

Rosslyn Nursery and Preschool Policies and Procedures

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1. Safeguarding and Welfare Requirement: Child Protection

1.1 Children's rights and entitlements

Policy statement

- We promote children's right 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 promote children's right to be strong, resilient and listened to by encouraging children to develop a sense of autonomy and independence.
- We promote children's right to be strong, resilient and listened to by enabling children to have the self-confidence and the vocabulary to resist inappropriate approaches.
- We help children to establish and sustain satisfying relationships within their families, with peers, and with other adults.

What it means to promote children's rights and entitlements to be '*strong, resilient and listened to*'.

To be strong means to be:

- secure in their foremost attachment relationships, where they are loved and cared for by at least one person who is able to offer consistent, positive and unconditional regard and who can be relied on;
- safe and valued as individuals in their families and in relationships beyond the family, such as day care or school;
- self-assured and form a positive sense of themselves – including all aspects of their identity and heritage;
- included equally and belong in our setting and in community life;
- confident in their own abilities and proud of their achievements;
- progressing optimally in all aspects of their development and learning;
- part of a peer group in which they learn to negotiate, develop social skills and an identity as global citizens, respecting the rights of others in a diverse world; and
- able to represent themselves and participate in aspects of service delivery that affects them, as well as aspects of key decisions that affect their lives.

To be resilient means to:

- be sure of their self-worth and dignity;
- be able to be assertive and state their needs effectively;
- be able to overcome difficulties and problems;
- be positive in their outlook on life;
- be able to cope with challenge and change;
- have a sense of justice towards themselves and others;
- develop a sense of responsibility towards themselves and others; and
- be able to represent themselves and others in key decision-making processes.

To be listened to means:

- adults who are close to children recognise their need and right to express and communicate their thoughts, feelings and ideas;
- adults who are close to children are able to tune in to their verbal, sign and body language in order to understand and interpret what is being expressed and communicated;
- adults who are close to children are able to respond appropriately and, when required, act upon their understanding of what children express and communicate; and
- adults respect children's rights and facilitate children's participation and representation in imaginative and child centred ways in all aspects of core services.

This policy was adopted by

Rosslyn Nursery and Preschool

On

November 15th 2021

Date to be reviewed

November 15th 2022

Signed on behalf of the provider

Name of signatory

Annabelle Allan

Role of signatory

Manager

1.2 Safeguarding children, young people and vulnerable adults

Policy statement

Our setting will work with children, parents and the community to ensure the rights and safety of children, young people* and vulnerable adults. Our Safeguarding Policy is based on the three key commitments of the Early Years Alliance Safeguarding Children Policy.

Procedures

We carry out the following procedures to ensure we meet the three key commitments of the Alliance Safeguarding Children Policy, which incorporates responding to child protection concerns.

Key commitment 1

We are committed to building a 'culture of safety' in which children, young people and vulnerable adults are protected from abuse and harm in all areas of our service delivery.

- Our designated safeguarding person is:
Annabelle Allan.

- When the setting is open but the designated person is not on site, we have a 2nd designated safeguarding person this is **Dunia Ball.**
- **SPA** (for all safeguarding concerns): **020 8547 5008/ out of hours 020 87705000.**
- **LADO** (for all concerns with regard to an adult who works with children who may have caused them harm): **as above but ask to speak to the local authorities designated officer.**
- Both designated persons, have relevant links with statutory and voluntary organisations with regard to safeguarding.
- Both designated persons, understand LSCB safeguarding procedures, attends relevant LSCB training at least every two years and refreshes their knowledge of safeguarding at relevant staff meetings and Inset days.
- We ensure all staff are trained to understand our safeguarding policies and procedures and that parents are made aware of them too.
- All staff understand that safeguarding is their responsibility.

- All staff have an up-to-date knowledge of safeguarding issues, are alert to potential indicators and signs of abuse and neglect and understand their professional duty to ensure safeguarding and child protection concerns are reported through the correct procedures.
- All staff receive updates on safeguarding during staff meetings and Inset days.
- All staff complete online training for L1 safeguarding, FGM, Prevent and Channel training and renew at least every 2 years.
- All staff are confident to ask questions in relation to any safeguarding concerns and know not to just take things at face value but can be respectfully sceptical.
- All staff understand the principles of early help (as defined in *Working Together to Safeguard Children, 2018*) and can identify those children and families who may be in need of early help and enable them to access it.
- All staff understand the thresholds of significant harm and understand how to access services for families.
- All staff understand their responsibilities under the General Data Protection Regulation and the Data Protection Act 2018 and ensure that any information they may share about parents and their children with other agencies is shared appropriately and lawfully.
- We will support families to receive appropriate early help by sharing information with other agencies in accordance with statutory requirements and legislation.
- We will share information lawfully with safeguarding partners and other agencies where there are safeguarding concerns.
- We will be transparent about how we lawfully process data.
- All staff understand how to escalate their concerns in the event that they feel either the local authority and/or their own organisation has not acted adequately to safeguard and know how to follow local safeguarding procedures to resolve professional disputes between staff and organisations.
- All staff understand what the organisation expects of them in terms of their required behaviour and conduct, and follow our policies and procedures on positive behaