has not been dealt with appropriately within the nursery setting then they must contact the local authority designated officer (LADO) on 03330 139797.

Online Safety Policy

The internet is a great tool where children can learn about the world around them, however policies must be in place in order to protect children from inappropriate online exposure. Other risks which could relate to technology and social media:

- online bullying
- online gaming
- the risks of being groomed online for exploitation or radicalisation
- and risks of accessing and generating inappropriate content, for example 'sexting'

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 Rachel Austin or Chrissie Searle and CEOP (Child Exploitation and Online Protection Centre). Any inappropriate content received via email must be reported to the Safeguarding Lead and the Internet Watch Foundation (IWF).

The use of technology has become a significant component of many safeguarding issues such as child sexual exploitation, radicalisation and sexual predation with technology often providing the platform that facilitates harm.

The breadth of issues included within online safety is considerable, but can be categorised 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



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- ✓ **Contact:** being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults, and
- ✓ **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
- All iPad's, tablets, computers are installed with 'parental control' to help protect them from explicit websites
- Ensuring all devices are password protected and have screen locks. Practitioners are reminded to use complex strong passwords, keep them safe and secure, change them regularly and not to write them 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 and /or 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)
- Visitors are not allowed access to the nursery Wi-Fi. Staff are permitted but only whilst at work
- Talking to children about 'stranger danger' or now better known as 'Clever never goes' and deciding who is a stranger and who is not; comparing people in real life situations to online 'friends'
- The nursery spends time with the children participating in 'online safety activities' such as 'Smartie the penguin' and 'PANTS' scheme from NSPCC, which is shared with parents, this is to raise the children's own awareness to inappropriate usage.
- When learning about online video chat, such as Zoom, Teams, Skype, FaceTime etc. (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 regularly share information with families regarding online safety.
- Staff modelling safe practice when using technology with children and ensuring all staff abide by an acceptable use policy such as instructing staff to use the nursery IT equipment for matters relating to the children and their education and care only. No personal use will be tolerated (see Acceptable internet 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 the 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 is posted online, both professionally and personally. This is continually monitored by the setting's management
- Ensuring that any communications between staff and parent do involve information relating to the nursery or its children, staff and other parents. Staff are reminded of their safeguarding duty towards the nursery and the children. This is to protect staff, children and parents



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If any concerns arise relating to online safety, then we will follow our Safeguarding children and child protection 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 supported to develop their knowledge of online safety issues concerning their children via nursery newsletter and regular communications and updates
- Parents are provided information 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

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 ICO

Search engines

We use a child safety search engine called www.swiggle.org.uk when resourcing information as an activity with children. Children are not left unattended when taking part in ICT activities of this nature.

Mobile phones (including staff mobiles), iPhone watches, photos and social media

Mobile phones are not allowed to be used in the nursery. All staff mobile phones are locked in the safe (safe code is known only by the managers and supervisors) and they are only allowed to be used at lunchtimes (unless in an emergency and authorised by the manager) except for the manager, deputy manager and the admin assistant Claire Holdgate, their mobiles will be easily accessible in case of an emergency. In the absence of the manager or deputy manager, the senior supervisor will ensure her phone is easily accessible for emergencies. All visitors, parent viewers, external companies must either leave their phones in a secure place in the car or have them switched off in the setting, with the exception of any extracurricular activities where the phone is used for music etc, in this instance, a senior member of staff will always be present. Staff and all external companies have signed disclaimers adhering to this the use of



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mobile phones, iPads, tablets, iPhone watches or other devices for photography or videoing of children other than for observational purposes is strictly prohibited. Should an external company need to use their laptop, iPad or tablet, the camera lens must be covered up. Observational evidence will be kept on the nursery iPads (in a secure location) until shared with parents of the individual only, before being deleted from the device. Where prior consent has been gained, we may at times share images of children on our protected Facebook page. It is an offence for anyone other than the allocated person (Nursery Website/Facebook Coordinator and Management team) to disclose any information relating to Brentwood Day Nursery on Social networking sites e.g Facebook, My Space, Twitter. Our privacy notice in terms and conditions give more information.

Failure to comply by staff and students will result in the following measures:

- The first incident will receive a verbal warning.
- On a second incident a further verbal warning will be given.
- For a third offence staff will be given a written warning.
- On the fourth occasion, no other warning will be given, the staff member will be dismissed.

Depending on the nature of the misuse, *we may have to proceed straight to the fourth step*, and it may be necessary to contact local authorities, ICO, and the police may be contacted.

iPad and laptops use off nursery premises

On occasions, in order for administrative work to be carried out at home, it may be necessary for the iPad and/or laptops to be used. We have only given permission to the owner, manager, deputy manager and administration assistant to do this. If this is inappropriately used, we would follow the above steps.

Emergency evacuations

▪ **Staff training**

In the extremely unlikely event that the nursery setting should be a target for a terrorism act/incident, staff have been trained to act accordingly:

- The fire alarm will be activated to warn all staff and children
- The current advice is to 'run, hide, tell'. Staff will alert all staff and children by given the simple instruction to 'RUN'. Following this advice, each member of staff would take, as quickly as possible, a group of children and run to one of the designated meeting points.
- Try to keep the children as quiet as possible as to not alert the intruder or terrorist
- The meeting points are as follows: Tile house surgery, Nuffield hospital, Merrymead's. For all meeting points, staff to go into main entrance and alert their staff and contact the emergency services
- The nursery manager on duty (Rachel Austin or Chrissie Searle) will make all reasonable attempts to ensure that no child is left behind and will do a head count once contact has been made with all the groups.
- Staff to remain in the safe setting until hearing instructions from the police

▪ **Lockdown**

Should an incident occur in the nursery, for example, a parent who is arguing or complaining and their behaviour becomes threatening, where we would fear for the safety of staff and children, staff will follow these procedures:

- The owner or manager would try to escort the offender off the premises
- The owner or manager will ensure that all windows and doors are locked
- The owner or manager will call the police
- All other staff will escort the children down the corridor into room 3 and will remain there until the setting is safe



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1.3 Responding to suspicions of abuse on a child and types of abuse

Types of abuse

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

The following are indicators of abuse and neglect:

- **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
- **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
- **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Signs of child abuse

The signs are not always obvious, a child may not feel able to tell anyone or what is happening. Sometimes children are not aware of what is happening to them and sometimes they do not recognise this as abuse.

The different types of child abuse signs...

Physical

- Bruises
- Broken or fractured bones
- Burns or scalds
- Bite marks



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- Scarring
- The effects of poisoning, such as vomiting, drowsiness or seizures
- Breathing problems from drowning, suffocation or poisoning
- Swelling
- Unusual behaviour, such as being irritable or not eating properly

Emotional

- Seem unconfident or lacks self assurance
- Struggle to control their emotions
- Have difficulty making or maintaining relationships
- Act in a way that's inappropriate for their age
- Struggle to control their emotions
- Use language you wouldn't expect them to know for their age
- Seem isolated from their parents
- Lacks social skills

Sexual abuse

- Avoiding being alone with or frightened of people or a person they know
- Language of sexual behaviour you wouldn't expect them to know
- Having nightmares or bed wetting
- Self harm, i.e. biting
- Changes in eating habits
- Changes in their mood, feeling irritable, angry or anything out of the ordinary
- Bruises
- Bleeding, discharge, pains or soreness in their genital or anal area
- Sexually transmitted infection
- Seems distant, upset or angry
- Secretive

Neglect

- Being smelly or dirty
- Being hungry or thirsty or change in habits
- Having unwashed clothes
- Having the wrong clothes for the time of year
- Having frequent and untreated nappy rash
- Medical or dental issues
- Missed medical appointments, i.e. vaccinations
- Not administering the correct medicines
- Poor language or social skills
- Regular illness or infections
- Repeated accidental injuries often caused by lack of supervision
- Skin issues such as sores, rashes, or bites
- Thin or swollen tummy
- Tiredness
- Untreated injuries
- Weight or growth issues
- Living in an unsuitable environment
- Being left alone for a long time
- Becoming clingy or aggressive
- Being withdrawn or anxious
- Displaying obsessive behaviour
- Find it hard to concentrate or take part in activities

Safeguarding action may be needed to protect children from:

- physical,
- emotional,
- sexual and neglect,



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- bullying,
- racism,
- disability abuse,
- gender based violence,
- radicalisation or extreme behaviour,
- child sexual exploitation (CSE) and trafficking,
- female genital mutilation (FGM),
- breast ironing,
- fabricated illnesses,
- the impact of new technologies on sexual behaviour

When children are suffering from a form of abuse, this may be demonstrated through changes of behaviour, or in their play. Where such change in behaviour occur, or where the children's play gives cause for concern, the nursery will investigate.

We will allow investigation to be carried out with sensitivity. Staff in the nursery will take care not to influence the outcome either through the way they speak to the children or ask questions of children.

When a child shows signs and symptoms of 'failure to thrive' or neglect, we will make appropriate referrals.

Further details on other forms of abuse

- **CSE** (child sexual exploitation) is a form of child sexual abuse, it occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate, or deceive a child or young person under the age of 18 in to sexual activity in exchange for something that the victim needs or wants and/or the financial advantage or increased status of the perpetrator. 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 (HM Government, Feb 2017)
- **FGM** (female genital mutilation) is illegal in England and Wales under the FGM Act 2003 (amended by the Serious Crime Act 2015). These are forms of child abuse and violence against women. FGM is the partial or total removal of external female genitalia for non-medical reasons. It's also known as female circumcision or cutting. All staff are trained in identifying the signs of FGM (either a planned or post FGM) or and if a member of staff suspects that someone is at risk they will need to alert the safeguarding officers who would contact Essex County Council Children and Families Hub (details in 'initial response section') and act on their advice or contact the NSPCC helpline on 0800 028 3550.
- **Breast Ironing (flattening)** is illegal in England and Wales. It involves the flattening of a young girl's chest with hot stones to delay breast formation. All staff are trained in identifying the signs of breast ironing and if a member of staff suspects that someone is at risk they will need to alert the safeguarding officers who would contact Essex County Council Children and Families Hub (details in 'initial response section') and act on their advice or contact the NSPCC helpline on 0800 028 3550.
- **Terrorism through radicalisation-** Brentwood Day Nursery has regard to Prevent Duty. This duty is a national safeguarding programme that works alongside people who are at risk of being drawn into terrorism. The 'Working Together to Safeguard Children' and 'Keeping Children Safe in Education' documents are used in the nursery to provide information and guidance within this



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area. Our policy & practice meets the requirements & recommendations of the Local Safeguarding Partners (LSP's)

As of July 2015, the [Counter-Terrorism and Security Act \(HMG, 2015\)](#) placed a new duty on schools and other education providers. Under section 26 of the Act, schools are required, in the exercise of their functions, to have “*due regard to the need to prevent people from being drawn into terrorism*”. This duty is known as the Prevent Duty. The Prevent Duty aims to stop people becoming terrorists or supporting terrorism and to keep children safe from the associated dangers. Home Office guidance on what this means for schools and other providers: www.gov.uk/government/publications/prevent-duty-guidance

Staff training on recognising the signs on the Prevent Duty

We will support our staff to feel confident to recognise the signs of children being at risk through accessing advice via the LSP's. NDNA advice suggests that staff are alert to:

- Changes in family behaviour
- Changes in children's behaviour, e.g. aggression towards others
- Comments made by a child which may cause concern e.g. commenting on what their Mummy or Daddy has said, talking about fighting for the cause etc.
- Comments made by family members e.g. about certain faiths, beliefs, cultures
- Any other signs that family members may be showing extremism
- All staff have accessed online training around Channel General Awareness (Prevent)
- Staff have a shared understanding of what British Values are and how we promote & support these at the setting. We include online training and carry out regular staff meetings, to continually update our knowledge
- We regularly update knowledge of Prevent Duty using guidance from WRAP. This is shared with staff members at regular intervals during staff meetings and morning review meetings. Staff have an opportunity to discuss and share points raised from the training.
- Updates and knowledge of are supported by the relevant officers

Risk Assessment on Prevent Duty

- Assessing the risk for children in a nursery setting involves understanding the local context and environment – particular risks could include children missing sessions, child sexual exploitation. Staff need to listen to children, parents and the local community.
- Our staff are informed and provided with the policy during their induction. This is reiterated during regular staff meetings. We follow the Key Person policy to build a relationship with the families in our setting and to ensure communication is freely encouraged. If staff have a concern for the welfare of a child, they can contact the Safeguarding officers (Rachel Austin or Chrissie Searle). Alternatively contact the local police force or dial 101 (the non-emergency number). They will talk in confidence about concerns and help provide access to support and advice. The Department for Education has dedicated a telephone helpline (020 7340 7264 – open Monday to Friday 9pm until 5pm (excluding bank holidays) to enable staff and managers to raise concerns relating to extremism directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk. Please note that the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.
- Internet safety will always be maintained, to ensure that terrorism related articles and pages are not being accessed. This will be carried out during the staff induction process and regularly during staff meetings.



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Promoting the British Values

Within our nursery environment we will demonstrate strong British Values which are...

- Democracy
- Rule of Law
- Individual Liberty and mutual respect
- Tolerance of those with differing faiths and beliefs

Within these guidelines we will be helping children to become considerate, empathetic people. They will form part of a fair and equal society. We will demonstrate these values through the implementation of the Early Years Foundation Stage. Through our policy and procedures, we will incorporate equality, behaviour, safeguarding and British values into our daily routines, which the prevent duty is consistent with. We will ensure all staff, parents and students understand our ethos and work together to demonstrate and act as positive role models to the children. We will focus on children's Personal, Social and Emotional Development, ensuring they learn right from wrong, and how to mix and share with other children, value the views of others, have awareness of the similarities and differences between themselves and others, and challenge negative attitudes and stereotypes.

- **County lines** are situations where children may be trafficked within England for the purpose of criminal exploitation by urban gangs that supply drugs to suburban areas, market or coastal towns and/ or other urban areas. All staff are made aware of this during the induction and within staff meetings. If any staff or parents/carers have any concerns, or feel at risk, they should speak to the nursery safeguarding officer who will follow the safeguarding procedures.
- **Forced marriage** defined as 'a marriage in which one, or both spouses, do not consent to the marriage but are coerced into it. Duress can include physical, psychological, financial, sexual and emotional pressure.' Where incidents of forced marriage are shared by our own staff, students or volunteers, we will respect confidentiality at all times and not share information without their permission. However, we will share this information without permission in cases of child protection, or where we believe there is an immediate risk of serious harm to the person involved. If it is suspected that a forced marriage is being planned, then any concerns must be reported in line with our safeguarding procedures.
- **Honour based abuse** is described as 'incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing.' (*Keeping children safe in education, 2022*). Such abuse can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their 'honour' code. It is a violation of human rights and may be domestic, emotional and/or sexual abuse such as being held against their will, threats of violence or actual assault. It often involves wider family networks or community pressure and so can include multiple perpetrators. Signs and symptoms of HBA include:
 - Changes in how the child dresses or acts, such as not 'western' clothing or make-up
 - Visible injuries, or repeated injury, with unlikely explanations
 - Signs of depression, anxiety or self-harm
 - Frequent absences
 - Restrictions on friends or attending events.

Where incidents of HBA are shared by our own staff, students or volunteers, we will respect confidentiality at all times and not share information without their permission. However, we will share this information without permission in cases of child protection, or where we believe there is an immediate risk of serious harm to the person involved. If honour based abuse is suspected, then any concerns must be reported in line with our safeguarding procedures.

- **Domestic abuse** - We are extra vigilant in identifying signs of domestic abuse within the home setting. Children can experience domestic violence in a variety of ways, they may hear it or see it, and may get caught in the middle of it in an attempt to stop it happening. Children are



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completely dependent on the adults around them to protect them and keep them safe, and if this does not happen, it can have a significant impact on them. We would immediately investigate any child that we felt was experiencing domestic abuse by calling the Essex County Council Children and Families Hub (details in 'initial response section')

- **Parental imprisonment** - We are mindful of different family situations within the home and if made aware of any parent who is currently not at home due to imprisonment we would strive to provide extra support for that child to ensure that they do not feel isolated. We work hard to identify their needs and support them accordingly. We have close links with the 'Healthy family support worker' at the Essex child & family wellbeing service, and can contact her for support and advice, if necessary

Responding to suspicions of abuse

- **Child disclosures**

Where a child makes a disclosure to a member of staff, that member of staff will:

- Will listen to the child, and
- Offer reassurance to the child
- Will give reassurance that she or he will take action, if necessary

- **Recording suspicions of abuse and disclosures**

Staff make a record of:

- The child's name.
- The child's address.
- The age of the child.
- The date and time of the observation or the disclosure.
- An objective record of the observation or disclosure.
- The exact words or actions spoken by the child.
- The name of the person to whom the concern was reported, with date and time.
- The names of any other person present at the time.

These records are signed and dated and will be kept in a separate confidential file. All members of staff have received training on the correct procedures for recording and reporting any incidents. We regularly review these procedures during staff meetings to ensure all staff are fully confident in this area.

Initial Response Unit

This provides the first professional response to any concerns raised about a child's well-being, by a member of the public or a professional. This team will make the all-important first assessment when a call comes into Essex Social Care Direct. They will decide if a referral meets the criteria for social care intervention using The Effective Support Windscreen which illustrates how Universal, Early Help (Additional and Intensive) and Specialist services in Essex are provided and how support is made available at each level of need for children and young people and their families. If not, then information may be passed on to other agencies that can offer further support and advice.

The following link to the Child Safeguarding Online Notification is used for local authorities to notify incidents to the panel of a serious child safeguarding incidents <https://www.gov.uk/guidance/report-a-serious-child-safeguarding-incident>

Submitting a 'request for support' / reporting a concern about a child

The Essex Effective Support portal is no longer in use and all concerns or requests for support must now be directed to the [Essex County Council](#) website. If you are concerned a child is subject to, or at risk of, being harmed or neglected, you should take action, as set out below:



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❖ Immediate Risk of Significant Harm - Priority

Where a child is at immediate risk of significant harm, call the Police on 999 or call the Essex County Council Children and Families Hub 0345 603 7627 and ask for the 'Priority Line', NSPCC (0808 80050000) or Childline (0800 1111).

During out of hours (Monday to Thursday 5pm to 9am, Friday and Bank Holidays 4:30pm to 9am), please call: 0345 606 1212 or email: Emergency.DutyTeamOutOfHours@essex.gov.uk

❖ Request for Support

If you are concerned that a child or young person is being harmed or neglected, or is at risk of this, you should go to the [Essex County Council](#) website where you can make a request for support to the Essex County Council Children and Families Hub.

❖ Consultation

Essex Child and family wellbeing service offers a consultation line for professionals providing advice and guidance. You can access this by calling 0345 603 7627 and asking for the 'Consultation Line'.

❖ Request for Information Portal

Enquiries and requests for information from the Children and Families can be made through this ECC [online form](#).

❖ Useful Resources

The [Essex County Council](#) website provides access to the online Request for Support form, the Essex Directory of Services and other guidance and tools to support practitioners in their work with children and families across Levels 1, 2, 3 and 4 of the Windscreen of Need.

Resources include:

- The Effective Support for Children and Families in Essex guidance
- Effective Support Windscreen
- Essex Early Help Offer / Team Around the Family information
- Shared Family Assessment
- Essex County Council Children and Families Hub Process Map

❖ Other facilities

Nearest families hub centre:

Larchwood Child and Wellbeing hub

Larchwood Primary

Larchwood Gardens

Pilgrims Hatch

Brentwood

CM15 9NG

01277 374912 / 0300 247 0013

Essex Safeguarding children's board:

SET CSE risk assessment toolkit on the ESCB website

Room C228

County Hall

Chelmsford

CM1 1QH

0333 0138936

<https://www.escb.co.uk/> (directory of services that offer support)

Email: escb@essex.gov.uk



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Staff have further information regarding the level of safeguarding need by following the Family Operations Hub partner access map

Local Authority Designated Officer (LADO):

All reports concerning safeguarding concerns can be made to the above-mentioned officer.

Telephone: 03330 139797 (they work within the Essex County Council).

Informing parents and carers

Parents/carers will normally be the first point of contact. If a suspicion of abuse is recorded, parents/carers will be informed at the same time as the report is made, except where the guidance of the Local Area Child Protection Committee does not allow this. This will usually be the case where the parent/carer is the likely abuser. In these cases, the investigating officers will inform the parents/carers.

All suspicious and investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the Area Child Protection Committee.

Support to families

- The nursery takes every step in its power to build up trusting and supportive relationships among families, staff and volunteers in the group.
- The nursery will continue to welcome the child and the family (unless the safety of other children may be affected) whilst investigations are being made in relation to abuse in the home situation.
- Confidential records will be kept on a child and will be shared with the child's parents/carers or those who have parental responsibility for the child only if appropriate under the guidance of the Area Child Protection Committee.
- 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.

Escalation process

Where situations arise of practitioners or parents/carers disagreeing with the decision made by a worker within the setting on a safeguarding case is not a safe decision. Disagreements could arise in a number of areas, but are most likely to arise around:

- Threshold for intervention
- Roles and responsibilities
- The need for action
- Communication

The safety of children at risk is the paramount consideration in any professional disagreement and any unresolved areas should be addressed with due consideration to the risks that might exist for the child. All workers should feel able to challenge decision-making and to see this as their right and responsibility in order to promote the best multi-agency safeguarding practice.

Effective working together depends on an open approach and honest relationships between agencies. Problem resolution is an integral part of professional co-operation and joint working to safeguard children at risk. Resolution should be sought within the shortest timescale possible to ensure the child at risk is protected. Disagreements should be resolved at the earliest possible time.

The escalation process is as follows:

- Stage 1 – Practitioner to practitioner – Any worker who feels that a decision is not safe or is inappropriate should initially consult a safeguarding officer or manager to clarify their thinking in



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order to identify the problem; to be specific as to what the disagreement is about and what they aim to achieve.

- Stage 2 – Supervisor to supervisor – If the problem is not resolved at stage one the concerned worker should contact their safeguarding officer or manager within the setting.
- Stage 3 – Senior manager to senior manager – If the problem is not resolved at stage two the supervisor/manager reports it to the safeguarding officers. The safeguarding officers must attempt to resolve the professional differences through discussion.
- Stage 4 – Safeguarding Board – If it is not possible to resolve the professional differences within the setting, the managers may seek to contact LADO.
- Stage 5 – Police – If the managers are unhappy with the decision made by LADO, they would seek to take it further with the police.

1.4 Allegations of Child Abuse made against a member of staff Policy

Policy Statement

Our nursery expects the highest standards of behaviour from all staff members both within the nursery and outside. We strive to ensure that all children are kept safe and well cared for during their time at the nursery.

Aims

Our aim is to:

- Create a safe environment at the nursery.
- Respect and protect all adults and children's rights.
- Ensure that all staff are suitable to work in the nursery.
- Protect staff against malicious allegations.

Our methods

The nursery will check and monitor its staff by:

- Taking references from reputable sources.
- Vetting and clearance by Disclosure and Barring Services.
- Monitoring of staff and other adults by supervisors during sessions.

Suspicious or allegations of child abuse made against a member of staff will be reported to the settings Line Manager, if the manager (or if the offender is a manager) has not dealt with it adequately, it must then be reported to the Local Authority re officer (LADO) 0333 0139797. This is explained to every person working at the setting during their induction and regularly reviewed in the staff meetings.

Allegations of child abuse against a member of staff will be treated in strict confidence. People who are authorised to know of the allegations in the nursery will be the senior supervisors: Rachel Austin and Chrissie Searle and the Proprietress: Janet Torris.

The nursery will encourage its staff to cooperate with the investigation in any way they can and to act impartially. The nursery will suspend the staff member during the period of investigation, the reasons for the suspension will remain confidential and normal confidentiality rules apply to all staff should they become aware of the circumstances.

When the investigation is completed, the nursery will implement the nursery disciplinary proceedings to determine the future of the member of staff at the nursery.

We are guided by the Essex Safeguarding website in relation to Safeguarding children and are kept regularly informed by the up- to- date information supplied.

Low level concerns about staff

Any minor concerns about a staff member are recorded in the staff individual file, and the staff member will have a meeting with the manager or deputy manager. This allows us to review any consistent low level concerns about a staff member or their practice.



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If anyone is worried about their own or others thoughts, feelings or behaviours towards children, the Stop it Now! Helpline on 0808 1000900 can be contacted.

At induction we explain to staff that adults are working on behalf of the setting and we make clear the professional boundaries. It is also explained in the staff code of conduct which is in the new staff starter welcome pack.

1.5 Looked after / adopted children policy

Policy Statement

Early Years settings are committed to providing quality provision based on equality of opportunity for all children and their families. All staff are committed to doing all they can to enable 'looked after' and adopted children in their care to achieve their full potential.

Definitions of 'Looked after Children' (LAC): Children and young people become 'Looked after' if they have either been taken into care by the local authority or have been accommodated by the local authority. Most LAC will be living in foster homes, but a smaller number may be in a children's home, living with a relative or even placed back home with their natural parent(s). Adopted children are those that have gone through legal proceedings to become the legal responsibility of a guardian.

We recognise that children who are being 'Looked after' or adopted may have experienced traumatic situations, physical, emotional or sexual abuse or neglect. However, we also recognise that not all 'looked after' and adopted children have experienced abuse and that there are a range of reasons for children to be taken in to the care of the Local Authority. Whatever the reason, a child separation from their home or family signifies a distraction in their lives but has impact on their emotional wellbeing.

In our setting we place emphasis on promoting children's right to be strong, resilient and listened to. Our policy and practice guidelines for /looked after children are based on these two important concepts, attachments and resilience. The basis of this is to promote secure attachments in children's lives as the basis for resilience. These aspects of well-being underpin the child's responsiveness to learning and are the basis in developing positive dispositions for learning. For young children to get the most out of educational opportunities they need to be settled enough with their carer to be able to cope with further separation. A new environment and new expectations made upon them.

Procedures

- The designated person for 'looked after' or adopted children is the designated Safeguarding officers.
- Every child is allocated a 'Key person' before they start, and this is no different for a 'looked after child' or adopted child. The designated person ensures the Key person has the information, support and training necessary to meet a 'looked after' or adopted child's needs. We inform all staff of their duties and their support for 'looked after children' at the start of their keyperson training.
- The designated person and the Key person liaise with agencies, professionals and practitioners involved with the child and his/her family and ensure appropriate information is gained and shared.
- The setting recognises the role of the Local Authority Social Care department as the child's 'Corporate Parent' and the key agency in determining what takes place with the child. Nothing changes, especially with regard to the birth parents or foster carers role in relation to the setting without prior discussion and agreement with the child's social worker.
- At the start of a placement there is a meeting with the parents and the manager to assess if additional support will be required. This may include professionals involved with that child, this



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will determine the objectives of the placement and if necessary, draw up a care plan that incorporates the child's learning needs. This will then be reviewed regularly with the parents.

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

1.6 Pandemics and outbreaks – Coronavirus

The nursery will continue to follow guidance and advice set out from the government during the pandemic. It is an ever changing situation and we review it daily and make the necessary changes.

This is a list of current links that we follow ...

Actions for early years and childcare providers during the coronavirus (COVID-19) outbreak:
<https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures>

Early Years Foundation Stage; Coronavirus disapplication's:
<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications>

Safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE):
<https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe>

Making your workplace COVID-secure during the coronavirus pandemic
<https://www.hse.gov.uk/coronavirus/working-safely/index.htm>

Symptoms

The symptoms for the current pandemic, Coronavirus, are a recent onset of any of the following;

- A new continuous cough
- A high temperature
- A loss of, or change in a normal sense of taste or smell

For most people Coronavirus will be a mild illness, children are likely to become infected with Coronavirus at the same rate as adults, but the infection is usually mild

Pandemics and virus outbreaks resulting in forced closure

Should a nationwide pandemic or virus outbreak result in government enforced closure, our procedures are as follows:

- Safeguarding officers along with Health and Safety officers to take responsibility for ensuring procedures are kept updated and disseminated to all staff and parents and for ensuring these are sufficiently followed
- Safeguarding officers along with Health and Safety officers to have awareness of the governments interim safeguarding guidance as it is released and updating information for others



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- Safeguarding officers must ensure that during this temporary pandemic time that staff know any new arrangements for 'Reporting concerns', 'Contacting LADO', 'MASH team' or other 'Front door' services
- Safeguarding officers are also responsible during this time for:
 - Understanding changes for contacting social workers
 - Knowing which children have social workers and how these can be contacted
 - Ensuring emergency contact numbers and alternatives are kept up to date
 - Ensuring each vulnerable child including children with care plans have easily transferable records of their needs and requirements and their designated support workers
- The manager/s must ensure:
 - A daily record is kept of children, staff and any other person onsite
 - Ensure safer recruitment procedures are clear and adhered to e.g where volunteers or new staff are recruited
 - Ensure that staff are aware of the mental impact this pandemic may have on themselves, children, parents and volunteers and the available support
 - Ensure that all staff sign the settings disclaimer for strict confidentiality when carrying out online teaching and record keeping

The nursery will ensure that it will follow the government guidelines and advice whilst a forced closure is in place, it may be necessary for the nursery to remain open for 'keyworker' and 'vulnerable' children, as was the case for the Coronavirus pandemic in 2020.

Whilst we will endeavour to meet the government guidelines, there may be circumstances whereby we will be unable to provide a setting to these children, as follows:

- If our staff are unwell and unable to attend work and we are unable to meet the safeguarding child ratio requirements
- It becomes financially unviable to sustain the staff wages and other overheads in order to keep the nursery open
- For any of these instances we will strive to provide alternative care at another setting

Staff will be provided for and staff wages will be paid for in accordance to the government guidelines for as long as is financially viable. If the nursery is no longer able to provide the finances to pay staff and overheads during the forced lockdown, it will seek further help and advice from the relevant government bodies. Staff will be kept advised of any decisions and changes which may affect them personally.

DfE Coronavirus helpline (lines open Monday-Friday 8am-6pm and weekends 10am-4pm) 0800 0468687

Child Protection Policy for children during COV-ID19

▪ **Communication with parents**

During this time, it is essential that we keep all records for children and staff accurate and up to date. This includes telephone and email, including back-up emergency contact details (as is already required).

For children remaining at home during lockdown or staff who have been furloughed, we will make communication every week.

Staff communication will be made by WhatsApp, telephone from the manager/deputy mobile or via the nursery email to check how they are and to keep them updated of any changes that could affect them.

For parents/Carers of children not attending, communication will be made weekly via EYLog and/or our Facebook page to provide home activities and advice. We will also continue to email our weekly newsletter to parents to provide information such as government/authority guidance



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and any additional notices that are relevant to them. We will also continue to keep contact via phone calls to parents of all non-attending children

We will also provide opportunities for children and their parents to join our regular Zoom video calls to keep children in contact with their friends and keyperson. We will also use this time to share personal experiences and learning with one another.

For parents/carers of [vulnerable children or families who are experiencing difficulties, we will make contact more regularly to check how they are or to offer support and advice. Regularity will be guided by the individual's needs and situation this will be added to the child's individual risk assessment.](#)

Where there are specific concerns about the emotional well-being of a child or family, we will seek advice from or direct parents to the [Emotional Well-being and Mental Health Service](#)

The Anna Freud National Centre for Children and Families also has [specific advice](#) for families and professionals for during the closure period.

- **Level 3 safeguarding/pandemic (Covid) officer (Safeguarding Lead Practitioner)**

During this period, the nursery's Lead or Deputy Safeguarding Officer/s will be available as normal to offer advice and guidance or for any support. This includes for staff and families of children who are attending or who are not in attendance at the setting due to COV-ID19.

Our current Safeguarding/Pandemic officers, Rachel Austin or Chrissie Searle can be contacted between:

Monday-Thursday (8.30am-5.30pm) on the nursery main line:01277 212580 or by email: manager@brentwooddaynursery.co.uk

Any other time (emergencies only):

Rachel: 07710 930240

Chrissie: 07810 110719

If for any reasons, such as illness, where our Safeguarding leads cannot be contacted, we will contact early.years@essex.gov.uk to seek advice.

- **Vulnerable children**

We will liaise closely with any agencies working with or supporting Children in Care, with a Child Protection (CP) or a Child in Need (CIN) Plan. This is to ensure arrangements for existing networks of professional support is sufficiently maintained. This will include setting out safeguarding arrangements and naming a key person allocated to the child as a main point of contact. Our setting safeguarding officers will be the main contacts for contributing information, participating in key meetings (for example, Statutory Reviews, Child Protection Conferences). Other relevant professionals will be informed of the names and contact details of the Safeguarding officers.

To identify those who may be vulnerable, we will check individual records, email all parents to enquire if they feel in need of any additional support during this period of lockdown. We will also use information drawn from personal knowledge of individual circumstances from discussions with parents/carers. We will prioritise our support by carrying out risk assessments to identify those who we feel are at the highest level of risk and how they will be supported.

For Children in Care (CiC) or those with CP / CIN Plan, plans will be agreed with other relevant professionals. As far as is possible, we will include parents with the opportunity to contribute to



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any risk assessment / plans, unless it would be inappropriate to involve them. These plans will be regularly reviewed to ensure they are responsive, dynamic and fit for purpose as circumstances change.

Where welfare checks are being carried out, any concerns identified will be shared and referred in the same way as we would at the setting. Staff are reminded that their usual safeguarding duties apply while the setting is closed and that any concerns must be shared in the usual way (for example, if they see something that concerns them out in the community). We stress to all staff that they should not assume a colleague or another professional will take action and the importance of sharing information that might be critical in keeping children safe.

- **Child Protection files**

If for any reason the Safeguarding officers are unable to enter the setting to access CP files, we have online access to Dropbox where all children's files are stored with an individual password.

All contacts with children and families (including attempted) are recorded in the usual way. Any new information will be recorded and safely stored while access to the site is not possible or practical.

- **Online safety**

It is recognised that many parents will want their children to enjoy using online resources during the period if the setting is closed or they are not attending. There are several useful websites available to help parents ensure that their children are safe online.

These are regularly updated and sent through EYLog or on the weekly newsletter.

- **What to do where there is a concern about a child**

Brentwood Day Nursery works together with local agencies and services to actively look out for signs of harm given the greater risk that children may have been exposed to during the pandemic or lockdown. We will follow up any concerns we have about a child or family with the relevant services. Our weekly email reminds parents to where they can seek advice and support should they need it. We also supply the safeguarding officers mobile phone numbers for our of hours emergency contact.

We ensure that all staff are made aware during their induction training and at their 6 monthly reviews and when any changes are made of how to report a concern about a child during closure arrangements. This includes how to record it and who to report it to.

[Essex Effective Support](#) brings together in one place the Essex Directory of Services, guidance and tools to support practitioners in their work with children and families across Levels 1, 2, 3 and 4 of the Windscreen of Need.

Where a child is at **immediate risk of significant harm**, the Safeguarding Officer/s will call the Police on 999 or Essex County Council Children and Families Hub on **0345 603 7627** and ask for the 'Priority Line'. There is an 'out of hours' service (Mon-Thurs 5pm to 9am, Friday and Bank Holidays 4:30pm to 9am): Emergency.DutyTeamOutOfHours@essex.gov.uk or 0345 606 1212. **For non-urgent matters**, <https://www.essex.gov.uk/report-a-concern-about-a-child> provides access to an online Request for Support portal.

Essex Child and family wellbeing service also offers a consultation line for professionals providing advice and guidance. This can be accessed by calling 0345 603 7627 and asking for the 'Consultation Line'. Essex Child and family wellbeing service produces a regular newsletter which we have subscribed to.



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▪ **Information from Children and Families Service(C&FS)**

The C&FS are prioritising support through continued face to face meetings with high risk Child Protection Cases, Children in Care who are particularly vulnerable and young people living in semi-independent accommodation. Where children and young people in care are living in stable placements, they are likely to reduce face to face visits but will maintain direct contact using other methods.

Families that are accessing other parts of the service will continue to receive support but with face to face contact minimised, other forms of communication, including telephone, Skype and Facetime, will be utilised.

Re-opening of nursery after forced/partial closure due to a pandemic outbreak (COV-ID 19)

Upon receiving government authorisation to re-open the nursery following a forced or partial closure there are several steps that need to be followed to ensure that the nursery can meet the necessary requirements. This includes implementing steps to limit the amount of contact between different groups of children (such as smaller class sizes with children and staff spread out more). Also, additional protective measures, such as increased cleaning and encouraging good hand and respiratory hygiene.

As new information and guidelines are consistently changing, we would ask everyone to check the latest guidelines in regards to testing on the following link <https://www.gov.uk/get-coronavirus-test>

The following steps have been implemented:

LOGISTICS

- Risk assessments are reviewed and updated where necessary, new risk assessments may be put in place and these will be sent to all parents/carers and staff. We will review our measures within the first two weeks of opening and amend accordingly.
- First aid procedures and equipment will be reviewed, updated, and replenished. Extra measures are in place including daily checks of all children's and staff's temperatures before entering the setting. We will also be extra vigilant around staff and children who have a condition that has been proven to be affected by the pandemic/outbreak. Our pandemic policy outlines our procedures for health and hygiene for all the nursery, including cleaning procedures for equipment, furniture etc.
- In the event of someone (who has been at the nursery) reporting that they have symptoms relating to the virus, we would ask them to self-isolate for 10 days. If the individual is at the setting and is showing symptoms, we would ensure that they leave the setting ASAP. Whilst they are awaiting collection, we would isolate them in a designated, well ventilated area, supervised by a staff member. Immediately after collection, all areas will be cleaned, and staff members will follow the guidelines for washing hands. Our pandemic risk assessment outlines the nursery's cleaning measures. If there is a confirmed case, we will inform Public Health England and will follow the advice delivered by NHS Business Services Authority for nurseries, schools and colleges. Their advice may result in full nursery closure.

There is a dedicated helpline for queries relating to pandemics, (DFE coronavirus (Covid 19) helpline, the number is: 0800 0468687, 8am – 6pm Monday to Friday, 10am - 6pm Saturday and Sunday. If other people within the setting have been in contact with the individual but are not showing symptoms, according to the government guidance they do not need to self- isolate, outlined here: <https://www.gov.uk/coronavirus/education-and-childcare>

If anyone, who has been in contact with the individual does start to show symptoms we would ask them to self- isolate. We would ask all individuals who are showing symptoms to be tested. If the results are negative that person may return to the setting. If positive, they would have to



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stay at home for 10 days. If you choose not to go for testing, then we would ask you to stay at home for 10 days.

Our pandemic risk assessment outlines our hygiene and cleaning procedures in more detail. Here we outline the main points;

- PPE will be worn when cleaning or attending to a child or adult who is showing symptoms of Coronavirus. PPE will also be worn during nappy changing. These will be changed for each child.
- Increased handwashing, following the guidance. Children and adults are informed of the extra handwashing benefits. Hand sanitiser is available throughout the setting.
- Visitors and parents are reminded to remain 2 metres apart. At the setting we will endeavour to remain at 2 metres apart where possible.
- All surfaces, equipment and areas are regularly cleaned. Disposable blue paper is used and disposed of straight away. Checklists record the cleaning duties
- All clothing for children and staff must be changed and washed daily
- All hygiene and cleaning supplies are well stocked, monitored and replenished regularly.

SOCIAL DISTANCING

We have a social distancing plan in place for staff, parents, and children where possible. It is easily identifiable by markers and tape in the approach and waiting area.

- Staff are required to wear face masks where socially distancing can not be adhered to. Signage will be displayed notifying all about the social distancing and the procedures.
- Communications regarding social distancing plans have been sent and will continue to be communicated to parents and staff
- We have re-structured the furniture and the equipment so that children can sit further apart during mealtimes and activities.
- Children will be supervised in smaller groups, in separate areas throughout the day and their personal hygiene will be supervised in the same small group, where possible
- New rotas have been created so that staff are able to have breaks and continue training in a socially distanced manner

HR/STAFFING

- Staff are asked to read and sign the nursery COVID 19 terms agreement form. If consent has not been given for any of the outlined terms, we will discuss this with you. If terms are still not agreed, government advice will be sought and depending on this advice staff may be suspended whilst further information is sought
- Staff ratios are maintained in line with the EYFS Welfare requirements. If staff attendance falls due to illness or self-isolating/shielding, we will call on our bank staff for temporary cover. Where this is not possible, we will follow the government's guidance on making our own judgement for operating. This will be based on the numbers of children to adults, considering the individual's needs and decide whether it is safe to operate with that number. If we feel this is not practical, we will reduce sessions for the remaining children. We will aim to give as much notice as possible and make it fair for everyone. Where, staff have to go home suddenly due to sickness, without notice, and we cannot get immediate cover, we will again, assess the situation and make a decision whether to combine groups and/or call parents to collect children early (starting with those leaving at the earlier finishing session times).
- For staff who are vulnerable but not in receipt of a shielding letter or live with those who are shielding, we will hold a meeting to discuss the situation and safety of working during this time.



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We may discuss the possibility of the staff member working from home, carrying out alternative duties. Alternatively we will place them on the government furlough scheme.

- We will support staff's wellbeing, mental health, and resilience, including bereavement during this time by regularly checking on and discussing any concerns with them in a private area. We regularly check with our staff throughout the week and after the weekend their emotional wellbeing. We will also offer information for different services which may help staff going through difficult times. We have a separate staff wellbeing section in staff employment which details our day to day duties.
- We are mindful of the extra responsibilities and tasks during the pandemic and the possible effects this could have on staff and mental wellbeing. We ensure that responsibilities and tasks are shared equally and encourage staff to input their own ideas for shared working.
- We strive to help raise staff morale and keep a pleasant environment by rewarding with treats and snacks and always showing that we are appreciative with praise.
- As we are a nursery setting we have priority to testing and all staff are able to get themselves tested at a testing facility if showing symptoms. We have also been provided with self testing kits from Department for Health and social care, and we follow the current guidelines regarding home testing. Booking a test can be done by following the steps in the Employer Referral Portal on this link ... <https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested> All staff have been made aware that they are able to go to a testing clinic. The administrator/manager will help all staff members process this.
- More advice for employees is available here www.gov.uk/get-coronavirus-test
- Where a staff member is awaiting test results as a result of the virus, or returning after, we will keep in regular contact and offer any support where required. In more serious cases where a staff member may have had more serious symptoms, we will discuss a 'return to work' plan which may include it being in gradual stages.
- For new recruits, returning staff after illness or from furlough we will provide thorough induction/refresher training of all necessary procedures and systems. We will also provide copies of new or updated contracts. Staff are asked to read and discuss any concerns before signing the contract
- Staff and contractors understand that all the measures put in place are to protect them from catching COVID 19 and if they do catch it, they will not hold the nursery responsible. Staff should also understand that if they submit information that poses them as a risk to spreading COVID 19 or that they have information which we believe makes them contagious, they may be refused entry to the nursery
- The nursery staff privacy notice and consent form asks staff to sign that they have read and understood our pandemic policy and will adhere to this
- Further documentation and declarations may be issued to staff which will need to be agreed and signed
- If a forced lockdown results in the nursery being unable to sustain and reopen at normal capacity, and there being a financial deficit we will review our staffing and this may result in staff redundancies. However this would be a last resort and we would endeavour to avoid this situation.

CHILDREN/REORIENTATION

- For children returning to the setting after a period of closure/being at home we will offer the following support to help prepare them
 - Provide information related to the new routine and procedures on EYLog and/or email
 - Hold regular Zoom meetings to keep familiarity of staff and other children in the nursery



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- Provide clear and informative instructions of new routines and requirements for children during their first days back, visual aids will be included to further support understanding of new routines.
- For supporting children's wellbeing, mental health and resilience, including bereavement support we will provide literature, activities, stories and links to supportive websites such as: <https://childmind.org/article/helping-children-deal-grief/>. We also alert all the team of the child's situation so they can be more aware of any changes and provide necessary support to help them through this time.
- It is important to consider the impact the pandemic may have had on each family. We will provide necessary support to help parents/carers during this time such as:
 - Be sensitive and open to discuss any financial issues parents may have with fees and come to an arrangement of a suitable payment method
 - Explore possibilities for FEEE 2 eligibility where this may help families needing extra childcare. Places for current children will be prioritised if funding is agreed by the local council. We will review financial circumstances and if it is sustainable for the setting for any new families requiring this funding before offering the place.
 - Where children or families may be requiring additional external support such as from social care, health visitor, speech and language therapists, we will discuss and provide relevant advice and contact details. We may contact the services directly on behalf of the parent/family if the parent consents to this. However, in the case of a Safeguarding incident where we feel a child is at immediate risk or danger, we have the authority to contact the relevant services without parental consent.
- Children in the vulnerable groups such as with Care plans, EHCP's or receiving Early Years Pupil Premium (EYPP) will be provided with additional support such as access to multiple resources, dependent on their specific need.
- We will encourage parents of vulnerable children to send their children in regularly, as we this helps with consistency of care and their wellbeing. If they stop attending at any time we will notify their social worker and will take the necessary steps.
- Parents should understand that all the measures put in place are to protect their children and staff from catching COVID 19 and if they do catch it, they will not hold the nursery responsible. Parents should also understand that if they submit information that poses them as a risk to spreading COVID 19 or that they have information which we believe makes them contagious, their child may be refused entry to the nursery
- The parent privacy notice and consent form asks parents to sign that they have read and understood our pandemic policy and will adhere to this
- Further documentation and declarations may issued to parents which will need to be agreed and signed

PARTIAL RE-OPENING

- For staff returning from Furlough we will give 3 week's notice and discuss their required working days and hours and arrange a 'back to work' induction training session prior to them starting work. During the induction training session, we will provide information about any new procedures and a refresher on current ones.
- Parents have been consulted before re-opening regarding their children's sessions, and they have been informed that due to social distancing, we will operate on the government guidelines re maximum number of children allowed in to the nursery at any one time, therefore the hours for each child will be different to the hours that they were allocated before lockdown. The only



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exception will be keyworker and vulnerable children who will continue to attend for as many sessions as is needed

- To ensure children have consistency in their play and interaction with peers we will create a clear visual rota showing children's pictures and who their appointed teacher is for the day.
- We would prefer children to only attend our setting, if this is unavoidable, we ask that you keep us informed of any cases at the other setting or symptoms that you or your immediate family are showing
- All risk assessments will be reviewed and updated to incorporate new methods and systems, using advice from Essex County Council (ECC/EYCC). These will be shared with all staff and parents via email. Regular reviews (every 2 weeks) in the initial stages of re-opening will take place to ensure these new systems are effective, making any necessary changes if required.
- During the early stages of re-opening, we will limit the numbers of visitors to the setting. Where possible, we will arrange for visitors to come during the afternoon when numbers of children are lower. This may include new parents viewing, specialist workers, trade and service personnel. All visitors will need an appointment arranged to ensure we can safely facilitate them. The health and safety procedures for entry will be explained prior to arrival and social distancing kept during their time on site.
- Where children have a letter to indicate they are shielding it has been advised by the government that they remain home until advised by the Department of Health (i.e. as was the case for Coronavirus 2020). We will review and discuss individual circumstances after this time considering their GP's advice on the safest time for them to return. We will continue to support them with home learning activities through EYLog and will also keep in regular contact with them through phone and email communications, zoom meetings and the extra curricular activities that we are conducting across zoom.
- In the event where there is a lockdown, and the nursery is only open for keyworker children, for those children leaving, we will invite them in to the nursery at a time when there are no other children in order to have their leavers photo taken, so that we are able to present them with a leavers folder. Should it be permitted at a later date, the nursery may look in to holding an event for those children to celebrate the time they have had at the nursery and to wish them farewell

TRANSITION

During this period, arrangements for transitions may need to be adjusted. We aim to make transitions run as smoothly as possible for children moving on to school and for new children joining. The following have been put in place:

- Clear information around transitions is provided to parents of all children moving on to school. This includes Online/website support from ECC, the Essex Child and Family Wellbeing Service for families etc. added on the weekly newsletter.
- Liaisons with schools and teachers via phone/email to provide information to support individual transitions. On site visits from teachers which were previously conducted during this term have been temporarily postponed.
- Individual learning and developmental reports (Passports) completed for each child moving on to school by their key person and given to their parents to pass on to the child's form teacher/school.
- School preparation activities will be incorporated during the Summer period to help increase children's understanding of school rules and routines.
- Additional discussions with teachers of children with SEND or with a care plan are carried out during the Summer term to discuss the current strategies and support methods for these children. This will be via phone or email.
- Settling in sessions for newcomers will be arranged at the end of the Summer period where numbers of children will be reduced. Parents will be asked to complete the 'All about me' section on their EYLog accounts and provide other important information such as educational,



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health, medical additional requirements prior to their settling in sessions. These will be discussed in more depth during the settling in sessions and agreed plans drawn up.

SAFEGUARDING

- We will check all staff's validity to work with children during our re-opening checklist meeting before the children start back on the proposed re-opening date. All staff will be asked to complete and sign the form to confirm they are suitable to continue in their role.
- For children not returning during this period, we will continue to offer weekly opportunities to join our planned Zoom activities and meetings. We will also keep in contact via telephone, email or through EYLog.
- For children who are considered as vulnerable and not attending, we will continue to communicate more regularly. However, we will continually check with parents whether they would like their child to return or if they are happy with the existing arrangement.
- Processes will remain the same for any referrals that are needed to be made to social care. Information will be reviewed during the re-opening checklist meeting and 6 monthly unless anything changes beforehand.

Safeguarding training for designated officers, DBS and reference checks remain as set out in our current Safeguarding policy. We have recently added a policy for Safeguarding Vulnerable children during COV-ID 19. Further safeguarding guidance is available on EYCP webpage:

<https://eycp.essex.gov.uk/covid19-coronavirus/>.

Additional info available for parents when caring for children at home during phased return:

<https://www.escb.co.uk/safeguarding-children-during-coronavirus-covid-19/resources-for-families/>.

For supporting staff/children's wellbeing, mental health and resilience, including bereavement support we will provide literature and links to supportive websites such as

<https://www.gov.uk/government/publications/covid-19-guidance-for-the-public-on-mental-health-and-wellbeing>

<https://learning.nspcc.org.uk/news/2020/april/supporting-children-young-people-mental-health>.

We will regularly check on individuals during informal meetings and during supervisions. We will also alert other members of the team of the staff's situation so they can be more aware of any changes to work practice and provide necessary support to help them through this time.

EYFS LEARNING ENVIRONMENT

- We will continue to support the learning and development of, and care for the children who attend and also those who choose to stay at home, as set out in the EYFS.
- The learning environment will be adapted to take into consideration children and staff's safety. This will include removing different types of equipment and materials that could potentially spread the virus. We will be reducing the amount of toys on offer by rotating them on a weekly basis. All toys and equipment will be cleaned before they are stored and have a coloured sticker to indicate cleaning has been done.
- Children will be in separate groups and zones, so that we are able to monitor the area, toys and equipment that the children are using, ensuring that they are deep cleaned before the next group uses them. Specific staff members will be responsible for their own group, they will remain with that group during play activities.
- All routines and teaching will continue to incorporate the seven areas of learning. Children will be kept further apart where possible.



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- Where possible we will aim to conduct as many of our activities outside, where germs are less likely to be harboured.
- All activities taking place inside will be in a well ventilated room
- We will review collection details and emergency contacts for children before everyone returns by sending an email to ask parents/staff to update us.
- We will ensure that all parents and carers limit the amount of adults that are picking up and dropping off. We are familiar with all regular adults with all our families so we will be able to monitor this and will address this with a family if we feel they are coming in to contact with too many adults outside the nursery
- For children who are unable to attend the setting we will carry out remote learning programmes. Children's identity is always protected when carrying out activities online. A staff member is assigned as the Remote learning officer.

CHILDREN WITH SEND / ADDITIONAL NEEDS

- To continue the support for children with SEND we will keep communications with professionals working with the child to discuss supportive measures and future arrangements. One plan may need to be carried out via Zoom if face to face is not appropriate. We will keep in regular contact with parents/carers of non-attending children with SEND as to when they will return to ensure we have correct staffing and equipment ready. We will also review with support agencies along with parents when observations or meetings are due.
- Funding for children with SEND such as SEN Premium and Inclusion grants will be continually applied for where required and Provision and outcomes forms completed at the end of each term.

ATTENDANCE & FEES

- We will inform parents/carers via email of our re-opening strategies such as social distancing, drop/pick up procedures etc. prior to children returning, this will also be added to our re-opening risk assessments.
- All materials and equipment will be purchased in preparation for the methods for drop off and pick up.
- For any non-attending children due to isolation, we will continue to offer support through virtual means and provide activities through our EYLog system while they are at home. The government funding will continue to be accessed during this time and fees charged for their normal attendance times. However, all extra costs including food, extra-curricular activities and craft/cookery materials will not be charged and deducted from the following months invoice.
- If the nursery has to close, due to an outbreak of COVID or other pandemic, we will review the situation regarding the continued provision of the curriculum and activities via Zoom and through the online journal system. Funding will still be accessed, for those children who are in receipt of it to maintain sustainability. However, for fee paying spaces, we ask for a weekly nominal contribution of 25% to assist with the running costs and expenses. Please speak to the owner or manager if you are experiencing difficulties and we will do our best to work together to find a solution.

Agreement

The 'Logistics' section details that anyone with symptoms should follow the procedures for testing and isolation. Parents also agree to all our terms and conditions set in our pandemic policy by signing their consent in the EYlog

Staff are also made aware of all our pandemic policies, and agree to our terms and conditions in the staff disclaimer



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For any parent/carer or staff member not agreeing, we will seek further input from government guidelines which may result in suspension in attending the setting whilst we seek further information

COMMUNICATIONS

- The manager or deputy manager has been in touch with staff throughout the forced/partial closure and they have been kept updated with all developments
- Upon receiving confirmation that the nursery is to reopen, the staff rota will be reviewed and those that are furloughing may be asked to come back to work
- Should any staff be 'at risk' and therefore delaying returning to work, alternative staffing will be sought in the interim
- Prior to reopening all staff will be debriefed with all developments
- All parents have been consulted throughout to establish if they wish to send their child back to the nursery, they have received information that the hours may be different to their usual hours as we will be maintaining a social distancing setting
- For any children who will not be returning to the nursery, all home learning procedures will continue, via EYLog, phone, email communications and zoom calls
- We are in regular contact with our parents, ensuring that are managing at home and that we are able to support them. We have a record of the communications that we have had with parents, and have discussed those that we feel would benefit from more contact. We will also continue to send communications to parents reminding them of emergency contact details should they need them.

Test and Trace

The NHS has a system in place so that anyone who has tested positive for a pandemic (such as Coronavirus) can be contacted and given the relevant information to self-isolate including those that they may have been in contact with. More information can be found here

<https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works>

If we are alerted by the NHS to say that we have been in contact with someone who has tested positive, we will follow the procedures to alert all those who have been in contact with us or the infected person, giving them the advise set by the government and NHS.

The nursery records all visitor details and has a register of all children attending with parent details so that we can trace and notify all people who have come in to contact with a Covid19 positive person.

The free NHS Covid app is now available (SEP 2020) and the government are encouraging all to download it so that it can be used as a tracking system. More information can be found here www.covid19.nhs.uk ** please see **appendix A** for our steps to take for someone feeling unwell.

FINANCE

It may be that the setting has incurred additional costings during this time in respect of cleaning services, materials, PPE, barriers, and staff wages. Our fixed costs and overheads have remained the same, but we have suffered a large reduction of income due to limited attendance of children during the shutdown period. We felt that during this period we were not in the position to charge parents/carers fees for non-attending children.

In order to maintain the financial running of the business the following steps and implementations have been made:



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- A full evaluation to assess the sustainability of the business has been conducted
- Analysis of expenditure and cutbacks made on less important materials and equipment
- Training prioritised by importance with Safeguarding at the forefront. Other training that can wait until finances increase will either be conducted in-house by senior members who have the knowledge of the area or via research or online versions.
- Alternative arrangements have been made for the purchasing of food and provisions. Menus tailored to the group size and preferences of the children to avoid wastage.
- Staffing hours and days will remain the same unless they are required to be off for shielding purposes or their role is not currently required. In these cases, we will utilise the governments furlough system accordingly.
- Staff may be requested to take 1-2 days holiday per month over a lockdown period to avoid holidays building up and being taken at one time. Staff can carry over government specified holiday allowance in to the following years (taken within that year).
- Fees will now be paid in advance instead of historically in arrears. This is something we were going to be addressing for the sustainability of the setting but have brought this forward as a result of COV-ID19.
- The setting will adjust opening hours to enable daily cleaning to take place at the end of each working day after children have been collected. Parents/carers and staff will be informed of any changes beforehand.

We will continue to regularly review our cashflow and financial position throughout the coming months to assess the ongoing situation and try to address any shortfalls as best we can. Once reserves and other funds have been exhausted, and the income is no longer covering all outgoings, we may then utilise the government loans.

1.7 Child collection policy

Policy statement and procedures

During the child's registration and induction parents/carers give full personal details, and we identify them face to face, all staff are also introduced to them to familiarise them before the child starts. Only those specified on the registration form are permitted to collect the child from the nursery (including authorised emergency contact persons).

Procedures

Parents of children starting at the nursery are asked to provide specific information, which is recorded on our Registration Form, including:

- Home address and telephone number - if the parents do not have a telephone, an alternative number must be given.
- Parents place of work, address and telephone number (if applicable).
- Parents mobile telephone numbers (if applicable).
- Names, addresses, telephone numbers of at least two adults who are authorised by the parents to collect their child from nursery, for example a child minder or grandparent.
- Information about any person who does not have legal access to the child.

On occasions when parents or the persons normally authorised to collect the child are not able to collect the child, they record the name, and on arrival staff member will request a password that has been provided to the nursery by the parents during the registration process. We agree with parents how the identification of the person who is to collect their child will be verified; this will be by either a password or full description



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Parents are informed that if they are not able to collect the child as planned; they must inform us so that we can begin to take back-up procedures. We provide parents with our contact telephone number.

There are occasions where an alternative person, whose details are not mentioned on the registration form, may be asked to collect the child. In this instance we need a password and full description, including their name, before we allow the child to be taken off the premises. The password must match that which is recorded in their individual files.

If an unspecified or unarranged adult arrives to collect a child, we will not allow them into the building until we have verified their identity with the child's parents. We have a right to refuse the collection of the child by this person if we are unsure of their identity.

In instances where parents are separated both custodial and non-custodial parents have rights to visit the nursery and collect the child unless a court order exists restricting their contact with the child.

In the instance that a parent (whether in a relationship or separated from the other parent) has given permission for a parent of another child currently attending the nursery to collect the child we would allow this, (providing we can verify their identity, we would not require a password in this instance), unless a court order exists restricting their contact with the child.

If a parent's/new partner (non-biological) has been authorised to collect a child, on behalf of that parent, we will allow this (providing the identity procedures as above have been followed), unless a court order exists restricting their contact with the child.

We are not in a position to refuse entry or collection from a new step-partner/step-parent if it has been authorised by the partner of the new step-partner/step-parent (unless a court order exists restricting their contact with the child).

We have the right to refuse collection of children from anyone who we believe to be under the influence of drugs or alcohol. In this instance we would contact the next of kin or the emergency contact person on the registration form. The children will remain in our care until an alternative collection person arrives and we will ask the person who we believe to be under the influence of drugs and alcohol to leave the premises. If we are unable to arrange alternative collection, we will contact social care and we would inform the parents.

1.8 Uncollected Child Policy

Policy Statement

In the event that a child is not collected by an authorised adult, we will ensure that the child receives a high standard of care in order to cause as little distress as possible. We inform parents/carers of our procedures so that, if they are unavoidably delayed, they will be reassured that their child will be properly cared for.

If a child is not collected at the end of the session/day, we follow the following procedures:

- Check staff awareness and emails for any information about changes to the normal collection routines.
- If no information is available, parents/carers are contacted at home or at work.
- If this is unsuccessful, the adults who are authorised by the parents to collect their child from nursery- and whose telephone numbers are recorded on the Registration Form - are contacted.
- The child stays at nursery with at least one qualified member of staff until the child is safely collected.
- The child does not leave the premises with anyone other than those named on the Registration Form or have been notified of by parents or carers
- If the child has not been collected after one hour and attempts have failed in contacting the registered carers, the following procedures will be applied:



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- The child stays at the nursery with a qualified member of staff and contact will be made with the manager/safeguarding officer who will then contact Social Care.
- Social Care will aim to find the parent or relative if they are unable to do so, the child will become looked after by the local authority.
- A full written report of the incident is recorded in the child's file.
- Ofsted may be informed.

1.9 Missing Child Policy

Policy statement

Children's safety is always maintained at the highest priority both on and off the premises. To ensure that children are not lost while in the care of the nursery we:

- Carefully always supervise children
- Always maintain appropriate staff/child ratios
- Carrying out daily exit and entrance procedures to ensure the security of the children is always maintained
- Closely monitor children in and out of the building
- Closely monitor children on outings and trips
- Ensure that visitors to the Nursery are always supervised.

In the unlikely event of a child going missing, our missing child procedure is followed.

Procedures

Child going missing on the premises

- We will check the register to confirm the child came to nursery. A quick search of all rooms, cupboards and all areas in the nursery and outdoor play area will take place.
- The session supervisor will send a member of staff to carry out a thorough search for the child. The search will start immediately, with the member of staff searching the outside areas and checking the road also around the parked cars and other visual obstructions.
- While the initial search is made, a staff member will make enquiries of all adults at the nursery to establish the last sighting and time, clothes that the child was wearing, and the mental state of the child (happy, upset etc).
- If the child is not found within 5 minutes, the manager on duty will telephone the police and report the situation and follow their advice.
- The parent will then be notified and requested that a family member attend the nursery setting as soon as possible.
- The manager/deputy manager will ask the parent/carer or family member to come to the nursery, by using the normal route that the child would take and preferably by walking. The manager/deputy manager will then send a different member of staff to make a search of the area and continue the search until instructed otherwise.
- When the parent/carer arrives at the nursery, and the child is still lost, we will ask the parent/carer to return home and wait, in case the child has managed to make their way home.
- Telephone lines should remain as free as possible so that messages are not delayed.
- The nursery activities for the remaining children will continue as normal as possible and will ensure that children do not become anxious or worried, and all staff not involved in the search will give the children full and proper attention.

Child going missing while on a nursery outing/field walk

- As soon as it noticed that a child is missing, carry out a headcount to ensure that no other child has gone astray.



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- One staff member to immediately undertake a thorough search of the immediate vicinity
- Phone 999, giving your name, location, name and description of the child/staff, name of the nursery, and any other relevant information
- Nominated person to phone the nursery manager, and inform manager of shop/area etc that is being visited (if applicable)
- Manager or deputy manager to go to the venue / area being visited
- Staff to return other children safely to the nursery
- Manager or deputy manager wait for police/ ambulance.
- Follow procedures from number 5 as above

The incident will be logged and signed by Manager and parent. The following information will be recorded:

- the date and time of the report
- what children were involved in the incident
- the time it is estimated that the child went missing
- when the child/ren was last seen
- name of the staff member responsible for the missing child, if a member of staff is directly responsible
- written statements from all staff who were involved
- what has taken place in the nursery since the child went missing
- Ofsted and the insurance company will be notified

When the situation has been resolved, members of staff must review the reasons for it happening and carry out relevant measures to ensure that there is not a reoccurrence.

1.10 Transitions Policy

At Brentwood Day 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.



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Starting school or moving childcare providers

Starting school is an important transition and some children may feel anxious about the move. We will do all we can to facilitate a smooth transition 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 and of the teachers. This helps the children to become familiar with this new concept and will aid the transition
- Build relationships with local schools where possible and invite them in to attend one plan meetings
- Invite school representatives into the nursery, where possible, so they have the opportunity to introduce themselves 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
- We produce a comprehensive report on every child leaving the setting and with parental permission will share this with the 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
- With parental permission around school allocation day, we may share details of the schools children are going to so parents can see which children may be going to the same school. This can offer some reassurance for the children to know that are moving with some familiar peers.

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, video call or telephone.

Family breakdowns

We recognise that when parents separate it can be a difficult situation for all concerned. We have a Separated family 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 Bereavement policy, 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 and/or transitions in their life, we ask that you speak to the nursery manager and the key person to enable this effective support to be put into place.

1.11 Separated family policy

At Brentwood Day Nursery we support families going through separation by working closely with the parents to establish the most effective transition and support. We understand that this can be a difficult time and support a child's emotional well-being and report any significant changes in behaviour to the parent. Parents are signposted to relevant services and organisations for support for the whole family, where required.



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Parental responsibility

While the law does not define in detail what parental responsibility is, the following list sets out some of the key features of someone holding parental responsibility. These include:

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

England

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

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

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

Be aware of different types of family arrangements and seek further advice from a solicitor, NDNA legal

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

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

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

We will:

- Ensure the child's welfare is paramount at all times they are in the nursery
- Comply with any details of a court order where applicable to the child's attendance at the nursery where we have a copy attached to the child's file
- Provide information on the child's progress e.g. learning journeys, progress checks within the nursery, to both parents where both hold parental responsibility
- Invite both parents to nursery events, including parental consultations and social events where both hold parental responsibility
- Ensure any incident or accident within the nursery relating to the child is reported to the person collecting the child



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- Ensure that all matters known by the staff pertaining to the family and the parents' separation remain confidential
- Ensure that no member of staff takes sides regarding the separation and treats both parents equally and with due respect
- Not restrict access to any parent with parental responsibility unless a formal court order is in place. We respectfully ask that parents do not put us in this position
- We will seek legal advice in the case of any disputes regarding the care or collection of the child and sharing of information, where required, to ensure we meet all legal requirements.

We ask parents to:

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

1.12 Complaints Procedure

At Brentwood Day Nursery 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. 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 children 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, a senior member of staff or room leader. If this is not resolved, we ask them to discuss this verbally with the manager.

Stage 2

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



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(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 whenever they have a concern, including at all stages of the complaints procedure, and information on how to contact Ofsted is displayed in the setting. 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

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 of children attending on a regular basis.

This policy has been reviewed and updated by Rachel Austin and Claire Holdgate. It has also had the input from all staff members and approved by them.



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SECTION 2

SAFEGUARDING CHILDREN - Promoting Health and Hygiene

2.1 Administering medicines

Policy Statement

While it is not our policy to care for sick children, who should be at home until they are well enough to return to the setting, we will agree to administer medication as part of maintaining health and well-being or when they are recovering from illness. In many cases, it is possible for children's GPs to prescribe medicine that can be taken at home in the morning and evening. As far as possible, administering medicines will only be done where it would be detrimental to the child's health if not given to the child in the setting. These procedures are written in line with current guidance in 'Managing Medicines in Schools and Early Years Settings'; the manager is responsible for ensuring all staff understand and follow these procedures. The Manager or Supervisors are responsible for overseeing the correct administration of medication to children. This includes ensuring that parent consent forms have been completed, that medicines are stored correctly and that records are kept according to procedures.

If Calpol/Nurofen needs to be continually given to children in order to keep them well, we will not do this.

Procedures

- Children taking prescribed and non-prescribed medication must be well enough to attend the setting
- Prescription medicines must only be administered if it has been prescribed by a doctor or dentist and is for the named child and in date
- All medicines must be in the original packaging with the child's name on, and cannot be dispensed into other bottles
- Children's non-emergency medications are stored in their original containers in the store cupboard and are clearly labelled and inaccessible to the children. Emergency medication such as asthma (asthma pumps are administered using spacers) pumps and EpiPen's will be taken out of the store cupboard if that child is attending that day and placed on a tall cabinet with the main room (out of reach of children). Medicine's that need to be kept in a fridge will be stored in the kitchen refrigerator, in a named bag or with the child's name label
- For all children requiring EpiPen's, we require two for each child. EpiPen training is covered in our First Aid
- Parents must give prior written consent for the administration of ALL medication (prescribed and non-prescribed). The staff receiving the medication from the parent should ask the parent to sign the medication form stating the following information. No medication may be given without these details being provided:
 - Full name of child and date of birth
 - Name of medication and strength
 - Who prescribed it (if prescription medicine)
 - Dosage to be given in the setting
 - How the medication should be stored and expiry date
 - Signature, printed name of parent and date

The administration is recorded accurately each time it is given and is signed by staff.

The medication record form is stored in the child's individual file and kept in the locked filing cabinet.

- In the event where a child is unwell and medication administration has not been approved by a parent, we will always endeavour to alert parents prior to administration, however, if condition worsens and parent, carer contact cannot be made, the manager (or senior supervisor on duty) will follow instructions and advice from the emergency services in administering a non-prescribed



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medicine such as Paracetamol, Nurofen or Piriton. This may be to prevent febrile convulsion or possible anaphylaxis until the parent or named person arrives to collect the child. Parents are informed on collection of their child exact details of the medication administered. Details are also recorded on the care diary of the child's EY Log account.

- Parents' consent is always sought at induction regarding administering medication. Where parents do not consent, we will explain our responsibility and the procedures we will follow in the event of an emergency.
- Staff are asked to make us aware of any medication that they require and how to administer it. We have full details on the staff board of the medications that are required by staff.

2.2 Managing children who are sick, infectious or have medical conditions

Policy Statement

We provide care for all children and promote health through identifying allergies and preventing contact with the allergenic substances, chemicals and through preventing cross infection of viruses and bacterial infections. To ensure that children are safe and fully included (rather than excluded) we provide training to all staff and additional planning.

Procedures for children with allergies or medical conditions

When parents join their children at the setting, they are asked if their child suffers from any known allergies or medical conditions. This is recorded on the registration form and details:

- The allergen and the trigger for these.
- The nature of the allergic reactions, e.g. anaphylactic shock reaction, including rash, reddening of the skin, swelling, breathing problems etc.
- What to do in case of allergic reactions, any medication used and how it is to be used (e.g. EpiPen).
- Type of medical condition and how this is managed (care plans may be required).

Details are kept in the child's personal file. Details of the child's allergies are displayed on the kitchen serving hatch, medical care plans are displayed on staff notice board on the store cupboard door. All staff and students are made aware of children's allergies and medical conditions during their induction, these are reiterated at regular intervals. By ensuring that this information is widely available to all staff we are able to consistently provide for those that need it.

Parents are expected to keep us fully up to date with any changes to children's medical conditions.

At all times the administration of medication must be compliant with the welfare requirements of the Early Years Foundation Stage and follow procedures based on advice given in the statutory Framework for the Early Years Foundation Stage (2017) revised September 2021.

Procedures for children who are sick or infectious

- If children appear unwell during the day- have a temperature, sickness, diarrhoea or pains, the manager calls the parents who either collects the child or sends a known person on their behalf. If the symptoms of the child appear to be related to pandemic virus, we would refer to the pandemic policy
- If a child has a temperature, they are kept cool by removing top clothing and sponging heads with cool water (fans may be used).
- Temperatures are taken with a fever scan or ear thermometer.
- In extreme cases of emergency an ambulance will be called, and the parents informed.
- After diarrhoea/sickness the child should be kept at home for 48 hours or until a full stool is passed. In the event of an outbreak we will follow and complete the checklist supplied by Public Health England



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https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/625991/Appendix_3.pdf

- We follow the Government guidelines for exclusion periods. Other common illnesses amongst children:
 - Chicken pox – until the last blister has scabbed over
 - Scarlett fever – 24 hours after starting the first antibiotic

Please refer to this:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/789369/Exclusion_table.pdf or contact the nursery for exclusion periods for all other illnesses not listed here. The exclusion list can also be found in the starter pack.

- Parents/Carers must inform us if children are ill and will be absent from nursery before the start of their session. Any child who is absent without any notification for 3 days or more, the parents will be contacted by the nursery to find out the reason for this absence. All details of absences of more than three days will be recorded in children's records.
- All significant illnesses such as chicken pox is recorded on their individual files. Recurrent illnesses such as sickness, frequent high temperature will also be recorded

Procedures for those who have short- or long-term medical conditions

- If the child comes to us with a pre-existing or develops a condition whilst at the setting, such as allergy, asthma, chromosomal or genetic condition, we would ensure that we have full details and a care plan would be created with parent and/or medical professionals advice. All staff would be made aware of this and relevant training will be carried out. We would also draw further guidance from the Government 'Supporting pupils with medical conditions at school'
<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>
- This will be regularly reviewed and updated

Reporting notifiable diseases and pandemic, virus outbreaks

Ofsted is notified of any infectious diseases, which a qualified medical person considers necessary (Rachel Austin or Janet Torris). Please see 1.1 in the safeguarding section for pandemic and virus outbreaks.

2.3 Staff medications, allergens and conditions

- Staff are asked to make us aware of any medications, allergens and medical conditions that they have or require and how to administer or carry out the relevant procedures. We have full details on the staff board of the medications that are required by staff, and any allergens they may have
- Care plans for those with conditions are also displayed on the staff notice board and all staff are made aware of these conditions during their staff induction and at staff meetings. The care plan is devised with the staff member and a medical practitioner where necessary

2.4 Nappy Changing

No child is excluded from participating in our setting who may for any reason, not yet be toilet trained and who may still be wearing nappies or equivalent. We work with parents towards toilet training, unless there are medical or other developmental reasons why this may not be appropriate at the time.

We make necessary adjustments to our bathroom provision and hygiene practice in order to accommodate children who are not, yet toilet trained.

We see toilet training as a self-care skill that children have the opportunity to learn with the full support and non-judgemental concern of adults.

Nappy changing procedures

- Parents are asked to provide nappies, wet wipes and any creams their child might need.



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- Children will be changed at specific times throughout the day to keep them comfortable and avoid nappy rash. They will also be changed as necessary if they are dirty or considered overly wet. At times, where children may be sore and have no creams in their bags, Vaseline will be applied to prevent the area worsening (records will be checked prior for allergies).
- The daily staff rota outlines when each person is responsible for this duty.
- Changing areas are warm and there are safe areas to lay young children when nappy changing is taking place.
- Gloves and aprons are put on before changing starts and the area checked for cleanliness. This area is appropriately cleaned following each nappy change.
- All staff are familiar with the hygiene procedures and carry these out when changing nappies.
- Nappies and pull-ups are disposed of hygienically. This is emptied after each session.
- Children are never left unattended when nappy changing is being carried out

Toileting

- Young children are encouraged to take an interest in using the toilet, if they just want to experience the feeling.
- Children will be encouraged to wash their hands and have soap and hand towels to hand.
- Older children access the toilet when they have the need to and are encouraged to be independent.
- Any soiled clothes are bagged for the parents to take home.
- All toileting accidents are reported to the appropriate person (one who will be present at collection time) and recorded in the children's daily record books

Intimate Care Policy

At Brentwood Day Nursery 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 paediatric first aider.

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

- Promoting consistent and caring relationships through the key person system in the nursery and ensuring all parents understand how this works
- Ensuring all staff undertaking intimate care routines have suitable enhanced DBS checks
- Training all staff in the appropriate methods for intimate care routines and arranging specialist training where required, i.e. paediatric first aid training, specialist medical support
- Ensuring children are afforded privacy during intimate care routines whilst balancing this with the need to safeguard children and staff. No nappy changes or intimate routines will 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



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- 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 Parents 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 the Safeguarding children and child protection policy, including 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 children and 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 including 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.

2.5 Drugs, alcohol, and smoking/vaping policy

Policy Statement

We comply with health and safety regulations and the Welfare Requirements of the EYFS (2017) in making our setting a no-smoking/vaping, drug and alcohol-free environment-both indoor and outdoor.

Procedures

- All staff, parents and volunteers are made aware of our drug, alcohol and smoking/vaping policy
- No-smoking signs are displayed
- We actively encourage no smoking/vaping
- Staff who smoke or vape do not smoke during working hours unless on a break and off the premises
- Staff who do smoke or vape during their break or before or after their session must remove their work top and wear their own top to reduce the effect of the odour for children and colleagues. The work top should be replaced before they return and thoroughly wash their hands before re-entering the room.
- Smoking/vaping is only permitted away from the building, and out of the sight of the children.
- We will monitor staff of any drinking and drug use, either intermittent or continuous which interferes with an individual health, work or capabilities, which affects the work performance and/or safety of others.
- If we feel that they are unfit due to alcohol and drug consumption we will follow the necessary disciplinary procedures. If the staff member needs time away from work for this matter, pay will be at the managers discretion. We will provide them with the relevant information to assist with their actions.
- All staff are asked during the interview process if they smoke/vape, drink or take drugs regularly, a record is kept.



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2.6 Food and Drink

Policy Statement

The nursery regards snack and mealtimes as an important part of the day. Eating represents a social time for children and adults to interact and helps children to learn about healthy eating, food type and origins. At snack and mealtimes, we aim to provide nutritious food, which meets the child's individual dietary needs. We aim to meet the General Welfare requirements of the Statutory Framework for the Early Years Foundation Stage (revised 2017, revised September 2021): Safeguarding and Promoting Children's Welfare.

Procedures

- Before a child starts to attend the nursery, we find out from the parents/carers their children's dietary needs, including any allergies, intolerances and dietary requirements
- We record information about each child's dietary needs in his/her registration records and parents sign the record to signify that it is correct.
- We regularly consult with the parents/carers to ensure that our records of their children's dietary needs including any allergies and intolerances are up to date.
- We inform all staff and students during their induction of nursery procedures for allergies and dietary requirements. We display current information about individual children's dietary needs, allergies and intolerances so that all staff, students and volunteers are fully informed about them.
- We are vigilant to ensure that children only receive food and drink which is consistent with their dietary needs and their parents'/carers' wishes.
- Signs are displayed documenting the allergies, likes, dislikes of a child and it is discussed with staff
- We plan menus taking account of parents and children's ideas and requests. We display the menus of all food prepared for the children on the notice board and weekly in their diary books.
- We provide nutritious food at all mealtimes avoiding large amounts of fat, sugar and salt and artificial preservatives and colourings.
- We include the following elements in meals which are offered:
 - Protein for growth; and
 - Essential minerals and vitamins in raw foods, salads and fruits.
- We include foods from the diet of each of the children's cultural backgrounds, providing children with familiar foods and introducing them to new ones.
- Through discussion with parents/carers and research by staff, we obtain information about the dietary rules of the religious groups, to which children and their parents belong, and of vegetarians and vegans, and about food allergies and intolerances. We take account of this information in the provision of food and drinks.
- We require staff to show sensitivity in providing for children's diets and allergies. Staff do not use a child's diet or allergy as a label for the child or make a child feel singled out because of his/her diet or allergy.
- We organise meal and snack times so that they are social occasions in which children and staff participate in preparation.
- We use meal and snack times to help children develop independence through making choices, serving food and drink and feeding themselves.
- We provide children with utensils that are age and stage appropriate, taking into account of the eating practices of their cultures.
- We are especially vigilant where we have a child who has a known allergy to nuts.
- We have fresh drinking water available for the children throughout the day.
- For children who drink milk, we provide whole and pasteurised milk. Parents are asked to provide alternative milk for children who cannot drink this type.



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- We ask parents that any food gifts that are bought in are nut free, and that all children now take them home with them so that the parent or carer can decide whether to give it to them.
- We promote independence, encouraging older children to manage their own requirements when serving food and to feed themselves where possible.

We have a list of food allergens which can be accessed where necessary.

2.7 First aid

Policy statement

In our setting we ensure that there are staff members who can take action to apply first aid treatment in the event of an accident involving a child or adult. At least one member of staff with current first aid training is on the premises at any one time, although the majority of our staff are qualified. The first aid qualification includes first aid training for infants and young children: 12 hours paediatric first aid level 3. Staff under probation awaiting DBS will not be permitted to administer first aid or administer medication.

Paediatric first aid

Majority of staff at the setting hold a current first aid training certificate level 3 (relevant to infants and young children). Epi pen training will be provided as and when we have a child who requires it. Training for this is completed at the staff induction.

Administering first aid treatment

Parents are made aware at registration/induction that a qualified staff member will carry out emergency first aid treatment where necessary. If we require further professional help to meet the patient's needs, we will contact the emergency services and act on their instructions. Parents and/or next of kin will be notified immediately and informed of the next steps.

First aid kit

Our first aid kit complies with the health and safety (first aid) regulation 1981. We follow the guidance of the Health and Safety Executive and stock the kit according to the nursery needs.

The first aid box is clearly marked, is easily accessible and kept in the cupboard (out of children's reach). It is regularly checked by a designated member of staff and re-stocked as necessary.

At the time of admission to the setting, parents' written permission for emergency medical advice or treatment is sought. Parents sign their written approval. Non consent to emergency first aid may result in the nursery retracting an offer of a space.

A defibrillator is located in the tennis club at the back of the building which can be accessed.

This policy has been reviewed and updated by Rachel Austin and Claire Holdgate. It has also had the input from all staff members and approved by them.



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SECTION 3 **EQUALITY OF OPPORTUNITY**

3.1 Valuing diversity and promoting equality

Policy Statement

Our nursery is committed to providing equality of opportunity and anti-discriminatory practice for all children and families as stated in the Equality Act 2010.

Our Vision: *“Inclusion is a process of identifying, understanding and breaking down barriers to participation and belonging. Our setting does everything possible to ensure children can participate, belong and develop, whatever their background or level of ability. We aim to provide an environment where everyone who visits our nursery feels equally welcomed, valued and accepted.”*

Meeting our duties

The Equalities Act 2010 (revised 2016) states that, for all protected characteristics, settings must have due regard to the three aims of the duty, which are to:

- Eliminate unlawful discrimination, harassment or victimisation
- Promote equality and foster good relations between those who share a protected characteristic and those who do not
- Our obligations under legislation are entirely in keeping with the nursery’s obligations to deliver high quality learning opportunities and provision of care for every member of the setting.

Aim:

We aim to provide a secure place for all children so they can flourish and in which all contributions are considered and valued.

Our Single Equality Scheme (SES) and action plan sets out our statutory duties in relation to race, disability and gender and promoting community cohesion. The duties cover staff, children and people using the services of the nursery such as parents. It also addresses the legislation relating to religion or belief, sexual orientation and age and therefore includes our priorities and actions to eliminate discrimination and harassment for these equality areas. We strive to provide the following;

- Learn and develop at their own pace
- Feel safe and well at the setting
- Develop a sense of belonging
- Reach their full potential
- Include and value the contribution of all families to our understanding of equality and diversity.
- Provide positive non-stereotyping information regardless of their religious persuasion, racial origin, cultural and linguistic background, gender, sexual orientation, social group or disability.
- Improve our knowledge and understanding of issues of equality and diversity.
- Treat everyone as individuals, regardless to their religious persuasion, age, marriage, racial origin, cultural and linguistic background, gender, pregnancy, sexual orientation, social group or disability.
- Recognise festivals and events for cultures around the world.
- All activities and equipment, for example music, books, cooking and home corner will reflect different cultures.
- We will ensure that all children will be cared for and educated in an environment that is free from prejudice and discrimination



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Methods:

Our nursery is open to all members of the community.

- We provide information in clear, concise language, whether in spoken or written form. Where possible, we will endeavour to provide suitable literature for parents/carers and children in relevant languages.
- We base our admissions policy on a fair system.
- We do not discriminate against a child or refuse entry to a child because of their religious persuasion, age, marriage, racial origin, cultural and linguistic background, gender, pregnancy, sexual orientation, social group or disability.
- We ensure that all parents/carers are aware of our equal opportunities policy, a link to our latest policies and procedures is sent to all parents
- We take action against discriminatory behaviour by staff, students, parents and visitors. Displaying of openly discriminatory and possible offensive materials, name-calling or threatening behaviour are unacceptable on or around the premises and will be dealt with in the appropriate manner.
- We carry out yearly checks such as Access Audit, Equality Check, these focus on the provision of the setting. We also carry out a 3 yearly Action Plan which outlines our aims.
- The nursery allocated ENCO officer is: Lauren Ross, Deputy Officer: Mrs Rachel Austin

Employment

- Posts are advertised and all applicants are judged against explicit and fair criteria.
- The applicant who best meets the criteria is offered the post, subject to references, eligibility to work in the UK and checks by the Disclosure and Barring Services. This ensures fairness in the selection process.
- We may use the exemption clauses in relevant legislation to enable the service to best meet the needs of the community.
- We review our practices to ensure that we are fully implementing our policy for equality and diversity.

Training and knowledge

- We seek out training opportunities for staff and volunteers to enable them to develop anti discriminatory and inclusive practices such as for supporting children with EAL (English as an additional language) which enable all children to flourish and feel welcomed.
- We regularly review our practices and resources to ensure that we are fully implementing our policy for equality and diversity.
- We regularly review and include the latest updates and information from NDNA, PSLA, PACEY (Professional Association for childcare and early years), Quality Matters in Essex, Essex local offer website in to our provisions and approaches

Curriculum

The curriculum offered in the nursery encourages children to develop positive attitudes to people who are different from themselves. It encourages children to empathise with others and to begin to develop the ability to respect each other.

We do this by:

- Making children feel valued and good about themselves.
- Ensuring that children have equality of access to learning e.g. recognising the different learning styles of girls and boys, age and stage etc.
- Reflecting the widest possible range of communities in the choice of resources.
- Celebrating a wide range of festivals.



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- Creating an environment of mutual respect and tolerance.
- Helping children to understand that discriminatory behaviour and remarks are unacceptable.
- Ensuring that the curriculum offered is inclusive of children with different religious persuasions, racial origin, cultural and linguistic background, gender, sexual orientation, social group or disability.
- Ensuring that children whose first language is not English have full access to the curriculum and are supported in their learning.

Community Links

We regularly invite members of the community in such as: local police/fire officers, the elderly, charity organisations such as Guide Dogs, Comic Relief, parents from different cultural backgrounds and various other representatives of the community to share information about their services or experiences. This greatly helps promote children's knowledge and understanding of the world around them and enriches their life experiences. We advertise our community days on the parents greeting board.

We work with local Nursery Nurses, Specialist Support Workers and Advisors to gain ideas and strategies to help support children's development in all areas.

We have good relations with past children from the nursery who often re-visit to keep us updated and share their experiences of school/college/university and work with the setting.

Parents are often invited to come in and talk to the children about their different professions/job roles.

Valuing Diversity in Families

- We have an equality working group consisting of one or more parents from different cultural backgrounds, along with the ENCO officer and assistant. These regularly meet to discuss any areas of provision or practice that can be adapted or included to suit the needs of all families in our setting
- We welcome the diversity of family life and work with all families.
- We encourage parents/carers to engage in the life of the setting and to fully contribute.
- We encourage children to contribute stories of their everyday life into the nursery.
- For families who have a first language other than English, we value the contribution of their culture and language offer. We support children by learning words from their language to help understanding of individual needs and desires.
- We offer a flexible payment system for families of differing means.

Food

- We work in partnership with parents/carers to ensure that the medical, cultural and dietary needs of children are met.
- We help children to learn about a range of food, cultural approaches to mealtimes and eating to respect the differences among them.

Monitoring and Reviewing

- To ensure our policies and procedures remain effective we will monitor and review them annually to ensure our strategies meets the overall aims to promote equality, inclusion and valuing diversity. However, where new ideas, legislation is implemented may require more regular reviews.
- We provide a complaints procedure and parents are made aware of this. Please see 1.10 of policies and procedures.



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3.2 Supporting children with special educational needs and disabilities (SEND)

Policy Statement

We provide an environment in which all children including those with special educational needs or disabilities are supported to reach their full potential. Discussions during inductions are carried out when they join our nursery, so that we can gain full insight of children's developmental stages and can build upon their prior learning. Information is provided by parents and other professionals such as health visitors and paediatricians working with the child to create an accurate assessment. We use this information to provide starting points for their development. We use a Graduated Approach where the continuous cycle of assessment is carried out as children's strengths and needs develop and change. This cycle forms a key part of good teaching practice for all children but needs to be applied with a tighter focus for those children who require, or potentially may require, SEN support in schools. Where a child appears to be behind expected levels, or where a child's progress gives cause for concern, staff should consider all the information about the child's learning and development including formal checks, staff observations and any other detailed assessment of the child's needs. Staff should particularly consider information on a child's progress in communication and language, physical development and personal, social and emotional development. Any specialist advice will assist in making decisions about whether or not a child has SEND. All the information will be considered when meeting and discussing the child's developments with the parents/carers.

Children may have Special Educational Needs either throughout or at any time during their nursery development. A delay in learning and development in the early years may or may not indicate that a child has SEND. Difficult or withdrawn behaviour does not necessarily mean that a child has SEND. We will assess a child to determine whether there are any contributing factors such as an underlying learning or communication difficulty. If other factors such as housing, family or other domestic circumstances are contributing to their behaviour, we will discuss this with parents and by using the Early Help Assessment tool to develop ways of further supporting the child and family.

Prior written consent is obtained prior to any information sharing about their child. Even after recommendation from the nursery, a parent has a right to refuse any additional support, at any stage, for their child. However where we feel that by not arranging any additional support would be detrimental to their health, growth and development and we would be failing to abide by our childcare responsibilities or may have an impact on the other children in the nursery, we will endeavour to work with the family to establish suitable support.

Identifying and assessing SEND for young children whose first language is not English requires particular care. Early year's practitioners should look carefully at all aspects of a child's learning and development to establish whether any delay is related to learning English as an additional language or if it arises from SEND or disability. Difficulties related solely to learning English as an additional language are not SEND.

Our setting is wheelchair accessible.

Aims

- The nursery has regard for the DfES Special Educational Needs and Disability (SEND) Code of Practice 0-25 years (2015)
- We include all children in our provision.
- We will identify the specific needs of children with SEND and meet those needs through a range of strategies and programmes
- We support parents and children with special educational needs and disabilities (SEND).
- We will work in partnership with parents and other agencies in meeting individual children's needs.
- We will monitor and review our practice and provision and, if necessary, and if feasible, make adjustments or updates.



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Methods

- The nursery has a designated Special Educational Needs and Disabilities Coordinator (SEND co) in the setting. Our SEND coordinator is the manager Rachel Austin, and assistant Chrissie Searle. They monitor children with SEND and provide staff with regular updates of the child's progress and requirements
- We ensure that the provision for children with SEND is the responsibility of all members of the setting, primarily the keyperson to oversee their day to day welfare and education
- We will ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We will ensure that our physical environment is as far as possible suitable for children with disabilities.
- We will help children manage their behaviour and emotions, particularly trauma and stress and to take part in learning effectively and safely.
- We will work closely with parents of children with SEND to create and maintain a positive partnership.
- We will ensure the privacy of children with SEND when intimate care is being provided.
- We will ensure that parents are informed and involved at all stages of the assessment, planning, provision and review of their children's education.
- We will provide parents with information on sources of independent advice and support.
- Additional funding may be available for children with SEND, the nursery will work with parents and support services to process this. This is based on a child's individual support and learning needs.
- We liaise with other professionals involved with children with special educational needs and their families, including transfer arrangements to other settings and schools.
- We occasionally access funding to help support children's development and welfare at the nursery such as Inclusion grant and SEN premium.
- We will ensure that children with SEND are appropriately involved at all stages of their graduated response, taking into account their levels of ability.
- We will provide a broad and balanced curriculum for all children with SEND.
- We use a system of planning, implementing, monitoring, evaluating and reviewing individual One-Page Profiles and One Plans for children with SEND. We will record the strategies used to support the child within a one plan. This will outline the short-term targets set for the child within the nursery and the supporting strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed, in most cases, this review occurs 3 to 4 months. Parents will be involved in the process along with any agreed professionals such as Health CO, school SENDCO, or teacher from the school they are transferring to. If an EHCP is requested, this will be applied for after two One Plan meetings have been arranged.
- We use a system for keeping records of assessments, planning, provision and review for children with SEND.
- We provide resources (human and financial) to implement our Special Educational Needs and Disabilities Policy.
- The child's behaviour and performance will be observed and recorded, and all information shared with the parents. We will then work together to create plans to fully support next stages of development.
- Provision of interventions, learning material and equipment will be included.
- We will create small groups within the setting where the child will receive extra support.
- Staff training and research to introduce more effective teaching strategies will be carried out where needed. In line with the Green Paper MAR 2022 having an improved workforce at level 3 is advised. It is our aim to meet this requirement.
- The nursery will assess resources available for children with SEND



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- We use the Essex Local Offer for support and guidance for children with SEND and their families. The information on the Essex Local Offer is also provided to parents where necessary
- The nursery's local offer outlines the facilities and provision for children with SEND. This can be accessed via our website: www.brentwooddaynursery.co.uk. Alternatively, you can view a hard copy at the nursery. This is located in the basket on the parent information desk.
- When writing and providing information we follow the Government guidance document on inclusive language <https://www.gov.uk/government/publications/inclusive-communication/inclusive-language-words-to-use-and-avoid-when-writing-about-disability>

Early action is crucial, as highlighted in the Green Paper MAR 2022 which supports that early intervention and improved targeted support has greater benefits. It is particularly important in the early years that there is no delay in providing special educational provision. A delay could contribute to their learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties.

There may be occasions, even after following relevant steps to identify and meet the needs of a child with SEND, where we would consider requesting an Education, Health and Care plan (EHCP). We would contact the local authority who would arrange for the relevant professionals to assess the child. An EHCP identifies educational, health and social needs and sets out the additional support to meet those needs for children transitioning to school. Following the new Green Paper MAR 2022 this is now carried out in digitalised format.

Supporting looked after and disadvantaged children

We recognise the importance of providing all children with the best opportunities and support to enable them to reach their full potential whilst in our care. In some cases, this may include working more closely in partnership with parents to offer advice, signpost to services (where necessary) and/or contact professionals to further support children and families. In some cases, funding, such as Early Years Pupil Premium, 2 year funding and income deprivation may be provided to further support an individual. This will be applied for by the Manager or Owner.

This policy has been reviewed and updated by Rachel Austin and Claire Holdgate. It has also had the input from all staff members and approved by them.



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SECTION 4 **BEHAVIOUR**

4.1 Achieving positive behaviour

Policy Statement

The nursery requires all staff and students to read and understand the Behaviour Management Policy and all persons must agree to abide by the policy.

Our nursery believes that children flourish best when they know how they are expected to behave and should feel free to play and learn without fear of being hurt or unfairly restricted by anyone else. We operate an open-door policy whereby parents/carers are welcome at any time to discuss any issues regarding behaviour at home.

Discipline and guidelines:

- Create reasonable limits.
- Discipline behaviour not the child.
- Teach what is to be expected through positive modelling.
- Carry out discipline immediately and directly related to the inappropriate behaviour.
- Adapt discipline according to the child's developmental stage and understanding

How to manage behaviour (including physical restraint)

In order to appropriately react to children's behaviour, it is essential to take into account the development stages of the children. We must first question if the behaviour is age or stage appropriate. Our expectations must also be tempered by ability to prioritise, which behaviours require redirecting and which can be dealt with by children themselves.

Aim

Our aim is to provide an environment, which encourages acceptable behaviour, enabling children to learn to respect themselves, other people and their environment.

To ensure that all staff support children through effective teaching to deliver positive behaviour consisting of emotional intelligence; managing feeling and behaviours (self regulation), being able to express their emotions effectively, and being empathic towards others. Also, being able to form positive, respectful relationships as stipulated by EYFS framework.

Our Behavioural Management Coordinator is Jessica Austin

Methods

- We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents/carers and one another with friendliness, care and courtesy.
- We require all staff, volunteers and students to use positive and consistent strategies for handling any conflict by helping children find solutions in ways, which are appropriate for the children's ages and stages of development – for example distraction, praise and reward.
- We familiarise all new staff, parents, volunteers and students with the nurseries behaviour policy and its procedure for behaviour management, by issuing the policy before joining.
- We explain to the children by using the expected behaviour through regular discussions and sharing the nursery visual rule book
- We expect all members of the nursery, children, parents/carers, staff and volunteers to adhere to the behavioural management procedures consistently.
- We praise and endorse desirable behaviour such as kindness and willingness to share.



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- We avoid creating situations in which children receive attention only in return for undesirable behaviour. We divert children away from the situation which may be creating the behaviour.
- We recognise that interaction with other people may vary between cultures, also those with English as an additional language. This may require staff to more sensitive in dealing with specific issues.
- We also recognise that certain cultures and backgrounds may have different disciplinary approaches and we would expect them to understand the methods within our setting which reflects the English law, which may at times differ.
- When children behave in unacceptable ways, we help them to see what was wrong and how to cope more appropriately in future.
- We never use physical punishment, and children are never threatened with it. In the case of an emergency we will risk assess the situation to prevent personal injury and injury to others. This may require action such as physical restraint, or moving the child to another area.
 - Physical effective handling would only be used as a last resort when all other possible methods have been used and where there is significant risk of harm occurring, for example when a child is injuring themselves or others or they are damaging property.
 - Physical restraint would never be used out of anger or as a punishment and will always be necessary, reasonable and proportionate
 - Where we feel a child needs physical restrictive handling methods, this would be discussed, and methods agreed with the parent or carer. Occasionally other professionals may be consulted for further advice
- We do not shout or raise our voices in a threatening way to respond to children's behaviour. However, to prevent a situation that may lead to a child being hurt we may raise our voice to gain immediate attention of those or others around.
- Children will be addressed in an appropriate manner according to their level of understanding where inappropriate behaviour is being demonstrated
- We handle children's unacceptable behaviour in ways which are appropriate to their ages and stages of development – for example by distracting, discussion or by withdrawing the child from the situation for a short period allowing them to reflect on the reasons for withdrawal
- We try to avoid scenarios where there is an audience by isolating the discussion
- Offering the opportunity of a physical outlet of their aggression by means of physical play
- Parents are informed regularly about their children's behaviour. We work with parents/carers to address recurring unacceptable behaviour, using objective observation records to help us understand the cause and decide jointly how to respond appropriately. We will also devise strategies to support them in the future, where the nursery and the home are using consistent approaches.
- Where problems are identified, we will endeavour to support parents in any referrals with outside agencies such as health visitors, speech therapists, educational psychologists, occupational therapists etc. and implement any plan of action they recommend.
- In extreme cases of serious disruptive behaviour and where all efforts made have failed to overcome the problem, parents/carers could be asked to remove their child from the nursery. See our procedures below.
- We attend regular consultation meetings with local services for advice on individual children within the setting.

Discipline Guideline Procedures

The following procedures will be followed where an incident is regarded as serious, or where there is a collective amount of inappropriate behaviours where our current interventions have been unsuccessful;

- Address the child displaying the inappropriate behaviour/s to determine why this has happened. The manager will log all details of the incident/s on an incident form. The parent will be informed of the incident/s on collection of their child and discuss how we can help support the child in using more positive behaviour.



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- If this occurs for a second time, or the collective behaviours become more persistent, we will again try to ascertain why this is happening and discuss strategies where we can help promote and model more positive behaviour. The incident/s will be logged, and the parent informed on collection. We will agree methods of supporting the child through this time.
- On a third event, or the collective behaviours become more persistent, full details will be taken and logged and discussed with the parent on collection. The parent will be issued with a written warning explaining if any future incidents of this nature re-occurs, we will have to ask them to remove their child from the setting. We will discuss with the parent methods and strategies of helping prevent any future episodes, this may include speaking to outside professionals. After ongoing discussions, with parents/professionals, we will review if the setting is appropriately equipped to support the child and make decisions accordingly.
- A fourth incident, or the collective behaviours become more persistent, will result in the setting asking for the child to be removed and their contract terminated with immediate effect. A letter will be issued detailing the reasons for this decision. These decisions will be made quickly if it is impacting on other children's wellbeing.

Peer on peer abuse/bullying in children

Peer on peer abuse/bullying involves the persistent physical or verbal abuse of another child or children. We ensure that all staff understand that 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff must always act in the best interests of the child. Staff are made aware of the nurseries policies and procedures and that children can abuse other children. Whilst some of the points in the list below is unlikely to affect the children within our setting because of their age, we should be aware that it may affect their older siblings. We should therefore be aware of the signs of it having an effect on the younger sibling at our setting. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying)
- physical abuse such as hitting, kicking, shaking, biting (see more on biting below), hair pulling, or otherwise causing physical harm
- sexual violence
- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse
- emotional abuse such as name calling, and intimidating behaviours
- upskirting which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- sexting (also known as youth produced sexual imagery)
- and initiation/hazing type violence and rituals

We take bullying very seriously. If staff have any concerns or suspicions that a child is a victim of bullying or notice a child is bullying another child or children:

- We intervene immediately to stop the child harming the other child or children.
- We explain to the child doing the bullying why her/his behaviour is inappropriate.
- We give reassurance to the child or the children who have been bullied.
- We help the child who has inflicted the bullying to show empathy for their actions by either apologising or taking time to reflect on their behaviour with an adult's supervision.
- We make sure that children who bully receive praise when they display acceptable behaviour.
- We do not label children who bully. We address the behaviour in a positive way.
- When children bully, we discuss what has happened with the parents/carers and work out with them a plan for handling the child's behaviour; and
- When children have been bullied, we share what has happened with the parents/carers explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.



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Biting

At Brentwood Day Nursery we promote positive behaviour at all times. We understand that children may use certain behaviours, such as biting, to communicate their feelings and needs. Biting is a common type of behaviour that some children use to help them make sense of the world around them and to manage interactions with others. It can be triggered when they do not have the words to communicate their anger, frustration or need. It can also be used to fulfil an oral stimulation need, such as during periods of teething or developmental exploration. Sometimes biting can be due to a special educational need and/or disability.

The nursery uses the following strategies to help prevent biting:

- Individual, one-to-one and small group times so that each child is receiving positive attention
- Quiet and cosy areas for children who are feeling overwhelmed to go to
- Stories, puppets and discussions about emotions and feelings including activities and stories that help support children to recognise feelings and empathise with characters and events
- Additional resources for children who have oral stimulation needs may be requested from parents to help during these times
- Vigilant staff that know the children well are able to identify when children need more stimulation or quiet times
- Adequate resources are provided and, where possible, more than one resource or toy is sought to minimise conflicts.

Every child is treated as an individual and we work with families to support all children's individual needs. With this in mind, it will be necessary to implement different strategies depending on the needs of the child carrying out the biting.

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 visible injury. Administer any paediatric first aid where necessary and complete an accident form once the child is settled again. If deemed appropriate the parents will be informed via telephone. Staff will continue to observe the bitten area for signs of infection. For confidentiality purposes and possible conflict, we do not disclose to the parents the name of the child who has caused the bite
- 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
- Ask the child what they can do to make the 'child who has been bitten' feel better (this could be fetching them a toy or sharing toys with them, a rub on the back etc.)
- 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 ongoing 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. However after multiple attempts to support the child and help deter this behaviour and meetings with parents and where it is causing great distress to other children, we may ask the parent to find another setting for that child
- 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, for example, in some cases of autism where a child doesn't have



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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.

Self-harm in children and staff

If we suspect that a child or staff member was causing harm to themselves, we will discuss this with them in a very private sensitive manner.

- **Child**

We will discuss it with the child's parents and would record all the information during these discussions.

We would liaise with the relevant agencies and would work closely with the parents whilst we continue to seek help for that child.

- **Staff**

We will continue to have close discussions with staff members and would encourage them to seek professional help and will monitor their behaviours whilst at the nursery.

If we felt that anyone was at immediate risk, we would contact emergency services

Verbal behaviour management

It is central to our philosophy that all staff members should always act as positive role models towards the children, their colleagues, parents and the nursery. Any issues or problems arising with the children, other members of staff or parents should be discussed in private with the manager of the nursery. The passing of negative comments about parents, other staff or children is not acceptable in any form. We recognise that children will occasionally pick up an unacceptable word or phrase from various sources e.g. family member, TV, public spaces etc. We work alongside parents and carers to support the child in using more acceptable words and phrases. We discourage inappropriate words used such as swear words, racial comments, aggressive words e.g. 'shut up'. We recognise that often children are just repeating what they have heard and do not understand its meaning. If this happens, parents will be informed, and the circumstances explained. They will be asked to work alongside staff, with the nursery policy to encourage alternative words e.g. 'be quiet please'.

The incident may be written down and recorded on an incident form for monitoring purposes. If the issue is not resolved, we will follow the discipline guidelines procedure as stated above.

Parents Behaviour Policy

Parents are expected to display appropriate behaviour towards their child, other children, other parents or staff/volunteers or visitors at our setting.

We do not find any of the following acceptable examples of a parent's actions and could ask the parents to leave the premises immediately or on a permanent basis if they were to:

- Physically hurt or threaten their child in the nursery
- Intimidate, threaten or physically hurt another child or adult on our premises
- Encourage their child to threaten or physically attack another child.
- Use foul language or threatening behaviour towards staff, volunteers, visitors, management, children or any other parents on the premises
- Use racist, discriminatory, derogatory language and abuse towards staff, volunteers, visitors, management, children or any other parents on the premises

Discipline Guideline Procedures

The following procedures will be followed where an incident is regarded as serious, such as foul language or threatening behaviour:



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- Discuss with the parent in a private area why they have acted towards another person in the setting in this manner. The owner or manager will listen to the reason for this outburst and try to resolve this as amicably as possible. The owner or manager will then log all details (accurately) of the incident on an incident form, taking into account each person's grievance.
- If this occurs for a second time, we will again try to ascertain why this behaviour has re-occurred and discuss strategies to prevent any future events of this nature. The incident will be logged as before. The parent will be issued with a written warning explaining if any future incidents of this nature re-occurs they will be asked to leave and remove their child indefinitely.
- On a third event, full details will be taken and logged and discussed with the person involved. The person will be asked to leave the premises and to remove their child from the setting indefinitely. The parent will be issued with a letter explaining the reasons for this decision. These decisions will be made quickly if it is impacting on other children's wellbeing.

Positive points for behaviour management for staff and parents

- Be fair:** Don't make any child feel picked on or suffer as a result of your personal feelings.
- Be clear:** Think ahead, state the rule clearly and in advance and keep them simple.
- Be firm:** But friendly, make sure children keep to the rules – look them in the eye, repeat the request once, using a quiet tone and don't raise your voice.
- Be trusting:** Use positive affirmations
- Be positive:** Praise and rewards work better than punishments. Describe what it is you see and like and praise the process and effort rather than the product.
- Be creative:** A confrontation avoided is better than a battle won. Use humour, distraction and compromise wherever appropriate.
- Be sensitive:** Consider individuals' feelings and moods. A child may need some time and space to adapt to their surroundings before they can be expected to conform.
- Be honest:** Let children know what they have done, and how it makes you feel.
- Give time:** Don't let bad behaviour be the only way to gain attention. Attention seeking behaviour is attention needing, so respond to this need at appropriate times.

Nursery Rules

- Being Kind
- Sharing
- Listening
- Taking turns
- Respecting others
- Respecting toys
- Good Manners
- Table etiquette
- Respect and tolerance of your community and the world
- Recognising right from wrong

This policy has been reviewed and updated by Rachel Austin and Claire Holdgate. It has also had the input from all staff members and approved by them.



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SECTION 5 **General Data Protection Regulation (GDPR)**

Policy Statement

It is our intention to respect the privacy of children and their parents and carers, while ensuring that they access high quality nursery care and education. We ensure that all parents, carers and staff, can share their information in the confidence that it will only be used to enhance the welfare of their children.

GDPR requirements

On the 25th May 2018 the General Data Protection Regulation (GDPR) was introduced and it replaced the Data Protection Act (1998). It sets out requirements for those who have responsibility for data protection, and we have introduced this in to our procedures. The ICO (Information Commissioner's office) set out 12 steps to take when preparing for the transfer from the DPA to GDPR. When incorporating GDPR in to our setting, these 12 steps, as follows, were included:

1. **Awareness**
2. **Information we hold**
3. **Communication privacy**
4. **Individuals rights**
5. **Subject access records**
6. **Lawful basis for processing personal data**
7. **Consent**
8. **Children**
9. **Data breaches**
10. **Data Protection by Design and Data Protection Impact Assessments**
11. **Data protections officers**
12. **International**

These are further enforced up by the 7 privacy principles of GDPR and these are implemented throughout our approach and procedures:

1. **Lawfulness, fairness and transparency**
There must be a lawful reason for collecting the data and this must be done in a fair and transparent way
2. **Purpose limitation**
Data must only be used for the initial reason that it was sought for
3. **Data minimisation**
Only collect the data that is necessary
4. **Accuracy**
This information must be accurate and kept up to date
5. **Storage limitation**
There must be a system in place to keep the data for the period that is needed and should not be kept after this period
6. **Integrity and confidentiality**
It must be stored, safely and securely
7. **Accountability**
To be responsible for the data that has been sought and stored, and to be able to demonstrate that the correct measures are in place



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1. Awareness

All staff are aware of GDPR law and that it has replaced the Data Protection Act. Personal data is any data that can be linked to a single person and which identifies them in some way. The GDPR regulations require us to let everyone know what data we hold on them, and that it has been agreed that we can hold the data, how we store it, who we might share it with (if anyone) and how long we keep the data on file for. GDPR is discussed at office meetings and staff are notified of the impact it will have on them; they are aware that the new GDPR procedures have been incorporated in to our setting and regular training and updates are given to staff. There are new obligations regarding personal data and new rights for individuals. Regular reviews of our GDPR gives us the opportunity to establish strong, secure data protection procedures. If any personal data is lost, destroyed or unwittingly shared it is our responsibility to report this breach to the Information Commissioners Office (ICO) to which we are registered. Our registration number is ZA389011. All senior managers are responsible for implementing GDPR procedures. The manager, Rachel Austin and the admin assistant Claire Holdgate, have overseen the introduction and monitoring of GDPR and a data audit is held annually, and any changes made are recorded.

2. Information we hold

For the operation of the setting and support of children's development, we need to maintain different records as outlined in the EYFS framework 3.69/70. These records are only accessed by authorised personnel such as Safeguarding officer/s and senior staff members. These records are kept safely in a locked cabinet onsite. Occasionally, records may be taken off the premises when senior members are working from home. The manager is made aware of any records being removed and the staff taking them off site must understand their responsibility with ensuring records are always kept safe and secure. Our privacy notice details the personal data we hold, where it came from and who we share it with. This is given to all parents/carers when a child starts the setting and consent to adhere to the terms is sought in the EYLog registration. We also have a copy of it on our website. We have a separate privacy notice and consent form for staff and contractors which is given to them on the first day of employment and this is a signed agreement. Our social media (private Facebook page), photo usage, consent & permissions and EYLog (our online journal) procedures are explained in our privacy notice and terms and conditions document which is given to parents and carers when a child join. Parents are asked to indicate their consent on several matters on the EYLog registration process. Staff and parents/carers are made aware of the settings confidentiality procedures in their privacy notices. Should information be shared in error, we will be able to refer to our records so that this can be corrected. Essex County Council, NHS, and our online learning journal, EYLog have an extensive GDPR policy outlining their data protection rules and regulations to which we adhere to. For any private professionals arranged by the parent or carer, we would ask that they provide us with their relevant privacy notice.

We are obliged to share confidential information without authorisation from the person who provided it or who relates if it is in the public interest. That is when:

- It is to prevent a crime from being committed or intervene where one may have been or to prevent harm to a child or adult; or
- Not sharing it could be worse than the outcome of having shared it.
- The decision should never be made as an individual, but with the backup of management committee officers. The three criteria are:
 - Where there is evidence that the child is suffering, or is at risk of suffering, significant harm.
 - Where there is reasonable cause to believe that a child may be suffering or is at risk from suffering significant harm.
 - To prevent significant harm to children and young people or serious harm to adults, including the prevention, detection and prosecution of serious crime.



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3. Communicating privacy

Our lawful basis for processing this data is to ensure that your child is entitled to a place at the setting and that the nursery receives the statutory funding from the government that it is entitled to, we ask for your consent to retrieving and subsequently recording this information in the consent section at the end of the privacy notice/terms and conditions document. For staff, our lawful basis for processing data is to ensure that you are eligible to work in the UK and that you are safe to work with children.

We hold hard copies of every current child; all registration documents, any personal notes, external professional notes, we retain this information as we provide childcare for returning children up to the age of 8 years old (up to the day of their 8th birthday). We do have many returning children in the school holidays. For this reason, we retain all children's records until their 9th birthday. At this point, all information is destroyed, but for child protection purposes, accident/incident forms (including any shared information regarding a child's health and wellbeing) (electronic and hard copy) are kept for 21 years or in the case of a child who is on the child protection register, the records will be kept for 24 years. All creative work is given to the parent or carer on their last day, all developmental and observational records uploaded to EYLog, our online developmental tracking system, and saved as a PDF which can be downloaded, or alternatively emailed. We then remove this from our EYLog system within one month of the child leaving (in the event of a child who is on the child protection register, we would back up the data to our computer system and it would be retained with the accident and incident forms for 24 years).

Once a child, or staff member has left the nursery to go to another setting, or primary school, all their documents are scanned and held electronically on an encrypted folder on the nursery laptop. We have a password protected database which is used to record when their details are scanned, so that we can accurately record when data can be destroyed or deleted. The database includes information such as name, date of birth, start date and leave date and when their data can be destroyed. Once all their details have been scanned, all hard copy paperwork is destroyed. Destruction of hard copies involves shredding and we use the McAfee shredder to delete all electronic documents.

Staff details are kept for the duration of your employment/contract as a hard copy. Once that employment or contract has ended, your details are scanned and filed electronically on an encrypted folder on the nursery laptop. The files are password protected. OFSTED and insurance policy cover relating to abuse regulations asks that employment applications, engagement applications (i.e. job descriptions detailing the employees job outline) references, ID, records of DBS, records of safeguarding training are kept for 30 years. When employment commences the staff member signs the job description, job descriptions for any future roles given to that employee are then signed and saved in the staff folder. Whilst it is not required for all paperwork to be kept, nor is it stipulated by OFSTED, as the staff file is one scanned folder, the entire staff folder will be kept for 30 years. In the case of it being COSHH related records will be retained for 40 years. Our office meeting minutes, staff supervisions are kept permanently.

Dropbox is used to store all our work on the laptops and iPads, this is a secure cloud-based service for storing and sharing documents, it backs up our work so that we can retrieve it should we need to. All folders within Dropbox are encrypted (from our end to their servers) and we use two step verification to access Dropbox, a highly secure method to protect our documents from attack.

Electronic documents include Word, PDF and Excel.

Strong passwords (using lower case, upper case, symbols and numbers) are used on all personal or sensitive data. If passworded documents are to be emailed, the password will be provided in a separate form to email, i.e. text, phone call

All confidential information sent to external agencies, about a child will be sent via Egress switch, a highly secure encrypted software that delivers information electronically.



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All laptops, tablets and iPads have antivirus software and firewall installed and this is automatically renewed. The laptops also have very strong passwords, which include lower case, upper case, symbols and numbers.

Our policies and procedures are reviewed annually. We also have copies of our Public Liability Insurance certificates.

If you are not happy with our data handling procedures, we would ask you to contact us in the first instance, so that we may have the opportunity to resolve any issues. However, you have the right to complain further to the Information Commissioners Office (ICO) if you think there is a problem with the way we are handling the data.

4. Individuals rights and 5. Subject access records

In accordance to the GDPR we respect the rights of individuals. All staff has the right to view their own records. Every parent has the right to view their child's folder and records that we hold on that child, we will do this within one month of asking and make no charge for this service. Parents/carers are not allowed to have access to any other child's records. When a parent/staff member requests access to information there are several steps that must be taken, these are outlined in our privacy notice. Should a parent/staff member ask us to delete information, we will view the information and where we feel we must fulfil our safeguarding duty, we would make a managerial decision on how this would affect the child/staff member and if necessary, we would seek advice from the Essex Child and Families wellbeing service or OFSTED.

- It is to prevent a crime from being committed or intervene where one may have been or to prevent harm to a child or adult; or
- Not sharing it could be worse than the outcome of having shared it.
- The decision should never be made as an individual, but with the backup of management committee officers. The three criteria are:
 - Where there is evidence that the child is suffering, or is at risk of suffering, significant harm.
 - Where there is reasonable cause to believe that a child may be suffering or is at risk from suffering significant harm.
 - To prevent significant harm to children and young people or serious harm to adults, including the prevention, detection and prosecution of serious crime.

Our procedure for sharing information is based on the 6 points of good practice as set out in information sharing practitioners guide (HM Guidance 2015)

1. Explain to families how, when and why information will be shared about them and with whom. That consent is normally obtained, unless it puts the child at risk, or undermines criminal investigation.

- We ensure parents receive information about our information sharing policy when starting their child in the setting and they sign the form to say that they understand circumstances when information may be shared without their consent. This will only be when it is a matter of safeguarding a child or vulnerable adult.
- We ensure parents have information about safeguarding children.
- We ensure parents have information about circumstances when information will be shared with external agencies for example with regard to any special needs the child may have or transition to school.

2. Consider the safety and welfare of the child when making a decision and sharing information- if there are concerns regarding 'significant harm' the child's well-being and safety is paramount.

- We record concerns and discuss these with the settings designated person. Record decisions made and the reasons why information will be shared and with whom.
- We follow the procedures for reporting concerns and record keeping.



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3. Respect the wishes of children and parents not to consent to share confidential information. However, in the interests of the child, we will judge when it is reasonable to override their wish.
 - Guidelines for consent are part of this procedure.
 - Managers are conversant with this and are able to advise staff accordingly.
4. Seek advice when there are doubts about possible significant harm to a child or others.
 - Managers contact Essex Child and Family wellbeing service for advice when they have doubts or are unsure.
5. Information shared should be accurate and up-to-date, necessary for the purpose it is being shared for and shared only with those who need to know and shared securely.
 - Our safeguarding children and child protection procedures and record keeping procedures set out how and where information should be recorded and what information should be shared with another agency when making a referral.
6. Reasons for decisions to share information, or not are recorded

6. Lawful basis for processing personal data

We require the information to ensure that your child is entitled to a place at the setting and that the setting receives the statutory funding which it is eligible for and so that we are able to provide the relevant care and education for that child. For staff, it is to ensure that you they are eligible to work in the UK and are safe to work with children. Our website is for information purposes only, we do not ask you to log in, nor do we ask for any personal information, so we do not have any form of recording your data or your browsing, so we therefore do not have a cookies requirement.

7. Consent

Consent within our setting is of the highest priority. Our privacy notice, information and terms and conditions, policies and procedures are sent to parents via a link to the website where the information is stored. Consent is sought in the EYlog registration. Staff members, volunteers, students, and contractors are also given the same staff relevant paperwork. Within consent parents have the right to consent and object to different communication methods, direct marketing etc. Consent is ongoing within our nursery as we require permission continually throughout the year. You are able to retract your consent any time, procedures for this are as set out in our privacy notice. The new GDPR regulations do not prohibit the sharing of information if there are child safeguarding concerns. In accordance to the ICO terms and conditions on 'Consent', we have a lawful basis to share information without your prior consent, under the lawful basis 'vital interest' rule where we feel that processing that data is necessary to protect someone's life.

8. Children

Children at the setting are ages under 13 years old and so therefore consent is given by the parent/carer. Birth certificates are seen to verify a child's age. If we require further information other than the birth certificate (or are dissatisfied about the birth certificate given), we will contact Essex Child and Family wellbeing service. Parental permission and consent are given on many subjects relating to the data processing activity of children's records, detailed information is within our privacy notice in the terms and conditions document. We also ask to see proof of your current address that has been registered for funding purposes.

9. Data breaches

We have procedures in place in the unlikely event of a data breach, either access to electronic files or hard copy files.

- If a child's records have been accessed in error, the parent or carer of the individual would be notified immediately
- For any information unwittingly emailed to the wrong email address, we would contact the recipient and ask that they delete the email, without reading its content



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- If an email about a child has been received by a person in error, unaware to the nursery, we would ask that they contact us immediately and delete the email without reading its content
- If staff, volunteers, students, details have been breached the staff member would be alerted
- If we become aware that there had been unauthorised access to records within the building, we would notify all parents and staff, students, volunteers immediately
- We would check the folders for every single child and staff member, students, volunteers, ensuring that all the information is still within the folder
- Any data breach would be recorded
- We would evaluate our procedures for recording and sharing data
- We would also contact the Information Commissioners Office (ICO) who are responsible for the GDPR and OFSTED. In some circumstances, we would notify the police and social services.
- We do not ask for nor record bank details for parents or children

10. Data Protection by Design and Data Protection Impact Assessments

Our approach is to assess and evaluate all the work that we do in terms of the impact it may have on data protection. As a nursery, we do not have a need for software or apps that record or control large amounts of data. We aim to identify problems at an early stage to minimise any negative effect they may have. We are governed by many legislations and this has to be incorporated into the day to day practice within the nursery. When evaluating our policies and procedures we examine and make careful notes on any new law that has been implemented and we do this continually as new updates are constantly received by OFSTED, NDNA and Essex County Council, EYLog, our online learning journal and the government.

Having assessed DPI, we conclude that we do not currently need to make additional assessments in relation to impact of data protection within our company.

11. Data protection officers

All senior managers are responsible for implementing GDPR procedures. The manager, Rachel Austin and the admin assistant Claire Holdgate, oversee the introduction and monitoring of GDPR.

12. International

We are an independent company and with one setting in Brentwood, Essex, UK. International GDPR is not relevant to our setting.

This policy has been reviewed and updated by Rachel Austin and Claire Holdgate. It has also had the input from all staff members and approved by them.



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SECTION 6 - EMPLOYMENT

6.1 Staffing and Employment Policy

Policy Statement

We provide a high staffing ratio to ensure that children have sufficient individual attention and to guarantee care and education of a high quality. This ensures that children and their parents are offered high quality nursery care and education and a service that promotes equality and values diversity. Our recruitment officer is Rachel Austin.

ALL STAFF, APPRENTICES, STUDENTS, VOLUNTEERS AND CONTRACTORS

Meeting welfare requirements

- To meet this aim we use the following minimum ratios of adults to child:
- Children aged 2 – 3 years of age: 1 adult to 5 children
- Children aged 3 – 5 years of age: 1 adult to 8 children
- Children aged 5 – 8 years of age: 1 adult to 8 children
- A minimum of two staff is on duty at any one time during opening hours of which one is level 3 qualified.
- We use a key worker system to ensure that each child and each family has a particular member of staff for discussion and consultation. When a member of staff is away another member of staff member 'buddy' will be assigned the responsibility of overseeing the education and welfare of their children and parents will be informed. In the event of both of these people being absent the deputy manager or manger will take on this role.
- We hold regular meetings with parents to undertake individual planning and to discuss children's progress, areas requiring support. We also discuss their achievements and any behaviour management issues.
- Volunteers, new staff on trial days, parent helpers, visitors (including those doing extra-curricular activities) do not work unsupervised. Also, volunteers, new staff who are awaiting DBS completion.
- All apprentices are given time within in their weekly rota for 'off the job training'. Off the job training will include administration of any training that is directly relevant to the apprenticeship, teaching and or developing new knowledge skills and behaviours required to reach competence in the occupation. It will also include ..
 - Practical training: Work shadow, mentoring, industry visits, attendance at competitions.
Example(s): the apprentice observing colleagues carry out functions or processes that will enhance their knowledge. Attending meetings where the apprentice can build their knowledge.
 - Time given for research and study, online training.
Example(s): reading sector specific news, articles and journals and completing assignments set by our trainers.
 - Supported or structured tasked with feedback given from employer, peer or trainer/ assessor.
Example(s): one to one meeting with managers and other supporting roles to improve and feedback on practice. Completing clear set tasks with a goal which can be evaluated, and feedback given at the end of the day.
 - Practical training, lectures, role playing, simulation exercises.
Example(s): This could be from a wide range of tasks/ conditions you may set which supports the apprentice to develop in their role- in line with their qualification aims.



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Safer recruitment

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

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

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

Legal requirements

- We abide by all legal requirements relating to safe recruitment set out in the Statutory Framework for the Early Years Foundation Stage (EYFS) and accompanying regulations including our legal responsibilities under the Equality Act 2010
- We also follow any requirements or guidance given by the Disclosure and Barring Service (DBS) in relation to carrying out checks and abide by the employer's responsibilities relating to informing the DBS of any changes to the suitability of their staff, whether this member of staff has left the nursery or is still under investigation. Please refer to the Safeguarding children and child protection policy for further information.
- A minimum of one staff member has received safer recruitment training and this is updated where needed

Advertising

- We use only reputable sites such as 'Indeed' and Government recommended apprenticeship training providers to advertise for any vacancies
- We ensure that all recruitment literature includes details of our equal opportunities policy and our safer recruitment procedures, including an enhanced DBS check and at least two independent references for every new employee. We also include the requirement for an additional criminal records check (or checks if more than one country) for anyone who has lived or worked abroad.
- We welcome applicants from all sections of the community. Applicants will be considered on the basis of their suitability for the post, regardless of marital status, age, gender, disability, culture, religious belief, ethnic origin or sexual orientation.
- Applicants will not be placed at a disadvantage by us imposing conditions or requirements, which are not justifiable.

Interview stage

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



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in their care. We ensure that the details of the position make reference to the responsibility for safeguarding and promoting the welfare of children

- We scrutinise the applicant's employment record looking for any gaps in employment and any discrepancies and question these should the applicant be invited to attend an interview
- Candidates will be given a score for their answers including a score for their individual experience and qualifications
- Shortlisted candidates may be asked to take part in a supervised practical exercise which will involve spending time in a particular age group in the nursery interacting with the children, staff and, where appropriate, parents
- In addition, the manager will carry out an online search for every shortlisted candidate. This may help identify any incidents or issues publicly available online, which may be explored with the applicant at interview
- The manager and assistant will then select the most suitable person for this position based on these scores and their knowledge and understanding of the early years framework as well as the needs of the nursery
- Every candidate will receive communication from the nursery stating whether they have been successful or not. Unsuccessful candidates are offered feedback

Trial session

- Candidates may be invited in for a trial session (approx. 2 hours) to assess their practice performance. They will be observed interacting, carrying out a short activity with a small group of children and writing a short observation on a child. Feedback will be provided at the end of the session and candidates informed when the decision will be made and how this will be communicated to them

Suitability of Staff, vetting and DBS

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

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

Staff awaiting these checks will **never**:

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

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



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

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

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

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

Following guidance in section 3.11 (EYFS 2021), we request staff complete annual declarations in relation to their ongoing suitability to work with children. Staff are also expected to disclose any circumstances that may affect their suitability to work with children at any time.

Starting work

- The successful candidate will be offered the position subject to at least two references from previous employment or, in the case of a newly qualified student, their tutor and a personal or professional reference. These references will be taken up BEFORE employment commences. This may be verbal initially and then followed up with a written reference which will form part of their personnel file. We may follow a reference by telephone to a past employer to check authenticity of information.
- The successful candidate will be asked to provide proof of their qualifications, where applicable. All qualifications will be checked and copies taken for their personnel files where applicable
- Prior to employment but after the job has been offered, a health check questionnaire will be given to the employee and its results will be considered in making an overall decision about suitability. The nursery reserves the right to take any further advice necessary in relation to a person's physical and mental fitness to carry out their role. Please see the Absence management procedure for more details about how the nursery manages health problems including access to medical records
- All new starters, other than those who have registered for the continuous updating service (see below), will be subject to an enhanced Disclosure and Barring Service (DBS) check. This will be initiated before the member of staff commences work in the nursery and they will not have unsupervised access to any child or their records before this check comes back clear.
- We state clearly in the written offer of employment that any position offered is subject to satisfactory references and enhanced DBS check clearance
- An additional criminal records check (or checks if more than one country) should also be made for anyone who has lived or worked abroad
- The nursery will record and retain details about the individual including staff qualifications, identity checks carried out and the vetting process completed. This will include the disclosure and barring service reference number, the date the disclosure was obtained and details of who obtained it. The nursery will not retain copies of the disclosure itself once the employment decision is taken
- There may be occasions when a DBS check is not clear, but the individual is still suitable to work with children. This will be treated on an individual case basis and at the manager's/owner's discretion taking into account the following:
 - seriousness of the offence or other information
 - accuracy of the person's self-disclosure on the application form



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- nature of the appointment including levels of supervision
- age of the individual at the time of the offence or other information
- the length of time that has elapsed since the offence or other information
- relevance of the offence or information to working or being in regular contact with children.
- If the individual has registered on the DBS system since 17 July 2013, managers may use the update service with the candidate's permission instead of carrying out an enhanced DBS check
- New starters are required to sign (either application form, contract or separate form) to state that they have no criminal convictions, court orders or any other reasons that disqualify them from working with children or unsuitable to do so
- A welcome note, code of conduct and the Brentwood Day Nursery PowerPoint induction is sent to all staff prior to employment
- The Brentwood Day Nursery PowerPoint induction, includes all matters relating to safeguarding and therefore is recorded as part of the internal Safeguarding training. Once a staff member has completed the PowerPoint induction, a questionnaire will be sent to ascertain their knowledge which will then be discussed with the manager
- All new members of staff will undergo an intensive induction period during which time they will be provided with and talked through the most essential policies and procedures and be assigned a mentor or buddy who will introduce them to the way in which the nursery operates
- During their induction period all new staff will receive training on how to safeguard children in their care and following the Safeguarding children and child protection policy, emergency evacuation and lock down procedures, Inclusion and equality policy and health and safety issues
- The new member of staff will have regular meetings with the manager and their mentor or buddy during their induction period to discuss their progress, support required and/or further training and professional development opportunities.
- All paperwork needs to be completed prior to first day of employment. Only in extreme circumstances where child/staff ratio are not being met, may we consider including the new staff member in to the ratio, but they would NOT be permitted to be left alone or escort a child off the floor from the main area. This would only be in extremely rare circumstances and agreed by the manager.
- Where staffing is low and we can not meet staff/children ratio, where staff may be on holiday, sick leave or do not turn up, we would seek to have temporary cover, and we would carry out our in house checks to establish the safeguarding requirements for that staff member, in the absence of a DBS and references. We would strive to temporarily employ someone that we know, as a first choice.

Ongoing support and checks

- All staff are responsible for notifying the manager in person if any there are any changes to their circumstances that may affect their suitability to work with children (staff suitability status will also be checked during termly supervision meetings). This includes any incidents occurring outside the nursery. Staff will face disciplinary action should they fail to notify the manager **immediately**
- All members of staff will update on their health issues to ensure management have a good knowledge of any changes that may require support or additional resources to aid them to carry out their day-to-day duties. This will also be discussed at staff supervisions and review meetings. Management may require this more regularly where health circumstances change. There are more details about how the nursery deals with any health problems in the Absence management procedure
- We keep a documented record of roles carried out within the first 3 months of employment in order to ascertain that the staff member has fully understood the requirements within a reasonable time period
- Essential training must be passed within a reasonable time period, as stated on the contract
- The above 2 points are clarified in the employer's contract and failure to meet these could result in dismissal
- The nursery manager/owner will review any significant changes to an individual's circumstances that may suggest they are no longer suitable to work with children and take appropriate action to ensure any unsuitable or potentially unsuitable employee does not have unsupervised contact with children until the matter is resolved. Please see the Disciplinary procedure for further details



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- Every member of staff will have regular (termly) supervisions with the manager: to review their performance and suitability. This will provide an opportunity for the manager and member of staff to discuss training needs for the following term as well as evaluate and discuss their performance during the previous term
- Checks on the DBS update system are carried out after every supervision
- Our job descriptions outline the competences and qualities that the applicant should have in addition to qualifications and experience relevant to the position. These are signed by the staff member and any future roles and job descriptions are signed by the staff member.
- Each 'role/post' is detailed in the 'Roles and posts job description' document and staff members are provided with an outline of their role as and when they are allocated. When a role has been assigned to a staff member the manager or deputy manager discusses in full the requirements of the role and the expectations.
- The manager, deputy and supervisors will be responsible for any support the staff team may have between these reviews. This includes mentor support, one-to-one training sessions, ongoing supervision, work-based observations and constructive feedback
- The nursery will provide appropriate opportunities for all staff to undertake professional development and training to help improve the quality of experiences provided for children.

Overseas applicants 'right to work'

We will follow the Government and Home Office Guidelines in regards to 'right to work' applicants. Further documentation will be sought and all documentation will be copied and the Home Office online 'right to work' screening process will be completed for all overseas applicants. Should the process result in the applicant not being fit to work in the UK, further guidance will be sought by the Home Office and this may result in us not offering you employment.

Overseas applicants DBS and background checks

We undergo the same checks for staff (including temporary)/volunteers and students who have lived or worked outside the UK as all other staff. We obtain an enhanced DBS certificate (including children's barred list information, for those who will be engaging in regulated activity) even if the individual has never been to the UK. In addition, any further checks we think appropriate so that any relevant events that occurred outside the UK can be considered. We would carry out extensive checks, similar to DBS, for the country that they have worked or lived in

These checks include, where available:

- criminal records check for overseas applicants, where necessary, we seek advice from the Home Office.
- obtaining a letter (via the applicant) from the professional regulating authority (this is often the Department/Ministry of Education but varies across the world) in the country (or countries) in which the applicant has worked confirming that they have not imposed any sanctions or restrictions, and or that they are aware of any reason why they may be unsuitable to work with children.

Where available, such evidence may be considered together with information obtained through other pre-appointment checks (police) to help further assess their suitability.

Where this information is not available, we will seek alternative ways of checking suitability and or undertake a risk assessment that supports informed decision making on whether to proceed with the position.

Although sanctions and restrictions imposed by another regulating authority do not prevent a person from taking up a childcare position, we will consider the circumstances that led to the restriction or sanction being imposed when considering a candidate's suitability for employment.



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We are aware that not all countries provide criminal record information, and where they do, the nature and detail of the information provided varies from country to country. We are therefore mindful that the criteria for disclosing offences in other countries often have a different threshold than those in the UK. We use the Home Office as our main source of advice and guidance on criminal records checks for overseas applicants, and OFSTED may be consulted for further advice on work suitability.

Staff wellbeing

We have systems in place to support our staff as we recognise that childcare can be quite demanding along with personal lives and commitments.

We are committed to ensuring that our staff wellbeing is at the forefront of our setting. We do this by...

- Introducing all staff to the new team member on their first day during the induction
- Allocating the new team member a staff mentor, this person is the person that they would go to for any personal or work related matters, although all staff including the management team are open and available should a staff member need to confide in them
- At the end of every day within the first week, the managers will check in with the staff member to ensure that they are feeling comfortable in the role and discuss accordingly should there be any issues
- At the end of the first week, management will review the week with the new staff member
- We have a staff wellbeing 'board' which staff can refer to for advice and in-house activities
- We award a staff member each month with 'employee of the month'. Staff members and parents are encouraged to leave comments for staff and the management will review these at the end of the month and award accordingly. The employee of the month is advertised on the parents greeting board and they are given a £10 gift voucher.
- Every morning before the nursery opens, we will have 'tea and talk' time where we informally chat about their personal events and discuss the day ahead
- On Fridays, before the nursery opening hours, staff will meet for 'breakfast' such as bacon sandwiches and croissants, tea and coffee. We informally chat about the week and have a topic of the week to discuss, such as 'visit a new place this week', or 'sign up to a new course or activity'.
- We have termly supervisions where we include asking about their personal lives and any matters that may affect their work or wellbeing
- We have staff outings and meals, and these are arranged throughout the year
- We also have a staff WhatsApp group, which we regularly communicate via

Training

- We encourage and support all staff to gain qualifications and to undertake regular CPD (continual professional development) training; online, face to face or independent research. This should be a minimum of three times a year.
- Our nursery budget allocates resources to training as and when it is required.
- The Brentwood Day Nursery PowerPoint induction, includes all matters relating to safeguarding and therefore is recorded as part of the internal Safeguarding training. Once a staff member has completed the PowerPoint induction, a questionnaire will be sent to ascertain their knowledge which will then be discussed with the manager
- We provide staff induction training before the first day of employment. This is a recorded checklist that includes introduction, nursery routine, children's individual requirements, training requirements, responsibilities, contract (this includes details on the workplace pension for those eligible), all nursery policies and procedures, risk assessments and check lists. We emphasise the importance of our Health and Safety and Safeguarding Policy and Procedures and the location of reporting incidents contact details, at the induction. They are also made aware of the location of the Early Years Foundation Stage statutory framework and development matters and given a full briefing.



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Staff are provided with company policies and procedures via email – these are discussed at staff meetings. Staff will be trained on completing all relevant risk assessments, check lists, fire evacuation within the first week.

- Training qualifications are recorded and reminders are sent to all staff

Personal records and data retention

- We obtain written personal information on staff information forms,
- For the purposes of insurance and OFSTED requirements, some paperwork is kept for a certain amount of time, please refer to our GDPR policy and privacy notices for this information.
- Our company policies and procedures are individually reviewed and discussed during staff meetings and periodically whenever required. This will help familiarise themselves and promote understanding.

Staff approach to teaching

- All children will be cared for in a positive, safe and indiscriminate manner.
- All children will be educated in a positive age and stage related environment, following the Early Years Foundation Stage (2014, revised 31st March 2021).

Parent Partnership

- All parents/carers will be respected and addressed in a professional, confidential and indiscriminate manner.

Staff uniform, appearance and conduct

- Low-heeled footwear, no open-toed sandals to be worn in the nursery.
- Only simple jewellery is appropriate through the working day.
- No ripped jeans, trousers or shorts, shorts should be at a respectable length (on or just above the knee). Leggings should be of good thick quality material and not see through.
- All staff are provided with uniform; embroidered t shirts and jumpers (2 of each, after the probation period). Staff are not permitted to wear their own tops (unless permitted by management). Clothing should be presentable; no tears, spillages/stains.
- When your employment is terminated, you must hand your uniform back to the nursery, fully washed. If the uniform is not returned, an invoice will be sent to you to cover the cost. Uniform should be returned within one week following the last day of employment.
- Uniform will be replaced once every two years. Uniform negligence will result in the staff member replacing the uniform at their own cost.
- Visible tattoos should be covered where possible. We prefer for staff to not have visible tattoos, but this will be down to managers discretion, as to the type and nature of the tattoos.
- Piercings of an offensive nature should be removed; facial piercings other than simple ear piercings is not allowed. Simple small earrings should be worn in the ears, no hoops or large dangly earrings.
- Fingernails should be kept at a manageable length, including acrylic and gel nails, this would be at the managers discretion
- Smoking/vaping in the nursery premises or outdoor areas where children will be present is strictly prohibited. Staff are asked to refrain from smoking/vaping whilst wearing nursery uniform out and about
- All hot drinks must be in cups with screw on lids and be kept in the kitchen. They can be used in the back bar room.
- Bad or offensive language will not be tolerated
- We encourage staff to use correct language and ensure children are exposed to correct vocabulary
- All staff members will conduct themselves in a professional, respectable and respectful manner throughout the day. All employees are expected to be reliable and punctual.
- It is the responsibility of all members of staff to make themselves familiar with nursery routine and to work as a team to ensure that the day-to-day running of the nursery is smooth and uncomplicated.



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- All staff should work effectively together and strive for a kind and positive working environment, where each staff member feels valued and respected. Staff should be pleasant and courteous to each other throughout the working day

Staff children attendance not permitted

- We do not permit children of current staff to attend the setting, due to previous experiences where this has not been effective

Mobile telephones and I watches

- Mobile phones should be switched off or to silent throughout the working day. These to be placed in the nursery safe and used only in emergencies with permission by the manager/supervisors. Mobile phones may be used in the nursery only with the permission of the Manager/s or in the case of an emergency. The safety of children in the setting is paramount. Therefore, the use of a mobile phone must not detract from the quality of supervision and care of the children. Any staff using a mobile phone other than for emergency purposes will be given a disciplinary. Mobile phones may be used by staff during their lunch hour providing they are used solely in the staff room or out of the building
- I phone watches must be stored in the safe during the working day. They may be used by staff during their lunch hour providing they are used solely in the staff room or out of the building

Staff holidays, shifts and hours

- All staff are required to start their work shift promptly; staff should ensure that they are available on the floor at the start of their shift (this will mean arriving at least 5 minutes earlier than your shift start time)
- There may be occasions where you are required to stay beyond your shift, this is a very rare occurrence, however if parents have been delayed in collecting children and our staff ratio would drop below what is required, we would require you to remain at work until such time that there are adequate staff ratios
- Should staff be required to work outside the normal shift hours, including attendance of staff meetings, they will accumulate these hours and can take extra holiday or be paid for their time
- Notification of holidays should be requested by staff members to the administrator Claire Holdgate by completing a holiday request form. Once this has been processed, she will confirm verbally and record dates on the electronic holiday form and wall chart. It will be unlikely that more than one member of staff can take holiday leave at the same time due to staff organisation, although every effort will be made to meet the desires of all our staff.

Staff supervisions

- We support all staff by holding regular (termly) supervision meetings. We review roles, responsibilities, well-being and training.
- We check for their current suitability or situations to work with children which may affect their role
- We remind staff in these meetings (or in joint 6 monthly meetings) of certain essential policies and procedures such as mobile phone and social media usage, evacuation procedures, and expect staff to update us on any changes in relation to dietary/medical needs and events that may have affected their current DBS. All staff sign to agree that they have met these conditions, at every supervision.
- From this meeting, new targets for the next term will be jointly set. These targets will be expected to be completed by the next supervision meeting unless an identified difficulty (out of their control) has prohibited completion. Where this occurs, staff should immediately inform the manager and work together to try to overcome any problems.



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Nursery Closure due to a short-term emergency situation (this does not include pandemics and outbreaks which result in a government forced closure)

It is our aim to ensure that Brentwood Day Nursery stays open whenever possible. However, in the event of exceptional circumstances which cause a breach of either the Early Years Foundation Stage (EYFS) Safeguarding and Welfare Requirements and/or our Ofsted registration, Brentwood Day Nursery will not open. Circumstances where we may have to close in an emergency include:

- Flooding
- Sever weather
- Serious injury child, staff member or student
- Gas leaks
- Significant damage to property
- Criminal activity
- Disaster in the local community

In order to operate we must meet the following criteria:

- The Safeguarding and Welfare Requirements of the EYFS
- The requirements of our insurance policy
- The number of qualified staff required
- Appropriate staff: child ratios
- The risk assessment of the physical environment of our setting
- Our ability to safeguard the children in our care in the event of a critical incident

An exceptional circumstance is defined as something which has happened beyond our normal level of control such as:

- Lack or failure of heating which would cause the pre-school to be unable to maintain a reasonable temperature in the building
- Accidental damage or vandalism to the setting making it unfit for purpose
- Failure in supply of services (water, sewerage, electricity, gas)
- Inadequate staff; child ratios due to staff illness
- Extreme weather conditions such as snow, flood or storm

Unexpected closure before a session

On discovering that a scheduled session is not able to run, the following procedure will be implemented:

- The first member of staff on site will inform the staff members. If needed the emergency services will also be contacted
- The Supervisor or Deputy will contact parents immediately to inform of session closure and reason
- An unexpected closure poster will be displayed on main door
- The Supervisor or Deputy will inform OFSTED where necessary

Unavoidable closure during a session

- If necessary, children will be evacuated as per our emergency evacuation procedures
- Parents will be contacted to collect their children as soon as possible
- In the event that we are not able to contact a parent, two members of staff will stay with the child until contact is made and the child is collected. (We may also contact Social Services for advice if we are unable to make any contact with a parent or carer).



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Session fees

If we have had to implement our Emergency Closure of Setting policy before a session (and have therefore been unable to provide a full session), we will refund the session fee paid. This applies to those children who are not in receipt of Early Years funding and have paid the appropriate session fee. This refund will be in the form of a credit against the next invoice due (or a refund cheque where appropriate).

Effective leadership of children's services 'joining the dots'

Our nursery believe that staff will perform to a higher standard if they have effective leadership, which ultimately provides good practice which helps improve the lives of children and families within our setting. We follow the OFSTED 'Joining the dots' Effective leadership of children's services (March 2015) ...

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/424193/Joining_the_dots_effective_leadership_of_childrens_services.pdf

Respect and dignity

The setting is committed to providing a positive environment in which employees are treated with dignity, respect and courtesy and the different experiences, abilities and skills of each individual are valued by others. Our aim is to have an environment in which bullying, harassment and intimidation are acknowledged as unacceptable and are not tolerated. All staff members are made aware that they should behave appropriately and where necessary complain about bullying and harassment should it arise

- We will resolve issues promptly and professionally
- All discussions will be recorded, ensuring that confidentiality of both parties is always maintained
- We initially aim to resolve issues in house with mediation discussions, if instances persist or are more serious in nature, we will follow disciplinary procedures as set out below

Peer on Peer abuse (anti bullying) with staff, including vulnerable persons

Brentwood Day Nursery's main aim is to ensure the safety and welfare of the children within our setting. In order for this to be maintained, it is imperative that the following is adhered to:

- Staff should be approachable and informative. They will support each other's role within the nursery and any concerns should be communicated promptly in order for solutions to be reached.
- Staff are expected to be considerate to one another and refrain from being argumentative or patronising.
- At no time should any member of staff use threatening behaviour involving verbal or bodily/physical contact.
- Staff are mindful of vulnerable persons (those who for physical or mental reasons, are unable to look after themselves or their finances) within the setting and we endorse a sympathetic approach and understanding
- Brentwood Day Nursery has a 'Wellbeing and vulnerable person' officer who oversees that all staff feel safe and well within the setting. The officer has undergone regular training, in accordance to the requirements, in relation to this. They are sympathetic and have an accommodating nature, addressing and documenting all matters. Any vulnerable person will be introduced to the office and will be given their out of hours contact details. The officer has a job description for this role and this is reviewed yearly or as and when required.
- Should any employee, volunteer, visitor or student continually upset or offend an individual (staff, children, parents, visitors) or create unpleasant atmosphere within the setting we will commence with the nursery disciplinary action procedures:

Examples of abuse can be as follows, but are not limited to:

- bullying (including cyberbullying)
- unwanted physical contact
- unwelcome advances, intentions or propositions
- deliberate exclusion of a staff members input and persistent unjustified criticism



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- sexual violence
- verbal abuse, insults or intrusive questioning
- disclosure of personal preferences without prior consent and using that to cause upset
- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse
- upskirting which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- sexting (also known as youth produced sexual imagery)
- deliberate intentions to treat a colleague less favourably and encouraging others to do so
- intentionally blaming staff members for something they haven't done

Bullying has the effect of undermining, humiliate, or injuring the recipient and can be carried out by an individual or group

Any staff member who exhibits challenging behaviour, including those who are considered a vulnerable person will be addressed by the deputy manager or manager. Disciplinary procedures will be followed, however we will be mindful of the vulnerable persons nature and understanding and work with them as much as possible in order to resolve the matter at each step.

We have close working relationships and catch up meetings with staff to establish their welfare in the evenings and weekends, with particular focus on vulnerable staff. We always provide a caring and sympathetic approach to those who may require more personal welfare assistance and we ensure that they know to contact the 'Wellbeing and vulnerable person officer'. Due to strict safeguarding measures on the floor, staff are on rota to ensure that the staff and children ratios are met and this includes time off the floor, breaks and toilet breaks. Where a vulnerable person requires support in relation to intimate care or toileting, we would make reasonable amendments and adjustments. We would seek guidance on how we can provide the additional support, however given the nature of the role and responsibility of the job, and our duty to safeguard the children, this may be something that would be could not facilitate.

Effective staff management

Managers should address poor performance effectively, i.e. failure to meet deadlines, in ways that do not lead to misinterpretation of their actions as bullying or harassment. Managers and supervisors are expected to treat staff fairly, communicate effectively, and to use appropriate measures to help them improve performance when necessary

Protection of property

If there is persistent misuse of property, i.e. dropping equipment, using it heavy handily, we will make a management decision as to the penalties that the staff member will face, it is likely to involve personal payment towards new equipment.

If property that contains personal information, i.e, laptops, iPads are lost or stolen, then we will inform the ICO and if it has been stolen we will contact the police. We will follow the necessary procedures given by ICO in order to protect any data on the iPads or laptops.

6.2 Induction for new staff

All staff go through a rigorous induction and this includes the following ...

- We have a written induction plan for all new staff, and it is continually referred to and updated
- Relevant paperwork such as passports, DBS (if they are on the update service), NI number, training company paperwork, immunisation record, medical history, will be checked and recorded before the first day of placement.
- The Brentwood Day Nursery PowerPoint induction, includes all matters relating to safeguarding and therefore is recorded as part of the internal Safeguarding training. Once a staff member has



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completed the PowerPoint induction, a questionnaire will be sent to ascertain their knowledge which will then be discussed with the manager

- Induction training is completed prior to the first day of employment, this includes our essential safeguarding procedures. Staff sign to indicate that they have completed their induction training, this may then be followed up 2-4 weeks later. Volunteer staff, work experience staff and those returning to do staff holiday cover will complete the induction in the morning of the first day, and updated every 6 months (according to when they are working at the nursery). These procedures are then repeated every 6 months for permanent staff in the 6 monthly meeting and this is recorded and signed.
- Introduction to staff and volunteers including management.
- Familiarising with the building, health and safety procedures, safeguarding, registration and fire procedures.
- Ensuring policies and procedures have been read, understood and signed to agree that practice will reflect the terms set out in them.
- Introduction to parents and children-especially key children and their families.
- Familiarising them with confidential information where applicable in relation to key children or any children they will be working with for example any allergies or specific medical requirements they may have.
- Details and demonstration of daily tasks and duties will be carried out by an allocated staff member.
- The manager inducts new staff, students and volunteers. All new staff undertaking training will have a probationary period.
- All staff are expected to have a respectable appearance, to show respect for other members of staff, apprentices, students and volunteers. To treat all children as individuals and have respect for their cultures and beliefs.
- All new trainees will be informed of their duties and be given time to settle in and become acquainted with the staff and children.
- The new trainee must show evidence that he/she is capable of working co-operatively in a team and is able to show initiative and act accordingly in any situation.
- The trainee staff will be expected to show evidence that he/she has understood the policies and is aware of confidentiality.
- The trainee staff should be willing to undertake any training courses (when considered necessary) to further their understanding and knowledge of childcare.
- After the probation period a meeting will take place to discuss any problems or concerns that either the manager or the trainee staff might have, then if both parties are satisfied with the outcome of the meeting then a contract of employment will be drawn up and signed by both management and trainee.

6.3 Student Placement Policy

Policy Statement

This nursery recognises that qualifications and training make an important contribution to the quality of the care and education provided by pre-school settings. As part of our commitment to quality, we offer placements to students undertaking qualifications and training

We aim to provide for students on placement with us, experiences which contribute to the successful completion of their studies and which provide examples of quality practice in early years and education.

Procedures

- We require students to meet the 'suitable person' requirements of Ofsted and have a current DBS check carried out. DBS and references are usually supplied and certified by the placement company.
- We provide staff induction training before the first day of placement. This is a recorded checklist that includes introduction, nursery routine, training requirements, responsibilities, contract, all nursery policies and procedures, risk assessments and check lists. We emphasise the importance of our



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Health and Safety and Safeguarding Policy and Procedures at the induction. Students are provided with company policies and procedures via email.

- We obtain written personal information on staff information forms, including their contact numbers, address, emergency contact details and any necessary medical details.
- We require schools placing students under the age of 18 years with the nursery to vouch for their good character.
- We will make a management decision, following a risk assessment, as to whether a student can be unsupervised with a child.
- Students who are placed in our nursery on a short-term basis are not counted in our staffing ratios.
- Students who are placed for longer periods – for example a year – may be counted in our staffing ratios provided we consider them to be competent.
- We have employers' liability insurance and public liability insurance, which covers both trainees and voluntary helpers.
- We require students to adhere to our confidentiality procedures at the setting
- We co-operate with students' tutors in order to help students fulfil the requirements of their course study.
- Students are expected to call before 8am on the day to inform us of absence or any delay.
- We make the needs of the children paramount by not including students in numbers, which hinder the essential work of the nursery.
- We ensure that students placed with us are engaged in *bona fide* early years' training which provides the necessary background understanding of children's development and activities.
- Students and volunteers are not permitted to undertake any toileting tasks or sleep supervision
- We reserve the right to terminate a student's placement if they do not adhere to safeguarding and correct conduct

6.4 Staff absence

Absence Management Procedure

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

Principles

We promote good health and aim to provide a healthy working environment demonstrating commitment to health, safety and the welfare of all staff in order to maximise attendance. Management is responsible for regularly monitoring and taking appropriate action in connection with sickness and other unplanned absence.

Exclusion periods for contagious illnesses

Working with children means that you are more likely to come into contact with illnesses, which can be highly contagious. We take the health of children and staff very seriously; therefore, if you have any infectious or contagious illness you must adhere to the same exclusion periods as children. This will ensure that you are able to recover appropriately and that this infection or illness is not passed on to other staff, children or parents. The manager will advise you of any exclusion times required, we consult the NHS and Public Health England.

Sickness absence reporting procedure

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

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



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- Telephone the nursery yourself and speak to the manager (on duty)
- Give brief details of your illness and your expected length of absence.

Text messages and emails are not an acceptable form of communication for this purpose. Contact someone within one hour of your normal start time. If you are due to start at 8:30am then please attempt to contact the manager at least an hour before your shift is due to start.

You should contact the nursery every day that you are absent in the first week of absence.

For absences of more than five consecutive days, including the weekend and non-working days, you must provide a 'fit note' completed by a qualified medical practitioner for the period of absence.

Whilst off on sick leave, you are expected to take reasonable measures in order to get yourself fit and well so that you can return to work, this will include rest and over the counter medicines, appointment with the doctors, physio, other private professionals. Should the nursery obtain information to the contrary, then you may be asked to attend a meeting and discipline procedures may follow.

After returning to work from any sickness absence leave, a 'return to work' interview will be undertaken by the employee and line manager.

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

- The reason for absence
- Whether any support is required and/or adjustments to the role (on a temporary or more permanent basis) and what they are. These might include regular catch-up meetings, adjusted work patterns, changes of duties
- Future requirements and expectations e.g. improved attendance.

The return to work interview discussion is recorded in the EYlog staff profile. An employee's attendance record gives cause for concern because of the duration or frequency of absence, this is brought to the attention of the employee through a discussion with the manager. Throughout any stage of discussions on sickness absence, employees may be accompanied by a work colleague. The abuse of sick leave and pay regulations may be classified as misconduct and will be dealt with through the Disciplinary procedure.

Frequent and/or persistent short-term sickness absence

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

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

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

Long-term sickness absence

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

Where absences have lasted over 10 working days or more, the manager will contact the member of staff concerned to obtain an initial assessment of the sickness or injury.

We would offer support and guidance to help an employee return to work and all reasonable adjustments will be made in order to aid someone's return to work after a long illness/physical condition, if this the condition was still having an impact on their performance. If after all adjustments have been made and agreed and the nursery is unable to find an alternative role, further advice regarding the employees



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capabilities of fulfilling their contract may be sought and the necessary decisions made as to whether we terminate their contract.

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

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

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

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

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

Any decision to terminate employment will be taken by the manager, Rachel Austin, making sure the capability procedure has been exhausted.

Occupational health

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



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

Access to medical records

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

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

Where the nursery requests further medical information about the health of staff from an individual's general practitioner or specialist, or its own occupational health provider, the provisions of the Act will be followed. Throughout any interviews regarding sickness absence, staff are entitled to the support of and/or representation by a work colleague or recognised trade union representative.

Sick pay

During your probation at Brentwood Day Nursery you will not be eligible for any paid sick days and any days taken as sick will be deducted from your weekly wage. You are however entitled to Statutory Sick Pay (SSP) which will be paid in accordance with Department for Work and Pensions requirements. You can usually get SSP if you;

- have started work with your employer
- are sick for 4 full days or more in a row, including your non-working days
- earn at least £123 a week on average, before tax

If you're eligible, you'll be paid SSP for all the days you're off sick that you normally would have worked, except for the first 3. A fit note from the doctor that declares you are 'unfit for work' must be given to the manager on the 5th day of your sick leave in order for the nursery to process SSP.

Once your probation has been completed, you will be eligible for paid sick days, however paid sick days are limited to 5 paid sick days within 1 year;

- Full hourly rate will be paid to you for up to 5 days taken as sick leave in any one year. Pay for any sick days taken after the 5th day (within the year) will be at the managers discretion.
- The sickness allowance for the year will take effect from the first day of employment, after the probation. If you start pay way through the year the entitlement will be calculated on a pro rata basis until the end of that calendar year
- If either party terminates your employment, any sick pay that has been taken will be considered and if it exceeds your allowance on a pro rata basis, this will be amended in your final pay
- You will still be eligible for SSP in accordance with the Department for Work and Pensions (see above)



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Sick pay is calculated on a rolling 12 month basis i.e. the amount of sickness during the last 12 month period. Once company sick pay has been exhausted, any further sick leave will be unpaid or subject to SSP in accordance with regulations and rates applicable at the time.

Annual leave and sick pay

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

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

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

Sickness or injury shortly before a period of planned holiday

If an employee is ill or is injured before the start of a period of planned annual leave, we will agree to the employee postponing the annual leave dates to another mutually agreed time. Any period of sickness absence will then be treated in accordance with the employer's normal policy on sickness absence. The employee must submit a written request to postpone the planned annual leave and this must be accompanied by a letter from his/her doctor confirming that he/she is unfit to take the annual leave.

Replacement annual leave dates

Where it is agreed that an employee can take replacement annual leave at a later time, the employee should nominate replacement annual leave dates as soon as possible, with the dates being subject to the agreement of the employee's line manager in the usual way. Employees should endeavour to take any replacement annual leave within the same holiday year as the days lost as a result of sickness or injury. In the event that part or all of the annual leave is lost due to incapacity towards the end of the nursery's holiday year and there is insufficient time left during that year for the replacement annual leave to be taken, the employee will be permitted to carry over the replacement annual leave to the next holiday year. However, this leave must be taken as early in the new holiday year as possible.

Serious illness or injury of an employee's immediate family

This will be reviewed on an individual basis by the nursery manager. They will agree with you a reasonable period of paid leave time initially, with additional unpaid leave if a significant amount of time off is required. You may also need to consider taking any annual leave or time off in lieu (TOIL) and working flexibly i.e. making adjustments to the length of the working day, changes in hours or days worked etc.

Death of a member of an employee's immediate family

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

Generally, the amount of time off required will be at the manager's discretion but it is advisable to either:

1. Set a defined amount of paid/unpaid time, or



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2. Remove this in its entirety and deal with request as holiday and/or under the emergency time off provisions of the Employment Rights Act 1996 (s.57a).

Each case will be judged on its own merits and amount of leave (paid or unpaid) awarded should be appropriate to the circumstances, length of service and previous attendance record.

Death of a child

If an employee experiences the death of a child under the age of 18 or suffers a stillbirth from 24 weeks of pregnancy, the employee will be entitled to two weeks' paid leave, subject to meeting the eligibility criteria having been employed for at least 26 weeks (Parental Bereavement Leave and Pay Act 2018).

6.5 Bereavement Policy

At Brentwood Day Nursery we recognise that children, families and staff may experience grief and the loss of close family members or friends or their family pets whilst with us in the nursery. We understand that this is not only a difficult time for families, but it may also be a confusing time for young children, especially if they have little or no understanding of why their family is upset and why this person or pet is no longer around.

We aim to support both the child, families and staff and will adapt the following procedure to suit their individual needs and family preferences:

- We ask that if there is a loss of a family member or close friend that the parents or staff inform the nursery as soon as they feel able to. This will enable us to support both the child, families and staff wherever we can and helps us to understand any potential changes in behaviour of a child, staff member who may be grieving themselves
- The key person, wellbeing officer or the manager will talk with the family or staff member to ascertain what support is needed or wanted from the nursery. This may be an informal discussion or a meeting away from the child (if applicable) to help calm a potentially upsetting situation
- The child may need extra support or one-to-one care during this difficult time, staff members experiencing bereavement will be offered extra support. We will adapt our staffing arrangements (where possible) so the child is fully supported by the most appropriate member of staff on duty, where possible the child's key person
- We will be as flexible as possible to adapt the sessions the child and family may need during this time. For staff members we will discuss and support temporary work pattern changes if needed.

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

We also recognise that there may also be rare occasions when the nursery team is affected by a death of a child or member of staff. This will be a difficult time for the staff team, children and families. Below are some agencies that may be able to offer further support and counselling if this occurs.

The Samaritans: www.samaritans.org 116 123

Priory: www.priorygroup.com 0800 691 1481

Child Bereavement UK: www.childbereavementuk.org 01494 568 900

Cruse Bereavement Care: <https://www.cruse.org.uk> 0808 808 1677

British Association of Counselling: www.bacp.co.uk

SANDS: <https://www.sands.org.uk/>

Death of a child



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If an employee experiences the death of a child under the age of 18 or suffers a stillbirth from 24 weeks of pregnancy, the employee will be entitled to two weeks paid leave, subject to meeting the eligibility criteria having been employed for at least 26 weeks.

Support will be given, including making reasonable adjustments on the return to work and further ongoing support, as required.

6.6 Grievance Policy

At Brentwood Day Nursery we follow our legal obligations as an employer at all times including hearing and investigating grievances. We have the following policy and procedures that set out our process.

Legal obligations

Our obligations as an employer are detailed in the ACAS Code of Practice on disciplinary and grievance procedures (2015). A full copy of the ACAS Code of Practice and the accompanying guidance can be obtained from the ACAS website <https://www.acas.org.uk/>

Objectives and guiding principles

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

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

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

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

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

If this does not resolve the complaint, issue or problem, you should initiate the formal process below.

Grievance process

Stage 1

Making your grievance

- You should put your grievance in writing, by hard copy or email and forward it to the manager
- This written statement will form the basis of any investigations and the subsequent hearing, so it is important that you set out clearly the nature of your grievance and any dates and names of individuals involved. You should also indicate the outcome that you are seeking. If your grievance is unclear, you may be asked to clarify your complaint before any meeting takes place
- If your complaint relates to an issue with your manager, the grievance may be sent to the owner
- Before proceeding to a full grievance hearing, it may be necessary to carry out investigations of any allegations made by you. If any evidence is gathered in the course of these investigations, you will be



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given a copy in advance of the hearing and appropriate time for you to consider your response. In exceptional circumstances, the evidence given by individuals may have to remain confidential. Where confidentiality is necessary, this will be explained to you and an appropriate summary of the evidence gathered will be given to you.

Stage 2

The grievance hearing

The hearing will be held as soon as is reasonably possible following any investigations, and within 5 working days of the receipt of your written complaint. It will be conducted by your manager or the owner or in some circumstances a member of the management team, if your complaint relates to an issue with your line manager. You are entitled to bring a companion to the grievance meeting if you make a reasonable request to do so. This request must be in advance of the meeting and you should tell us the name of your chosen companion. The companion may either be a trade union representative or a work colleague.

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

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

The hearing may be adjourned to allow further investigations to take place. Following the meeting, you will be informed in writing of the outcome within 5 working days, where reasonably practicable, and told of any action that the nursery proposes to take as a result of your complaint, if applicable. If it is anticipated that further investigation is required and therefore the outcome cannot be provided within this timeframe, we will inform you as to when you can expect to receive the outcome.

Any disputes remain confidential between the parties involved

If you are dissatisfied with the outcome, you may make a formal appeal in writing to the nursery owner or another member of the staff management team depending on the circumstances, stating your full grounds of appeal, within 5 working days of the date on which the decision was sent or given to you.

Stage 3

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

We will confirm our final decision in writing, usually within 7 of the appeal hearing, where reasonably practicable. There is no further right of appeal.

Grievances linked to disciplinary matters

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

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

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



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6.7 Disciplinary Procedure

At Brentwood Day Nursery we follow our legal obligations as an employer at all times including dealing with any disciplinary matter in a fair and consistent manner. We have the following policy and procedure that sets out our process.

Legal obligations

Our legal obligations as an employer are detailed in the ACAS Code of Practice on disciplinary and grievance procedures (2015). A full copy of the ACAS Code of Practice and the accompanying guidance can be obtained from the ACAS website <http://www.acas.org.uk>.

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

Further government guidelines can be found here <https://www.gov.uk/disciplinary-procedures-and-action-at-work/how-disciplinary-procedures-work>

Objectives and guiding principles

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

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

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

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

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

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

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

The procedure

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

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



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If a member of staff receives a disqualification during their employment at the nursery, we will record this within their file with full details of the disqualification.

If a member of staff receives a disqualification and they subsequently leave the nursery, then we will inform DBS immediately of their resignation. DBS will be able to make the appropriate steps regarding the disqualification within their next setting.

However we expect staff to inform the setting where their relationships and associations, both within and outside of the workplace (including online) may have implications for the safeguarding of children in the setting. Staff are reminded in supervisions to let us know if their circumstances have changed. This information is kept in their individual files.

Depending on the information given, we may consult OFSTED or other professional services.

Stage 1: Investigation

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

Suspension

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

Stage 2: Invite to disciplinary hearing

- The nursery will hold a disciplinary hearing to discuss the allegations. The employee will have the right to bring a companion to the meeting. The employee must inform the nursery manager prior to the meeting who their chosen companion is. If their companion is unreasonable, for example, where there may be a conflict of interest, the nursery manager may require the employee to choose someone else



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- If the employee or their companion is unable to attend the meeting the employee should inform the nursery manager immediately and an alternative time and date, where applicable, will be arranged. The employee must make every effort to attend the meeting and failure to do so without good cause may be treated as misconduct in itself.

Disciplinary hearing

- During the meeting the nursery manager or designated person leading the meeting will go through the allegations against the employee and the evidence that has been collated. The employee will be able to state their case and call relevant witnesses (provided the employee gives advance notice and we agree to their attendance) to support the case
- The nursery may adjourn the disciplinary meeting if further investigations need to be carried out and the employee will be given reasonable opportunity to consider new information
- The employee will be notified of the decision in writing, usually within 7 working days of the hearing
- If the employee persistently fails to reply to invitations, or persistently fails to attend the arranged hearing without good cause, it may be carried out in their absence and they will be notified of the decision in writing. The employee will retain the right to appeal.

Appeal

- The employee will be given the opportunity to appeal the decision. If they wish to appeal, the employee should state their full grounds in writing and the letter should be sent to the manager, Rachel Austin within 5 days from the date the decision was communicated to them
- The appeal meeting will be conducted impartially by the manager and owner(s), where possible, who has not previously been involved in the case
- The employee will be able to bring a companion to the meeting and the companion may be a work colleague or trade union representative (as stated above)
- The nursery may adjourn the appeal hearing if further investigations need to be carried out and the employee will be given reasonable opportunity to consider any new information before the hearing is reconvened
- The nursery will inform the employee in writing of the final decision as soon as possible, usually within 5 working days of the appeal hearing.

There is no legal right to appeal beyond this stage.

Disciplinary penalties

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

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

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

First written warning

A first written warning may be authorised by the manager Rachel Austin. It will usually be appropriate for a first act of misconduct where there are no other active written warnings on the employee's disciplinary record.

Final written warning

A final written warning may be authorised by the manager Rachel Austin. It will usually be appropriate for:

- a. Misconduct where there is already an active written warning on the employee record



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- b. Misconduct that is considered sufficiently serious to warrant a final written warning even though there are no active warnings on the employee record.

Dismissal

Dismissal may be authorised by the manager Rachel Austin. It will usually only be appropriate for:

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

Levels of authority

Nursery managers (including owner) have the authority to suspend an employee pending investigation. Only the nursery manager (including owner) and higher management have the authority to dismiss an employee as set out above.

Gross misconduct

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

Duration of warnings

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

- Verbal warning - six months
- First written warning - six months
- Final written warning - 12 months.

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

Alternatives to dismissal

In some cases, the nursery may, at the setting's discretion, consider alternatives to dismissal. These must be authorised by the manager Rachel Austin, and will usually be accompanied by a final written warning. Examples include:

- Demotion or loss of seniority
- Change to job role
- A period of suspension without pay
- Loss of additional hours and/or overtime.

Examples of gross misconduct

Examples of what would constitute a gross misconduct offence include:

- Failure to inform the employer of a disqualification, either personally or a person living in the same household as the registered provider, or a person employed in that household
- Theft, or the unauthorised possession of property belonging to the nursery, its employees or customers
- Assault on any employee or persons associated with the nursery



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- Breach of confidence i.e. divulging confidential information relating to the nursery, its employees or clients
- Dishonesty, including the use of any funds, expenses or allowances for any other purpose than that for which they have been delegated by the nursery
- Being under the influence of drugs or alcohol whilst on duty
- Serious or persistent breaches of safety rules
- Fraud, including falsification of work records and expense claims
- Signing or clocking in or out for another employee
- Physical assault, punishment or abuse towards a child e.g. hitting a child in chastisement or harsh disciplinary actions and/or threatening the use of corporal punishment which could adversely affect a child's well-being
- Discrimination and/or harassment in any way against a child or person
- Persistent failure to follow nursery documentary systems and procedures
- Unauthorised absence from work and/or unacceptable attendance levels
- Obscene language or other offensive behaviour
- Negligence in the performance of the employee duties.

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

Examples of misconduct

Examples of what would constitute a misconduct offence include:

- Minor breaches of our policies including the Sickness absence policy, Mobile phone and electronic device use policy, Social networking policy and Health and safety - general policy
- Minor breaches of the employee contract
- Minor damage to, or unauthorised use of, nursery property
- Poor timekeeping
- Time-wasting
- Refusal to follow instructions
- Excessive use of nursery telephones for personal calls
- Excessive personal email or internet usage
- Smoking/vaping in designated no smoking/vaping areas.

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

As an organisation we take the health and wellbeing of staff and children seriously. As such, we would expect all members of staff working within the setting to abide by any government recommendations, laws and guidelines e.g. rules on social distancing whether at work or in their private lives. Any breaches of government guidelines will be dealt with in accordance with our Disciplinary procedure and may also be treated as misconduct.

6.8 Lone Working Policy

Policy Statement

Brentwood Day Nursery intend that no person should be working alone at the setting and will endeavour as far as is practical to ensure that at least two persons are on duty at any given time. However, it is recognised that there may be times that lone working is unavoidable and therefore this policy and guidelines are written to reflect this eventuality.



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Aims

To ensure persons who carry out lone working shall not face any additional degree of risk when doing so. The health and safety of employees who work alone shall be assured as far as is reasonably practical as shall others who may be affected by the actions of lone workers themselves.

Procedures

Managers and their employees must ensure that:

- Persons who are working at the nursery outside normal working hours should be made known to the Manager/Owner.
- In an emergency follow usual evacuation procedures and contact emergency services as well as a Manager/Owner.
- The worker will be advised of a nominated person from the senior Management team who will be the first point of contact for any issues.
- All appropriate steps are taken to control access to the building and that emergency exits are accessible.
- Alarm systems are tested regularly.
- When working alone, they are familiar with exits and alarms.
- There is access to a telephone and first aid kit.
- If there is any indication that the building has been broken into, they call the manager or county club maintenance manager for assistance before entering. If the intruder is still present, the staff member should not enter the building and call the police (999) immediately. The manager should also be alerted after this call has been made.
- External doors and windows are locked to avoid unwanted visitors if working alone.
- Door should be locked, or entry system kept activated when on the premises.
- Staff are familiar with the no-smoking/vaping rules and procedures and adhere to these.
- Whenever possible they park in a well-lit area and close to the building.
- Ensure sign-in and sign-out procedures are followed.
- Workers should not take any unnecessary risks.

6.9 Special Consideration for Employees Policy

We recognise that employees may require special consideration during their employment.

Legal requirements

The nursery follows the legal requirements set out in The Management of Health and Safety at Work Regulations (1992) and the Equality Act (2010).

Procedure

The nursery manager:

- Assesses any employee requiring special consideration in conjunction with the individual on induction to the nursery or when their condition or special educational needs and/or disability is obtained
- Carries out necessary risks assessments to support the employee
- Agrees with the staff member any necessary special measures such as training and supervision, arrangements, modifications and medical surveillance
- Carries out further assessments and reviews at least annually, or if and when any changes to the special circumstances or environment occur.
- Nursery may be willing to consider temporary changes to working arrangements, such as more frequent breaks or a change to start and finish times, where possible depending on the child to staff ratio.



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Special educational needs and/or disabilities

If a member of staff has a special educational need and/or disability, we encourage them to tell us about their condition so that we can consider what reasonable adjustments or support may be appropriate.

Part-time and fixed-term work

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

6.10 Menopause Policy

Menopause is the time during an individual's life when menstruation periods permanently stop and an individual experiences hormonal changes. It is defined as occurring when the individual has experienced no periods for 12 consecutive months and no other biological or psychological cause can be identified. However, menopausal symptoms can begin months or years before periods stop and this stage is known as the perimenopause. According to the NHS website symptoms last around four years after an individual's last period, although some can experience them for much longer.

The purpose of this policy is to provide details of how the nursery will support our staff who may be experiencing issues as a result of symptoms of the menopause. We aim to create a culture that encourages discussions to take place about any matters associated with the menopause and to create supportive working environment.

Aims

The aims of this policy are to:

- Foster an environment in which colleagues can openly and comfortably instigate conversations or engage in discussions about menopause
- Ensure everyone understands what menopause is, can confidently approach the subject and are clear on our policy and practices
- Educate and inform staff about the potential symptoms of menopause and how they can support individuals experiencing these symptoms at work
- Ensure that those who are experiencing menopause symptoms feel confident to discuss them and ask for any support and reasonable adjustments so they can continue to be successful in their roles
- Reduce absenteeism due to menopausal symptoms
- Assure individuals that as a responsible employer, we are committed to supporting their needs during menopause.

Employee responsibilities

All employees should contribute to a respectful working environment and be willing to support colleagues who may be experiencing the menopause. It is important that employees talk openly with their line manager if they need support with menopausal symptoms. All employees are responsible for:

- Taking personal responsibility to look after their health
- Being open and honest in conversations with managers
- Contributing to a respectful and productive working environment
- Being willing to help and support their colleagues
- Understanding any necessary adjustments their colleagues are receiving as a result of their menopausal symptoms.



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During any discussions, the manager will consider your individual situation and evaluate if any adjustments can be made. Your individual needs will be addressed sensitively and confidentiality will be maintained.

Employer responsibilities

Managers are responsible for:

- Ensuring that no one experiences less favourable treatment as a result of the menopause
- Ensuring that any conversations are kept strictly confidential
- Putting in place any required support and/or adjustments where reasonably possible
- Recording any agreements made
- Holding regular reviews with employees regarding support required, including follow up meetings to review adjustments that have been made
- Seeking additional advice from occupational health where necessary
- Agreeing with the employee if other colleagues should be informed about any adjustments that have been agreed (even if the reason is not disclosed).

When responding to an employee experiencing difficulties caused by menopause, managers will maintain an open-door policy so that employees feel comfortable in approaching them. They will support staff to talk openly about their current situation and will not make presumptions about how it is affecting them. We understand that employees may feel uncomfortable discussing personal information with their manager. If this is the case, they are encouraged to discuss their situation with another senior member of staff.

Workplace adjustments

As with any longstanding health-related condition, sympathetic and appropriate support from the nursery is crucial to provide employees with the support that they need. Above all, it is important to listen to individuals and respond sympathetically to any requests for adjustments at work. There are numerous symptoms of the menopause that can affect an individual both physically and mentally. The menopause affects individuals in different ways and symptoms can start during the perimenopause and last for many years.

Some of the more common symptoms include:

- Hot flushes
- Difficulty sleeping
- Fatigue
- Headaches
- Low mood or anxiety
- Problems with memory or concentration
- Anxiety
- Heavy and/or painful periods
- Panic attacks.

The following options are available to any employee who may be experiencing menopausal symptoms, depending on the needs of the individual and the business needs of the nursery.

Flexible working

We recognise that flexibility may be of significant benefit to someone who is experiencing menopausal symptoms. The Special considerations for employees policy describes ways in which the nursery may be willing to consider temporary changes to working arrangements, such as more frequent breaks or a change to start and finish times, where possible depending on the child to staff ratio. If an employee does not wish to temporarily change their working arrangements, then this should be discussed with their line manager and any agreed changes will be regularly reviewed with the member of staff.



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Temperature control

We strive to achieve a comfortable working temperature for employees. We will allow flexibility within the dress code where reasonable. We will also consider any other appropriate adjustments, for example changing an employee's work location including to nearer a window, providing blinds on windows, ensuring there is always the opportunity to access toilet facilities or providing cooling aids such as a desk fan.

Sickness absence

See the staff absence procedures.

If an employee is unwell due to menopausal symptoms, the nursery will provide them with all reasonable support during this period. It is important that employees feel that they are able to be open with their line managers about the reasons for any absences and feel supported by them. We would also encourage employees to discuss any relevant concerns with their GP and confirm to the nursery any relevant advice that the GP has provided.

Available support

Employees are encouraged to inform their line manager at an early stage if they are experiencing menopausal symptoms that could affect their work to ensure that symptoms are treated as an ongoing health issue rather than as individual instances of ill health. Early notification will also help line managers to determine the most appropriate course of action to support an employee's individual needs. Employees who do not wish to discuss the issue with their direct line manager may find it helpful to have an initial discussion with a trusted colleague or another manager instead.

Employees and managers may find external sources of help and support useful including the following:

- Information about the menopause, menopausal symptoms and treatment options
(<https://www.menopausematters.co.uk/>)
Support for women experiencing premature menopause or premature ovarian insufficiency
(<https://www.daisynetwork.org/>)
- Information about events where strangers gather to eat cake, drink tea and discuss the menopause
(<https://www.menopausecafe.net/>)

This policy has been reviewed and updated by Rachel Austin and Claire Holdgate. It has also had the input from all staff members and approved by them.



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SECTION 7 - HEALTH AND SAFETY

7.1 Risk assessment

Policy Statement

Our setting believes that the health and safety of children, staff and visitors is of paramount importance. We make our setting a safe and healthy place for children, parents, staff and volunteers by assessing and minimising the hazards and risks to enable the children to thrive in a healthy and safe environment. The basis of this policy is risk assessment.

- Identification of risk: where is it and what is it?
- Who is at risk: Children, Staff, Students, Parents and visitors, volunteers and contractors
- Assessment is on the level of risk such as high, medium and low. This is both the risk of the likelihood of it happening, as well as the possible impact if it did.
- Control measures to reduce/eliminate risk: what we need to do, in order to reduce the risk.
- Monitoring and review: How do we know if what we have said is working, or is thorough enough? If it is not working, it will need to be amended, or maybe there is a better solution.

Procedures

Our risk assessment process covers adults and children and includes:

- Checking (at the start of morning and afternoon sessions) for and noting, reporting/taking action for hazards and risks indoors and outdoors, and for different activities
- Additional risk assessments are carried out for when we have outings or walks at the time of the event
- Assessing the level of risk and who might be affected
- Deciding which areas need attention, and
- Developing an action plan that specifies the action required, the timescales for action, the person responsible for the action and any funding required.
- The full risk assessment is written and is reviewed yearly.
- We maintain lists of health and safety issues, which are checked twice daily before the session starts as well as those that are checked when a full risk assessment is carried out.
- The staff members responsible for ensuring risk assessment is carried out and taking appropriate measures to maintain a safe environment is Rachel Austin and Chrissie Searle. All other members have the responsibility of identifying, notifying the managers and dealing with any risks arising during session times.

We currently have the following risk assessments in place

- Bathroom risk assessment (including nappy changing)
- Full risk assessment (including COSHH and RIDDOR procedures)
- Indoor and outdoor risk assessment
- Kitchen risk assessment
- Staff risk assessment (including pregnant staff)
- Walks (outings) risk assessment
- Pandemic/virus outbreak risk assessment

These are subject to regular review and amendments

7.2 Health and safety general standards

Policy Statement

The nursery believes that the health and safety of the children is of paramount importance. We strive to maintain a nursery that is a safe and healthy place for children, parents, staff, student's volunteers and visitors.



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- We aim to make children and staff aware of health and safety issues and to minimise the hazards and risks to enable the children to thrive in a healthy and safe environment.
- We follow the statutory guidance set out in COSHH and RIDDOR in order to protect all employees and persons at our setting
- The member of staff responsible for health and safety is Rachel Austin. Assistant coordinator is Chrissie Searle
- They are competent to carry out these responsibilities and undertake training and to regularly update their knowledge and understanding in this area.
- We display the health and safety law poster in the main hall which outlines the name of the nominated persons responsible for overseeing this area.
- We have up-to-date public liability insurance and employers' liability insurance. The certificate is displayed on the nursery notice board. This is renewed yearly.

Awareness raising:

- Staff, Parents/Carers, Students and Volunteers are made aware and given a copy of the Nurseries Health and Safety Policy and Procedures on their initial meeting. This ensures that all adults are able to adhere to our policy and understand their shared responsibility for promoting health and safety within the setting.
- Health and Safety discussions and new strategies are regularly shared with staff via regular staff meetings.
- Children are made aware of health and safety issues through discussions, planned activities and routines. We also have a children's picture rulebook and children's rights book created by them to promote further understanding in this area.
- Children may bring in a small comforter from home, i.e. small teddy, muslin, but we must ask parents that they do not bring in large blankets as these are a trip hazard and we cannot allow the children to walk round the nursery with them.
- We also ask parents to refrain from bringing in children's bags with long strings.

Safety of adults and children (including manual handling):

- All Staff members, students and volunteers are provided with guidance about the safe storage, movement, ladder moving, lifting and erection of large pieces of equipment during their induction.
- All staff are made aware of the safety requirements when manual handling objects, children or animal
- Manual handling includes lifting, lowering, pushing, pulling, carrying, moving, holding or restraining any object, children or animal
- Our full and staff risk assessment further details manual handling
- Equipment is stored in order of heavy items on lower shelving and lighter equipment above.
- All warnings signs are clear and extra signs are displayed at times when necessary.
- Adults should not remain in the building on their own or leave on their own after dark.
- Staff sickness and accidents are recorded, which are kept in a locked cupboard. The records are reviewed termly to identify any issues, which need to be addressed.
- We ask that all children wear suitable clothing and footwear for nursery and the weather conditions.
- During the warmer months, we ask that all children have **sun cream** applied before coming to nursery. Please could parents also provide sun cream for their children so that it can be applied while they are at the nursery to ensure a suitable level of sun protection.
- Sun hats must also be worn when the children are outside, please provide a sun hat for your children. We do have spare sun hats which the children can wear. If you do not want them to wear a nursery sun hat and do not provide one, they will not be able to go outside.
- We ask that no open toed sandals or footwear and no shoes with heels are worn to nursery.



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- We ask that only simple earring studs are worn, to avoid any accidents in the nursery. Adults and children must not wear bracelets or necklaces, as these may get caught in equipment or toys.
- Only watches without recording capabilities, camera's and internet access can be worn in the nursery
- Drinking water is available to all at all times
- All hot drinks must be in cups with screw on lids and be kept in the kitchen. They can be used in the back bar room.

Building and equipment

Windows - The height of windows ensures all children's safety and prevents the occurrence of accidents. Only upper windows are opened; lower level windows remain locked during nursery opening hours unless during extreme weather conditions where the risk assessment has been carried out

Doors - We have finger guards fitted to all doors to prevent children's fingers from being trapped in them.

Floors - All surfaces are checked daily to ensure they are clean and not uneven or damaged. After washing, warning signs are erected to indicate wet floors.

Electrical/gas equipment - All electrical/gas equipment conforms to safety requirements and is checked regularly by a competent person; our boiler/electrical switchgear/metre cupboard is not accessible to the children; fires, heaters, electric sockets, wires and leads are properly guarded and the children are informed why not to touch them; there are sufficient sockets to prevent overloading; lighting and ventilation is adequate in all areas including storage areas.

Storage - all resources and materials which children select are stored safely; all equipment and resources are stored or stacked safely to prevent them accidentally falling or collapsing.

Outdoor area

- We have a nominated outdoor play co-ordinator. This is listed on the staff board.
- Our outdoor area is fenced off with a secure gate and the children are always supervised.
- The outdoor is checked before each session for safety and cleared of rubbish and unwanted items prior to use.
- Where water can form a pool on equipment, it is emptied before the session.

Hygiene

- We seek information from the Environmental Health Department and the Health Authority to ensure that we keep up to date with the latest recommendations.
- Our daily routines encourage the children to learn about personal hygiene.
- We have a daily cleaning routine for the nursery, which includes playrooms, kitchen, toilet and nappy changing area.
- All bodily fluids are disposed of in a sealed bag and placed in the sanitary disposal bin. This is emptied regularly by a contract company.
- The toilet area has a high standard of hygiene including hand washing and drying facilities and the disposal of nappies.
- We regularly include cleaning of resources and equipment in our routines.
- A member of staff will escort children who require assistance to the toilet.
- We implement good hygiene practices by:
 - Cleaning tables between activities.
 - Checking toilets regularly.
 - Wearing protective clothing, such as aprons and disposable gloves as appropriate.
 - Providing tissues and wipes.
 - Providing sets of clean clothes.
 - And ensuring individual use of towels and wipes.
 - Weekly washing of bedding.



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Activities and resources

- Before purchases or loans, equipment and resources are checked to ensure that they are safe for the ages and stages of the children.
- The layout of play equipment allows adults and children to move safely and freely between activities.
- All equipment is regularly checked for cleanliness and safety and any dangerous items are repaired or discarded.
- All materials including paint and glue are non-toxic.
- Sand is clean and changed weekly and is suitable for children's play. Floor spillages are discarded at the end of the session.
- Physical play is constantly supervised.
- Children are taught to handle and store tools safely.
- Children learn about health, safety and personal hygiene through activities we provide and the routines we follow.

Oral health

The nursery aims to promote good oral health hygiene following the latest revised statutory framework (SEP 2021).

We aim to promote good oral health. We provide regular activities, where the children are able to gain an understanding of the importance of keeping teeth clean and having discussions to provide them with the knowledge of the correct foods and drinks to be consumed. We also share resources with parents and have regular discussions to raise parent's awareness of good health, oral hygiene.

We regular access the Local Authority for information and schemes related to teeth brushing and these ideas are shared with parents.

Sleep and rest for children

We provide flexibility and opportunities for children who require naps and rest throughout the day. This is in line with the EYFS statutory framework 3.60

file:///C:/Users/rache/Desktop/EYFS_framework_-_March_2021.pdf

During the induction we discuss any sleep routines with the parent/carer (updated where necessary) and it is noted on the children's requirements which is referred to by all staff members. We ensure that each child's individual sleep routine and well-being continues to be met by following these steps ...

- A rest area with large cushions is located in the quiet area
- Soft gentle music is played to help relax and fall to sleep
- We provide bedding (individual ready beds), comfort blankets and individual child's comforters (if required) during sleep times, as we realise that this gives the children enormous comfort and reassurance
- We do not encourage the use of dummies, but if a parent/carer requests that their child uses a dummy for sleep then we will provide this
- Staff will not force a child to sleep or keep them awake against their will
- All children are visibly monitored during sleep by a first aid qualified staff member. Staff members know the signs to look for to ensure that the child is sleeping peacefully and will look for the rise and fall of the chest
- Should a child fall asleep while being comforted by a staff member, they will be transferred to the sleeping area to complete their rest
- We do not use buggies/prams to help a child get to sleep
- All bedding is regularly washed



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7.3 Fire Safety and emergency evacuation

Policy Statement

We ensure our premises present no risk of fire by ensuring the highest possible standard of fire precautions. The nursery manager is familiar with the current legal requirements. Where necessary, we seek the advice of a competent person, such as a Local Fire Officer.

Aims

- No child or adult will take unnecessary risks.
- Staff fully understand the required procedure and understand their role.
- Staff will follow the day-to-day risk assessment procedures to reduce the risk of fire.
- We will follow the advice given by the Local Fire Officer.

Procedures

- The nursery nominated Fire Safety Coordinator is Rachel Austin.
- Staff have attended online fire safety training and/or read the nursery Fire Safety manual. Any amendments or new legislation is discussed during staff meetings.
- Fire doors are clearly marked, never obstructed and easily opened from the inside.
- Records are kept of fire drills and the servicing of fire equipment.
- We will follow the advice of the fire brigade on any matters arising from their visit.
- We have a fire procedure on the wall. This outlines the responsibilities and procedures for each staff member.
- We have regular fire drill procedures each half term, and records are made.
- We ensure all staff are fully aware of the settings fire procedures.
- We perform a formal risk management assessment at least once a year and will monitor the risks each day.
- We keep registers of children, staff, students and visitors to the nursery each session.

In the event of a fire occurring, a member of staff will activate the alarm to alert everyone and gain their attention. The evacuation procedure is as follows:

- We will use the nearest available exit. The assembly point is outside the 'Merry Meads' building adjacent.
- The evacuation will start immediately, and people should not try to collect bags or other personal possessions (coats may be collected in colder months if putting no individual at risk).
- The fire brigade will be called and told of any missing people.
- A senior member of staff will collect the emergency contact details, the children's and staff register, a mobile phone, medication if necessary and take them to the assembly point.
- A senior member of staff will check all rooms, toilets and kitchen.
- A senior member of staff will direct the fire brigade to the premises.
- At the assembly point, the registers will be called and checked for any unaccounted adults or children
- Nobody will be permitted to return to the building until the fire brigade gives the all clear. For a fire drill, the above procedure will be followed except the senior staff member will give the all clear.

7.4 Recording and reporting of accidents and incidents at home and in the nursery policy

Policy statement

We follow the guidelines set by RIDDOR (The reporting of injuries, diseases, dangerous occurrences, regulations 2013) for the reporting of accidents and incidents for children, staff, students, volunteers and visitors.



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Staff must also record any visible injuries they see on children that have occurred at home on the relevant accident/incident form. Forms are kept in the child's personal file in a locked cabinet during a child's time at the nursery. When a child leaves, these documents are removed from the cabinet, scanned and held on the laptop in a secure encrypted folder – please see GDPR section for further information. Access is only permitted by senior staff and supervisors where prior consent has been given. A visible injury will include any bruising or marking on the face, hands, lower arms, lower legs (upper legs in the summer). Where the child has suffered a head injury or a strain/sprain, at home, we would expect the parent or carer to inform us so that it can be recorded. Any breakages with or without a sling or cast must also be recorded.

Should a member of staff suffer an injury off the premises, they must make the manager on duty aware and also record it on the accident/incident form.

Procedures

▪ **Our Accident/Incident Forms:**

We have access to telephone numbers for emergency services, including local police. Where we are responsible for the premises, we have contact numbers for the secretary of the club and executive committee members. Where we rent premises, we ensure we have access to the person responsible and that there is shared procedure for dealing with emergencies.

We keep an accident/incident log for recording accidents or incidents at home or in the setting including those that are reportable to the Health and Safety executive.

The accident/incident record forms are:

- Kept safe and accessible.
- All staff are made aware of where they are kept and how to complete them.
- Reviewed termly to identify any potential hazards.
- Details of incidents and accidents will be logged on an electronic database, so that they can be reviewed and if there is a repetitive scenario, we will evaluate this and take steps to minimise or eradicate future occurrences.
- When recording accidents/incidents we record whether it took place at home (or off the nursery premises), or in the nursery, the date, time of the incident/accident, nature of event, who was affected, where on the body they were injured, what was done about it, if it was reported to the emergency services, if so an incident number.
- The accident/incident is not used to record issues of concern for a child; this is recorded in the child's personal file.
- Where applicable any injury requiring hospital treatment to a child, parent/carers, volunteer, staff, student or visitor is reported to the local office of the Health and Safety Executive and notified to Ofsted telephone: 0300 123 1231.

7.5 Food Hygiene

(Including procedure for reporting food poisoning)

Policy Statement

In our setting, we provide and/or serve food for children on the following basis:

- Snacks
- Lunch
- Tea
- Light refreshments
- Children with own packed lunches

We maintain the highest possible food hygiene standards with regard to purchase, storage, preparation and serving of food.



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We are registered as a food provider with the local authority Environmental Health Department.

Procedures

Katrina Harvey is the main person responsible for food preparation and understands the principles of Hazard Analysis and Critical Control Point as it applies to her role. This is set out in Safer Food Better Business. The basis for this is risk assessment as it applies to the purchase, storage, preparation and serving of food to prevent growth of bacteria and food contamination.

- All staff have received in house training of Safer Food Better Business publication from the Food Standard Agency.
- At least two people have an in-date Food Hygiene Certificate level 2.
- All staff handling food have an in date Allergen course certificate
- The nursery caterer and staff members carry out daily opening and closing checks on the kitchen to ensure standards are met consistently.
- Staffs who prepare and handle food receive appropriate training and understand and comply with food safety and hygiene regulations, this includes guidance on the most appropriate cutting methods of different foods. A poster is displayed on the kitchen wall when preparing and cutting food.
- All utensils, crockery etc. are clean and stored appropriately.
- There are separate colour coded chopping boards and knives for different food types
- All food and drink is stored appropriately.
- Children are fully supervised during eating and drinking activities, at least one supervising staff member will be fully first aid trained
- Children do not have access to the kitchen.
- We use reliable suppliers for the purchase of food.
- There are separate facilities for hand washing and for washing up. Signs are displayed to remind staff to wash hands.
- All surfaces are clean and non-porous.
- Waste food is disposed of daily.
- Cleaning materials and other dangerous materials are stored out of children's reach.
- Please see 2.2 in the safeguarding section for information on children and staff allergies
- Allergen information is available, please see a staff member for further details

When children take part in cooking activities, they:

- Are always supervised
- Understand the importance of hand washing and simple hygiene rules
- Are kept away from hot surfaces and hot water
- Do not have unsupervised access to electrical equipment such as blenders etc.
- Checked prior to joining the nursery for any allergies of dietary requirements, this is displayed by the kitchen serving hatch so that all adults in the nursery can view it all times

Reporting of food poisoning

- Food poisoning can occur for a number of reasons not all cases of sickness or diarrhoea are as a result of food poisoning and not all cases of sickness or diarrhoea are reportable.
- Where children and/or adults have been diagnosed by a GP or Hospital to be suffering from food poisoning and where it seems possible that the source of the outbreak is within the setting, the owner will contact the Environmental Health Department and the Health Protection Agency, to report the outbreak and will comply with any investigation.
- If the food poisoning is identified as a notable disease under the Public Health (infectious diseases) Regulations 1988 the nursery will report the matter to Ofsted.
Anyone suffering from food poisoning should not return to the setting for 48 hours after last bowel movement/bout of sickness.



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7.6 Nutrition and Mealtime Policy

Statement of intent

The nursery regards snack and mealtimes as an important part of the day. Eating represents a social time for children and adults to interact and helps children to learn about healthy eating and different types of food from around the world.

Aim

At snack and mealtimes, we aim to provide nutritious food, which meets the child's individual dietary needs. We aim to meet the General Welfare requirements of the Statutory Framework for the Early Years Foundation Stage revised 2017 (revised September 2021): Safeguarding and Promoting Children's Welfare.

Methods

- Before a child starts to attend the nursery, we find out from the parents/carers their children's dietary needs, including any allergies and we discuss how we can support them
- We record information about each child's dietary needs in his/her registration records and parents sign the record to signify that it is correct.
- We regularly consult with the parents/carers to ensure that our records of their children's dietary needs including any allergies are up to date.
- During all mealtimes, we maintain the correct staff ratio as stated in the EYFS framework. With at least one member present always with a full and current Paediatric First aid certificate. At no time are children left unsupervised while eating.
- All staff and volunteers are made aware of children's allergies and dietary requirements before serving any food and drink to children
- Allergies and dietary requirements are regularly reviewed and shared with all staff and volunteers
- We display current information about individual children's dietary needs so that all staff, students and volunteers are fully informed about them.
- We implement systems to ensure that children only receive food and drink which is consistent with their dietary needs and their parents'/carers' wishes.
- We plan menus taking account of parents and children's ideas and requests. We provide a four-weekly rotation of summer and winter menus of all food prepared for the children in children's daily diaries. This is also emailed in the weekly newsletter and displayed on the weekly information board.
- We provide nutritious food at all mealtimes including foods with lower fat, sugar and salt and avoid ones with artificial preservatives and colourings.
- We include the following elements in meals which are offered:
 - Protein for growth; and
 - Essential minerals and vitamins in raw foods, salads and fruits.
- We try to incorporate foods from the diet of the children's different cultural backgrounds, providing children with familiar foods and introducing them to new ones.
- Through discussion with parents/carers and research by staff, we obtain information about the dietary rules of the religious groups, to which children and their parents belong, and of vegetarians and vegans, and about food allergies and intolerances. We take account of this information in the provision of food and drinks.
- We require staff to show sensitivity in providing for children's diets and allergies. Staff do not use a child's diet or allergy as a label for the child or make a child feel singled out because of his/her diet or allergy.
- We organise meal and snack times so that they are social occasions in which children and staff participate and share discussions about healthy eating.
- We use meal and snack times to help children develop independence through making choices, preparing and serving food and drink and feeding themselves.



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- We provide children with utensils that are age and stage appropriate, taking into account of the eating practices of their cultures.
- We take care not to provide food containing nuts or nut products and are especially vigilant where we have a child who has a known allergy to nuts.
- We have fresh drinking water available for the children and they can help themselves to water at any time during the day.
- For children who drink milk, we provide whole and pasteurised milk. We also provide lactose free alternatives.
- Where appropriate and on specific occasions we offer children arriving early in the morning or staying late, an appropriate meal or snack.
- Allergen information is available, please see a staff member for further details

7.7 Equipment and resources policy

Policy Statement:

We believe that high quality care and education is promoted by providing children with a safe, clean, and attractive environment including age and stage appropriate resources, toys, ICT and equipment.

Aim

We aim to provide children with resources and equipment which help to consolidate and extend their knowledge, skills, interests and aptitudes.

Method

In order to achieve this aim:

- We provide play equipment and resources which are safe and where applicable conform to the BSEN safety standards for toys (safety) regulations (2011) and carry the CE marking
- We provide a sufficient quantity of equipment and resources for the number of children present.
- We provide resources which promote all areas of children's learning and development, which may be child initiated or adult led.
- We provide equipment appropriate to the age and developmental stage of children present.
- We offer books, equipment and resources that promote positive images of people of all backgrounds, cultures and religions. These materials are non-discriminatory and avoid racial or gender stereotyping.
- We provide play equipment and resources which promote continuity and progression, to sufficiently challenge and meet the needs and interests of all children.
- We provide man-made, natural and recycled materials which are clean, in good condition and safe for children's use.
- We provide furniture, which is suitable for children and adults.
- To understand the benefits and daily requirements of regular physical activity and the impact on healthy growth and development, as stipulated by the EYFS
- Creating and regularly reviewing/updating programmes that incorporates a range of activities, including standing, balancing, moving, rolling playing and also energetic exercises such as skipping, running and jumping and operating ride on toys
- We check all resources and equipment regularly, at the beginning of each session and at the end of the day. We repair and clean regularly, or replace any unsafe, worn out, dirty or damaged equipment when necessary. Toys, ICT and equipment are regularly rotated to maintain interest
- We keep an inventory of resources and equipment. We use the inventory to: Review the balance of resources and equipment so that they can support a range of activities across all areas of play, learning and development
- The purchasing officer regularly seeks new toys, ICT equipment for the nursery.
- We provide adequate insurance cover for the nursery's resources and equipment.



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- We plan the provision of activities and appropriate resources so that a balance of familiar equipment and resources and new exciting challenges is offered.

7.8 Playground Safety Policy

Outdoor play is an integral part of daily activities for the children.

With the knowledge that the highest risk of accidents occurs during outdoor play, the nursery has developed a policy to raise awareness to the potential hazards to minimise the possibility of accidents and to maximise the value of outdoor play.

The staff will provide an environment to promote creative and constructive play.

To this the nursery will ensure:

The safety of the children by requiring all staff are vigilant with their supervision of the children and diligent in the inspection of play areas prior and during play sessions.

- Adequate outdoor staff ratios.
- A programme that will provide games and activities that will enhance gross motor play, also provide creative stimulation.
- All equipment will be carefully maintained to ensure the safety of the children.
- Staff will carry out a morning and afternoon visual inspection of the outdoor play area and equipment to ensure safety is maintained. All checks are logged.
- Ensure age/stage appropriateness of the equipment.
- Safety of surrounding fence and gate.
- Record and remove any hazards or broken equipment.

Supervision:

- Staff ratio must be kept at all times.
- Staff are to place themselves strategically around the play area so that all children may be observed and reached quickly.
- One staff will supervise each large play structure, sand and water trays.
- Emergency kits must be close at hand to deal with an emergency.
- Children are made aware of the safety rules through positive reinforcement.
- Any medication required will be readily available, i.e. EpiPen's

General safety rules:

- Pushing and tripping will not be tolerated.
- Climbing on tables, fencing or benches is not permitted.
- Ensure children put feet first when on the slide.
- Never run up or down the slide.
- All structures and equipment are dry before playing, slippery surfaces can cause injuries.
- Limit number of children on equipment to ensure safety.
- Jumping off equipment is not permitted.
- We will not permit sand and water to be thrown around outside or in the nursery

7.9 Healthy Heads – Head Lice Policy

Policy Statement

This policy outlines the roles and responsibilities of The Brentwood Day Nursery efforts to control head lice. The nursery policy draws on information obtained from the Department of Health Publication *Healthy Heads – Without Head lice* and the Department of Education and Children's Services publication *Head lice- the role of preschools and schools in the community head lice control*.



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Aim

All members of this nursery will work in a cooperative and collaborative manner to assist families to manage head lice effectively. Evidence shows that we cannot eradicate head lice, but we can reduce the number of cases if all nursery members work together in a coordinated manner. In this nursery, there is a commitment to do this in the following ways:

- All families (i.e. the families of children, staff and others working in the nursery) will check at home the hair of all household members on a weekly basis, for live lice. They will use a head lice comb, for greater accuracy, and they will use an effective treatment if necessary.
- When an active case is detected, the nursery encourages immediate treatment
- Parents/carers are asked to notify the nursery if their child is found to have head lice and advise when appropriate treatment was commenced.
- The nursery will notify parents/carers of children when more than one case of head lice is detected in the nursery in a week, to alert these families of the need to check more frequently.
- Families will be asked to notify Parents/carers of their children's friends where appropriate, so they will have an early opportunity to detect and treat their children if necessary.
- A sympathetic attitude will be maintained by the entire nursery to avoid stigmatising/blaming families who are experiencing difficulty with control measures.

To support parents/carers and the nursery community to achieve a consistent, collaborative approach to head lice management the nursery will undertake to:

- Distribute up to date and accurate information on the detection, treatment and control of head lice to students, staff and their families at the beginning of the year or more frequently if required.
- Include information about head lice management in orientation and transition programs for new families/staff attending the nursery within the context of the state-wide school, preschool and childcare health support planning guidelines.
- Provide practical advice, maintain a sympathetic attitude and avoid stigmatising/blaming families who are experiencing difficulty with control measures.
- Include information and updates in the nursery's newsletters.
- Maintain (anonymous) records of head live cases detected through the nursery, for monitoring purposes.
- Access community educational resources and support, such as community health centres and local government (Environmental Health Officers)
- Accept the advice of parents/carers that appropriate treatment has commenced.
- Encourage the children to learn about head lice so as to help remove any stigma or any other negative experiences associated with the issue.
- Be aware of real difficulties, such as treatment failure, that some parents/carers may encounter and seek extra support from community health centres and local government (Environmental Health Officers) if required.
- We will review the nurseries policy annually.
- Continue to seek opportunities to increase our collective understanding and response to managing head lice.

Head lice screening by the nurseries staff are strongly discouraged. There are many reasons for this, including the fact that such programs:

- Take away the staff curriculum time.
- Are potentially intrusive of child privacy.
- Take away family rights and responsibilities.
- Convey the message that head lice management is a nursery issue rather than a household and wider community responsibility.



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7.10 Animal health and safety policy

At Brentwood Day Nursery we recognise the value animals and pets can bring to the emotional needs of children and adults. Caring for animals and pets also gives children the opportunity to learn how to be gentle and responsible for others and supports their learning and development.

Nursery pets

At Brentwood Day Nursery from time to time we have resident pets, for example snails, caterpillars, stick insects.

Our safety procedures are:

- Permission for their child to be involved in caring for the animal at nursery will be sought on EYlog
- A full documented risk assessment is completed, including considerations for children with any allergies
- All pets are homed in an appropriate and secure area of the setting, with areas that are quiet and space away from the children, when needed
- Only staff have responsibility for cleaning out the animals (where applicable). Protective equipment is used, such as gloves and aprons
- Pets are not allowed near food, dishes, worktops or food preparation areas. Children will wash their hands with soap and water after handling animals and will be encouraged not to place their hands in their mouths while pets are being handled. Staff explain the importance of this to the children
- Children are encouraged to leave their comforters and dummies away from the animals to ensure cross-contamination is limited.

Pets / visiting from home

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

7.11 Adverse Weather Policy

Policy Statement

At the Brentwood Day Nursery, we have the following procedure in place to ensure our nursery is prepared for all adverse weather conditions.

If any of these incidents impact on the ability for the nursery to operate, we will contact parents via Phone or email. We may also use Facebook.

Procedures

If snow fall is threatened during a nursery day, then the Nursery Manager will take the decision along with the Proprietress as to whether to close the nursery or finish early. This decision will take into account the safety of the children, their parents and the staff team.

In the event of a planned closure during the nursery day we will contact all parents to arrange for collection of their children.

In the event of staff shortages due to snow we will call in available off duty staff and group the children appropriately until they are able to arrive. If we are unable to maintain statutory ratio requirements after all avenues have been explored, we will make the necessary steps:

- Refuse admittance of children arriving after the maximum number has been reached.



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- If we feel the safety, health or welfare of the children is compromised then we will take the decision to close the nursery.

Heat wave

During extreme heats the nursery will take the following steps to ensure children and staff are kept safe:

- Ensure children and staff are kept hydrated by offering frequent drinks
- Reduce physical activities
- Remove thick layers of clothing
- Sun hats and sunscreen to be applied before outdoor activities
- Erect gazebos to protect children playing outside
- Close indoor blinds, open all windows and keep fans on where children and staff are present
- We include more water play activities when it is hot

If temperatures rise to extreme levels and we feel staff and children's health may be affected as a result, the nursery may have to take the decision to close. However, this will be only after all steps listed above have been taken and the temperature considered still too high.

7.12 Nursery closure

Whilst we will endeavour to maintain a full service and cause the minimum disruption to our Nursery provision, we may from time to time be forced to close the Nursery due to circumstances beyond our control. The decision to close the Nursery is not taken lightly and will be made based on the assessment of a number of factors and information which may include weather and travel circumstances, access to and condition of the Nursery, infection/sickness outbreaks and availability of appropriate levels of qualified staff. Ultimately the decision to open or close the nursery will be made by the nursery manager and proprietress and every effort will be made to contact all staff, parents and carers as soon as is practicably possible. The following procedures will be followed wherever possible:

- If there is a decision to close, all parents and carers will be emailed and posted on the nursery Facebook page, accordingly at the time of the decision.
- The decision for ongoing closures will be assessed during the day and on a daily basis.
- If we are required to temporarily relocate, we will let you as soon as possible
- In the event of unforeseen staff shortages, the nursery will endeavour to cover absences by calling in part-time staff or employing supply staff. If we are subsequently still unable to secure sufficient cover the above procedures will be implemented. We appreciate that closing the nursery at short notice may cause inconvenience for parents and carers, but we ask for your cooperation and understanding when we have to deal with circumstances out of our control.
- In the event of a nationwide pandemic, or virus outbreak whereby nurseries are forced to close please see 1.1 in the safeguarding section for procedures

7.13 Babysitting policy

We appreciate that parents of children in the nursery may ask staff members to babysit their children, this policy has been implemented to provide clarification to all parties:

- The nursery must be informed of any private babysitting arrangements
- The nursery will not be responsible for the details of the arrangements such as, times, locations, and attendance.
- We have rigorous recruitment and suitability processes in place to ensure that we employ competent and professional members of staff and uphold our duty to safeguard children whilst on our premises and in the care of our staff. This procedure includes interviews, references, full employment history and DBS checks as well as several other processes. Whilst in our employment all staff are subject to ongoing supervision, observation and assessment to ensure that standards of work and behaviour are maintained in accordance with our policies. Although we would be confident and would expect our staff to act in the manner, we expect at the setting we cannot be held responsible and have no such control over the conduct of staff outside of their position of employment. Parents should make their own checks as to the suitability of a member of staff for babysitting



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- We will not take responsibility for any health and safety issues, conduct, grievances or any other claims arising out of the staff member's private arrangements outside of nursery hours. The member of staff will not be covered by the nursery's insurance whilst babysitting as a private arrangement
- Out of hours work arrangements must not interfere with a staff members employment at the nursery
- Confidentiality of employment must always be adhered to and respected. Staff are bound by contract and they are unable to discuss any issues regarding Brentwood Day Nursery, other staff members, parents or other children
- We do not permit staff to take the children from the nursery to the location for the private babysitting arrangement
- We expect all staff to remain professional whilst working on their private babysitting arrangements

The nursery has a duty of care to safeguard all children at their setting. We make all staff fully aware of their role and the necessary procedures and steps to be taken, in safeguarding children in their care which extends to private babysitting. Should a member of staff have any concerns about their private babysitting arrangements or have information that needs to be disclosed from something that has arisen on private babysitting duties, staff must immediately talk to the safeguarding officer at the nursery and we would contact Essex Child and families wellbeing service and in an emergency the police. In the case of an emergency and the staff member was unable to contact the safeguarding officer, the staff member must call Essex Child and families wellbeing service or the police immediately

This policy has been reviewed and updated by Rachel Austin and Claire Holdgate. It has also had the input from all staff members and approved by them.



BRENTWOOD DAY NURSERY

SECTION 8 - CHILD CARE PRACTICE

8.1 Visiting and settling in

We do ask all parents and carers to view the nursery, it is important that children are included in the viewing process. We ask that you bring your child in to the nursery when viewing so that s/he has the opportunity to explore the setting. It also enables us to discuss your child's needs and to ensure that we can fully meet their requirements. It is also a good opportunity for your child to meet the team and their new surroundings before settling in.

We can only confirm a space for a child once they have attended the nursery to view with a parent in order to establish that it is appropriate setting for that child.

We also offer 2 individual settling in sessions of an hour each to children prior to their start date. This helps familiarise them and parents with the setting and routine. The first hour is to familiarise children with the setting, key people and other children. Also, during this time, parents are invited to go over the registration documents and nursery procedures. At the second settling in session, children can be left for the hour to further adapt to their surroundings and parents are able to go off site. Children usually then go on to start their sessions, but we can arrange more settling in sessions, at a charge, if you or we feel the child would benefit from it.

8.2 Admissions and registration

Policy Statement

It is our intention to make our nursery accessible to children and families from the local community. We aim to ensure that all sections of our community have access to the nursery through open, fair and clearly communicated procedures.

Procedures

In order to achieve this aim, we operate the following admissions policy.

- We ensure that the nursery is widely advertised in places accessible to everyone in the community.
- We ensure that information about our nursery is available, through communications and emails with parents and carers, nursery prospectus and on the nursery website.
- A place is kept readily available, if this is financially viable, to accommodate an emergency admission.
- We describe our nursery and its practices in terms, which make it, clear that it welcomes all members of the child's family and any carers responsible for the child.
- We do not discriminate against any individual, including gender, special educational needs, disabilities, background, religion, ethnicity or competence in spoken English.
- We describe our nursery and its practices in terms of how it enables children with disabilities to take part in all nursery activities and routines.
- We monitor the gender, age and ethnic background, religious beliefs of children joining the group to ensure that no accidental discrimination is taking place and offer support to ease the transition.
- We make our equal opportunities policy widely known.
- Where feasible we are flexible about attendance patterns to accommodate the needs of individual children and families.
- Registration documents along with other important documents need to be completed and we require personal information such as immunisations, health or any other agency involvement etc. Full details of all the paperwork needed will be emailed to you once you have confirmed that you would like your child to attend the nursery. This information will be held in the secure EY log system.
- Where required we will seek to provide translated copies of all paperwork and documents



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Staff absence/shortage

Should we have a situation whereby we are unable to meet the requirements for staff ratios we reserve the right to refuse admission to children where our child attendance exceeds staff ratio regulation. This will be assessed on the day and refusal will be based on individual circumstances. We will endeavour to give as much notice as possible.

Minimum sessions

Children must attend for a minimum of 2 sessions across 2 days per week. We feel this helps with the consistency including education and access to the weekly activities, which forms part of our educational curriculum.

EY Log (<https://eylog.co.uk>)

We use an online learning journal called EYLog, parents/carers are able to register their child on the system, once they have been enrolled at the nursery. The system also offers a daily record of food, drink and sleep patterns. Observations and care diaries will be uploaded to the system and parents are able to log on to their child's account at any time. No data is stored either on the iPad or on the nursery computer. As soon as an observation has been recorded and uploaded to the EYLog server, it is manually deleted from the iPad.

All data is held in encrypted form and is accessed subject to a secure login and password. The only people who can access a child's learning journey are the relevant nursery staff (manager, supervisor, key persons) and you, the child's parents/carers. Parents/carers consent is sought so that their child can be registered on the system.

Medical and (individual) dietary

When a new child starts we the any medical or dietary needs the child may have and discuss ways to accommodate this. Meal options are available and we do have substitutes, however we may need to seek further advice from the doctor regarding the authentication of allergies and intolerances. There may be occasions where we are unable to adhere to certain medical requirements and the alternatives will be discussed with you.

We will adhere to individual dietary requirements where possible but meal options are limited due to the financial constraints and practicalities.

Attendance

When registering your child at the nursery, the attendance is based on attending for 51 weeks of the year excluding 1 week at Christmas where the nursery is closed. We also close on all bank holidays and in the past for 1 day for a major cricket event held on the grounds (held in July, but the date differs each year). The cricket club advises us each year if this event will be held. You are still charged for any holidays and absences.

Unsettled child

In the event that a child is not settling at the nursery, despite various methods to support this transition, we reserve the right to ask that you find an alternative setting for your child. This will be after all methods to settle the child have been explored and the child continues to be distressed and anxious at the setting. This decision will also be made after meetings between staff and parents and other advisors if necessary.

8.3 The role of the key person in the setting

Policy Statement

We believe that children settle best when they have a key person to relate to, who knows them well and can meet their individual needs. This provides a secure relationship, which enables children to thrive, parents to have confidence, staff to be committed and the setting is a happy and dedicated place to attend and work in.



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We want children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with staff. We also want parents to have confidence in both their children's well-being and their role as an active partner with the setting.

We aim to make the setting a welcoming place where children settle quickly and easily through consideration to individual circumstances.

The key person's role is set out in the Welfare Requirements of the Early Years Foundation Stage (2017, revised 31st March 2021).

The procedures set out a model for developing a key person approach that promotes effective and positive relationships for children.

Procedures

- Children are allocated their own key person following the settling in sessions, who will be introduced to the child and their parents.
- Children attending during holiday periods will be allocated a member of staff (introduced during induction) who will act as the keyperson and point of contact for the parents during their time at the nursery.
- The Key person will review the child's 'All About Me' information, provided by the parents, prior to the child attending. This will help the key person understand more about the child and their requirements. Discussions between parent and keyperson will take place to establish welfare requirements, stage of development, to agree support strategies. This will be reviewed and updated with parents, on a regular basis, taking the views of the child into account.
- The key person offers unconditional regard for the child and is non-judgemental.
- The key person supports the child by delivering personalised care for their well-being and supporting their learning.
- The key person is responsible for carrying out observations, recording and monitoring their key child's development, achievements and nursery experiences. This is regularly discussed and uploaded onto the online journal system to enable parents to see and be involved with their progression.
- The key person encourages positive relationships between children in his/her group, spending time with them each day.
- In the event of absence of the key worker, a back-up person 'buddy' will act in their place and will be the point of contact for the parent. In the event of both of these people being absent the deputy manager or manger will take on this role.

8.4 Parental involvement

Policy Statement

We believe that children benefit most from early year's education and care when parents and settings work together in partnership.

We aim to support parents as their child's first and most important educators by involving them in their children's education and in the full life of the setting. We also aim to support parents in their own continuing education and personal development.

Some parents are less well represented in early years setting these include some fathers, parents living apart from their children as well as working parents. In carrying out the following procedures, we will ensure that all parents are included and feel valued.

When we refer to parents we mean both mothers and fathers; these include natural or birth parents as well as step-parents, adopted or foster parents who do not live with their children, but have contact with them and play a part in their lives.

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



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Procedures

- We have regular consultations with all parents to find out what works best for them.
- Parents are required to complete an 'All About Me' document before their child starts attending. This helps keyworkers and staff provide education and care to suit the child's individual needs.
- We ensure ongoing liaisons with parents to improve our knowledge of the needs of their children to support ongoing development through a collaborative approach.
- During the induction, we inform all parents about how the nursery is run and the procedures. We provide policies via email which are reviewed and shared annually.
- We inform all parents on a regular basis about their children's progress and any areas of development requiring further support.
- We involve parents in the shared record keeping of their children – formally and informally. Parents have access to their children's art journals and online learning journals. Summative assessments are carried out every half term and made accessible for parents to view and discuss with their child's keyperson. Parents can view these as and when they want. Children's art journals are available for parents to view at half termly intervals and take home to share with other family members throughout the week.
- We provide opportunities for parents to contribute their own skills, knowledge and interest to the activities of the setting, regularly inviting parents in during different activities throughout the year (where restrictions allow).
- We inform all parents of the systems for registering queries/complaints or suggestions during the parent induction. Complaints procedure is within this policy and the weekly email notifies parents how to communicate a complaint
- We provide opportunities for parents to learn about the curriculum offered in the setting and about young children's learning, in the setting and at home. Weekly learning information is attached to our weekly email newsletter and displayed on the weekly notice board for parents to view. We encourage parents to comment and share ideas and artefacts to help with children's ongoing development.
- Home learning is encouraged, we provide regular activities that children can complete at home and share at the nursery.
- We regularly review ways to enhance our partnership working with parents and carers and access information and sites such as <https://www.annafreud.org/engagingparents/> We provide this document for parents to see in our information basket

In compliance with the Welfare Requirements, the following documentation is in place:

- Admissions policy
- Complaints procedure
- Record of complaints
- Developmental records of children

8.5 Working in partnership with other agencies/settings

Policy Statement

We work in partnership with local and national agencies/settings to promote the wellbeing of all children.

We are registered with OFSTED and inspected according to the new OFSTED Inspection Framework (September 2019)

The Brentwood day nursery recognises the advantages of working in partnership with other agencies/settings to support the needs of families and children. We want the best outcomes for a child and happy and confident families. We recognise that other agencies have different knowledge, skills and resources that can often be used to support the children and families. We also recognise that we have knowledge, skills and resources that may need to be shared to support the work of other agencies/settings.



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Procedures

It is sometimes necessary to share information about the children and families in our care with other agencies/settings. The reasons for sharing information include.

- To access appropriate services for our families
- To allow for a smooth transition
- To work co-operatively with other service providers
- To meet the needs of a child
- To protect a child from harm or abuse

We will ask parents to provide the log in details for children's individual EYLog accounts so that the other settings/services can access the information in regard to their development records.

We obtain consent from parents/carers before a child joins the setting. However, we will always endeavour to speak to parents before sharing information, unless we feel that by doing so we are placing the child or adult at greater risk of harm or to prevent serious harm to an individual through the prevention, detection and prosecution of serious crime.

School preparation

When a child leaves the nursery to attend school or another setting, we will:

- Provide the child's art journal and learning journey which can be downloaded from EYlog
- Provide personalised plans and assessment records detailing the achievements of the child during their time with us and the identified next steps.
- Also share their online developmental accounts with their new settings where prior parental consent has been gained. This is intended to be shared with the child's reception teacher to provide further insight into their developmental stage.
- Complete a transition passport document for all children moving on to school, this provides developmental and general information about the child. This allows for a smooth transition between settings and schools. We also provide parents with resources and ideas for school readiness, this includes government and local authority information
- Attend local events (managers only) where managers and school representatives can discuss children's preparation for school

Prior to school transitions we will carry out a yearly audit to assess any changes that need to be made

Many school representatives or teachers will often visit or call the nursery to build relationships and to find out more about the child before they start school. Following restrictions visiting restrictions due to COVID, these may take place across Zoom/Teams in the future

We regularly attend (virtual and face to face) community briefing meetings in which best practise and developments in early years are shared. We also work closely with early years' advisory personnel. We regularly have visitors from other pre-schools/childminders in the area to observe our practise and in turn visit other settings to learn from them, when restrictions allow
We share information regarding children's stage of development and the targets we are focusing on with other attended settings to help support their ongoing development.

Referrals and support

There are circumstances where we feel we may need additional support to help meet the needs of a child or family within our setting and we need to access support or advice from other professionals. This may require access to other professionals i.e. family care workers to gain further support and advice. Before doing so we would liaise with the parents and gain consent. This may involve referring the child or family to another agency using standard referral procedures. In some cases,



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the child's parents may prefer to do this themselves. We would follow the Essex Safeguarding children board 'Essex Effective Support windscreen', please see this link for further information <https://www.essexeffectivesupport.org.uk/request-support/>

Shared Family Assessment tool may be used as part of a multi-agency approach.

This approach ensures that families, children, siblings and parents contribute their views to enable good quality plans to be developed, with clearly outlined actions to deliver the desired outcomes. When necessary, the Shared Family Assessment can be used to involve other services and can be accessed through the Essex Child and Family wellbeing service. More information can be obtained by visiting <https://www.essex.gov.uk/children-and-wellbeing-services-in-essex>

8.6 Nursery Fees and Funding Policy (FEEE)

Policy Statement

On registering a child with our nursery, a contracting parent consents to the agreement of payment for their child's nursery fees. Payments can be made by either: Free Early Years Education Entitlement (FEEE) for 2-year olds (eligibility code is required) for the term after their 2nd birthday, 3 and 4-year olds (all children for the term after their 3rd birthday), Extended 30 hours Childcare Entitlement (eligibility code is required). We also accept Childcare vouchers (please speak to the owner). Other payment methods can be through bank transfers or in cash. We ask all parents to inform us of their chosen method of payment during their induction.

We have a fees and funding officer at the nursery if you would like further information regarding fees please ask to speak to her.

Procedures

▪ **Fees**

All invoices are calculated termly, of which the fees are to be paid in advance before the 1st day of each month in which they are due. This covers all sessions for which a child is enrolled, including any additional sessions/services or materials and/or late collection charges incurred from previous sessions. There are no deductions for illness or holiday. We also charge a registration fee for all non-funded children; it includes a nursery t-shirt **OR** sweatshirt. Details of this can be found in the nursery fees document. Extra tops can be purchased if required.

We do not charge for the Christmas closure days between Christmas and new year. The nursery may also close for one day in July for an event held by Brentwood cricket club, the cricket club will inform us year on year if this event is going ahead. We do not charge for this day.

Bank holidays will be charged at 50% of the daily rate as from the 31st August 2021.

The fees may be subject to periodic reviews. These increases will be notified 1 month in advance.

▪ **Free Early Education Entitlement Funding (FEEE)**

The following applies for children eligible for 2, 3 and 4 year government funding:

The funding covers 38 weeks per year. The nursery requires a child to attend for 51 weeks per year (excluding 1-week Christmas closure). Therefore, the funding is stretched to cover the nursery term time, which is authorised by Essex County Council. There are 3 terms in each year (Spring, Summer and Autumn) of which the funding is calculated to cover the nurseries weeks in each term. The number of weeks in each term varies each year and this can be discussed during the induction or at any time with the owner/manager.

You may top up additional hours and sessions where required and if we have the availability – these are charged at the current nursery session/hourly rate. We include bank holidays and any closures within funding calculations. We do not use funding entitlement for the Christmas week closure.



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Essex County Council funding applies to the education and care of the children only, we therefore, ask parents for a contribution towards additional services and equipment such as food (*parents may bring in their own packed lunch if preferred), cookery and craft materials. Also, for extra-curricular activities (external companies providing weekly; French, sports, dance lessons) - we charge for these and you can 'opt out' of these extra- curricular sessions if preferred.

Essex County Council require us to see proof of your current registered address to receive funding. Please provide the nursery with ID with proof of your address (e.g. drivers licence, utility bill).

Children may also be entitled to the Pupil Premium Funding which does not affect other funding or benefits being received. This will be processed through the nursery and the funding will go towards assisting the child's learning and is not a supplement towards the nursery fees.

Additional funding is available for children with SEND, such as, Inclusion Grant Funding, SEN Premium or Disability Access Funding (more details of these can be found on our website). The nursery will work with parents and support services to process these. They are based on a child's individual support and learning needs and are not a supplement towards the nursery fees.

If parents require additional hours after the headcount has been submitted, we are entitled to charge for any extra sessions.

We provide information to parents regarding funding entitlement, this is displayed in the information basket.

Late and non-payment of Fees Policy

The nursery tries to avoid any situation which could lead to a dispute between the nursery and the parent over late payment or non-payment of fees. Parents must understand that non-payment of fees may jeopardise their child's nursery place.

After 1 week of overdue fees the contracting parent will be approached by the nursery to ascertain the reasons of non-payment. We hope to resolve any problems at this stage.

If after 4 weeks the fees have still not been settled in full, the nursery can then demand that the child is removed from the nursery until all monies have been settled in full.

After 8 weeks of non-payment, court proceedings will be initiated. All legal and court costs will be included in the final bill amount outstanding.

If parents at any time experience difficulties in the payment of their child's fees, we ask that you talk to the nursery proprietress sooner rather than later.

If a child space is no longer required, we ask that one month's notice is provided in writing. Failure to do so will result in parents having to make full payment for the month.

This policy has been reviewed and updated by Rachel Austin and Claire Holdgate. It has also had the input from all staff members and approved by them.



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SECTION 9 – DOCUMENTATION

9.1 Curriculum Planning Policy

The nursery follows the Early Years Foundation Stage statutory framework (2017), revised September 2021, Development Matters in the Early Years (SEP 2021), and the Every Child Matters document in providing a curriculum for all children within the setting. A copy of the curriculum guidance is kept at the nursery for you to look at any time or alternatively available via the internet on [Development Matters - Non-statutory curriculum guidance for the early years foundation stage \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Aims

Our aim is to provide activities and experiences that will meet the diverse needs of all children and enable them to progress towards the Early Learning Goals, so that they are well prepared for when they start school or for when they attend another setting. Learning is encouraged through play and exploration and includes activities to incorporate each area of development.

Method

- To provide the highest quality of education we follow the Intent/Implement/Impact format in our approach to childcare and education
- We coordinate child initiated and adult led activities to build on children's experiences and knowledge. Feedback from children's key workers, the children themselves and parents assist in developing plans for future activities and learning.
- Activities are planned around a theme, which runs half termly.
- Judgement is based on our professional knowledge and experience, we aim to do this through regular interactions with children and parents in a concise manner and aim to alleviate too much paper based assessments.
- Our assessments reflect the revised age categories which are 0 – 3 years, 3 – 4 years and reception age
- Children are observed and monitored during daily activities. Findings are documented to assess each child's progress and to assist in future planning.
- We will assess each child's development by reference to the Development Matters document half termly and share any areas of concern with a parent and discuss future supportive strategies.
- Parents/carers are informed of the planned activities and learning through a weekly information email, Facebook posts and EYlog system.
- We strive to build positive links with the families of each child by keeping them regularly informed about their child's progress through their online learning journal and during informal meetings.
- Parental involvement is encouraged to support children's development at home and assist in some of our activities at the nursery (where restrictions allow). This may be through sharing ideas, materials and expertise in different areas.

The curriculum provided by the nursery:

The curriculum consists of the planned activities that are organised to promote learning and development. It includes not only the formal requirements of the EYFS, but also the range of extra-curricular activities that the nursery organises to enrich the experience of the children. It also includes the 'hidden curriculum', where children learn through others, this includes life skills such as manners, table etiquette, spatial awareness, this helps children learn their social responsibilities and how they are expected to behave. We aim to teach children how to grow into positive, responsible, and independent individuals, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.



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The planning process is carried out...

1. **Long Term (yearly):** this is broken down half termly, illustrating the areas of learning and the aspects within them. This establishes the overall aims of the group, the learning opportunities
2. **Short Term:** in the moment planning, which focuses on children's individual interests, where staff extend their knowledge, based on these

We plan the play areas carefully and progressively, built on children's current knowledge and interests to support their next steps of learning, so that there is coherence and full coverage of all aspects of the seven areas of the Early Years Foundation Stage, these include:

- Personal, Social and Emotional Development (PSED)
 - Making relationships
 - Self confidence and self awareness
 - Managing feelings and behaviour
- Communication and Language
 - Listening and attention
 - Understanding
 - Speaking
- Physical Development
 - Moving and handling
 - Self and health care
- Literacy
 - Reading
 - Writing
- Mathematical Development
 - Numbers
 - Shapes, space and measures
- Understanding of the World
 - People and communities
 - The World
 - Technology
- Expressive arts and design
 - Exploring and using media and materials
 - Being imaginative

Personal social and emotional development (PSED)

We aim to provide all children with support and experiences, taking into consideration their age and stage of development. This will enable them to develop a positive disposition to learning, a willing to try and can-do attitude, which will help them feel good about themselves and others. The EYFS states that "personal social and emotional development involves helping children to develop a positive sense of themselves and others to form positive relationships and develop respect for others, to develop social skills, and learn how to manage their feelings, to understand appropriate behavior in groups and to have confidence in their own abilities". We believe that children's PSED underpins all their learning so aim to provide opportunities for children to effectively develop their PSED skills through;

- Respecting and celebrating differences; race, gender, specific needs, beliefs to promote a culture of understanding and tolerance
- Recognising and valuing experiences that all children bring from home and community and working in partnership with our families to promote a shared understanding of children's PSED
- Creating an environment that creates a feeling of belonging where all children feel safe and secure and able to trust the adults around them. The families feel confident that their children are being well cared for



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- Enabling all children to become confident and independent learners who are able to persist and feel proud of their achievements through the recognition and celebration
- Helping all children to develop social skills and relationships based on cooperation and shared experiences
- Role modelling and promoting positive behaviour and being clear in our expectations by setting consistent rules and boundaries using resources such as the nursery rule book and children's rights booklet to reinforce this

EYFS Curriculum for PSED covers various aspects of development including self-confidence and self-awareness, managing feelings and behaviours and social interaction. Our approach aims to provide opportunities for all children to develop their PSED skills;

- We plan and organise a stimulating environment so children have the time and space to independently explore and engage in their own interests, whether in a group or alone and with the support of individual staff members
- We plan challenging activities to meet their needs and interests of all children and celebrate all achievements
- We allocate each child a keyperson and 'buddy' in their absence, who shares the responsibility for building constructive relationships, supporting development and tracking progress to set new outcomes
- We build relationships with parents and carers in order to support their own child in the setting
- We set consistent standards of behaviour for all staff and adults and expect them to adhere to these to set a good example to children, taking in to account individual needs and expectations
- We have a daily routine that provides children with the opportunity to become independent and responsible for their own personal needs, i.e. handwashing, toileting, mealtime etiquette
- We praise and show appreciation for children's achievement and efforts
- We work closely with outside agencies to support children and families using advice and strategies to further support development
- We regularly review the impact of our practice on children's PSED as part of our mentoring process

Please see our ENCO, behavior management policy and parent partnership policy for further details

Children with Additional Needs, including Able, Gifted and Talented

- The curriculum in our setting is designed to provide access and opportunity for all children who attend, as stated in our SEND policy.
- We always provide additional resources and support for children with special needs.
- If a child has a special need, our setting does all it can to meet these individual needs.
- We comply with the requirements set out in the SEND Code of Practice 0-25 years (2014, updated 2020) in providing for children with additional needs.
- If staff or a parent/carer raise a concern about a child, an assessment will be drawn up by the settings SEN & Disabilities coordinator to include resources and educational opportunities to meet the child's needs within the normal routine of the setting.
- Outside agencies may be consulted (with parent/carer agreement and consent) to advise and support the child where required.

If a child is excelling in specific areas, they will be offered additional strategies and support to extend/stretch their learning, this includes the use of open-ended questions also setting tasks which will encourage them to follow lines of thought independently.



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9.2 Developmental Learning Policy

Policy Statement

Our setting aims to support children's development and learning by guidance from the Early Years Foundation Stage. Our provision reflects the four themes: Unique Child, Positive Relationships, Enabling Environments and Learning and Development and the sixteen commitments of the Early Years Foundation Stage. These are displayed in the setting and available on request.

Procedures

Children start to learn about the world around them from the moment they are born. The care and education offered by our setting helps children to continue to do this by providing activities and experiences that are age and stage appropriate. This is planned around the seven areas of development as mentioned in 9.1

The practice guidance also sets out in 'Development Matters' the likely stages of progress a child makes along their learning journey towards the early learning goals. Our setting has a regard for these matters when we assess children and plan for their learning. We carry out ongoing formative assessments (observations, discussions and parental feedback) and half termly Summative assessments on children to ensure we are always fully aware of their stage of development and share this with their parents to help plan their next steps.

Our approach to learning and development and assessment:

- **Two-year-old provisions**

We provide the highest quality of education and care for all the children at our setting, we aim to offer a warm welcoming environment to all children and families and provide a caring atmosphere where children can learn and develop as they play. We review all our resources, equipment to ensure that they are suitable for 2-year olds and adapt activities accordingly.

Two-year progress check

The Welfare Requirements states that parents and carers of children between 2 and 3 years old must have a short-written summary of their child's development from the setting where the child attends. This report includes the child's developmental stage within the prime areas of the EYFS; Personal, Social, and Emotional Development, Physical Development, and Communication and Language. We discuss and gain feedback from parents/carers, this can then be taken and used to inform the health team of children's developmental stage during their health development check. Following this we can identify any areas of concern and agree appropriate support strategies. Where necessary if a child requires extra professional support, we will discuss this with the parents and take the necessary steps. Consent for carrying out this progress check is sought in the permissions section of the EYLog.

Children attending more than one setting

In the case of children who are attending more than one setting, the progress check will normally be carried out by the child's keyperson, at the setting where the child spends the greatest amount of time each week.



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▪ **Learning through play**

Play helps children to learn and develop through involvement and discussions. Our setting uses the EYFS to plan and provide a range of play activities, which help children progress in each of the learning areas of learning and development (whilst recognising the holistic nature in which children learn). We provide a balance of adult led and child-initiated activities to promote progression in all areas. The EYFS assists our planning, we look at children's individual needs to determine what activities and equipment to offer.

▪ **Language development**

We understand that language underpins all areas of children's learning, so place more focus on extending children's vocabulary during their time at our nursery. We ensure that we deliver a wide range of activities and facilities to fully support children's language development. For children with English as an additional language, we explore various methods to assist the child with multi language learning and development. Strategies are discussed with parents and they are provided with resources and ideas to support language and development at home.

▪ **TV and Audio Viewing**

There may be times where television/videos may be included as an educational support tool or for topic specific viewing. Other times during festivals or celebrations, children may be invited to watch television for social involvement and entertainment. This will be limited to a maximum of 30 minutes per session with other activities also available for those not wanting to participate at this time. Televisions and iPads will not be used as a stand-alone means of occupying children whilst at the nursery.

Remote learning

- For children who are unable to attend the setting for long periods, we will carry out remote learning programmes. This is to ensure that children's continued development is being supported and they are being kept up to date with the curriculum. Feedback will be regularly carried out in order to keep a record of their developmental progress.

▪ **Observations and assessments**

We assess how young children are learning and developing by frequent observations. We use this information to document their progress and inform the planning process. We believe that parents have the best knowledge of their children and regularly ask them to contribute to assessment by sharing information about what their child likes to do at home and how they as parents are supporting development.

We document child assessments and achievements to form part of children's online personal learning journeys. These can be readily accessed, and copies are printed and taken when a child moves on to another setting or when they start school.

Group tracking

We monitor the progress of different groups of children in our setting every half term, to assess any areas of weakness or missing areas. This data allows us to review and adapt current working practices to help narrow the gaps.

▪ **Records of achievements**

The setting keeps a record of children's individual achievements. We acknowledge parent partnership as an effective method of working together to record and celebrate children's achievements and to support future progression. Therefore, parents/carers are encouraged to inform us of children's home achievements by either verbally or via the children's home/setting care diaries or directly onto the online system as an observation.



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All children are allocated a Key person who works with parents/carers and children to collect information about children's needs, interests, activities, and achievements. This information will enable the key person to identify the child's next stage of progress. The key person along with the parent/carer will devise a strategy to support the child's next step of progression. In a keyperson's absence children will have a key buddy who will oversee children in their absence.

▪ **Working together**

In our setting, we strictly maintain a correct ratio of adults to children according to the Welfare Requirements. We often have more staff on site to call on if needed. We also occasionally have students and volunteers to complement these ratios. Occasionally ratios are increased where we have additional staff supporting children with special education needs and disabilities. This helps us to:

- give time and attention to each child
- talk with children about their interests and activities
- help children to experience and benefit from the activities we provide; and
- Allow the children to explore and be adventurous in safety.

The staff currently employed at the setting is shown on the 'Our Team' board displayed in the main foyer. This gives an overview of each staff's roles and responsibilities and their current level and position within the nursery.

This policy has been reviewed and updated by Rachel Austin and Claire Holdgate. It has also had the input from all staff members and approved by them.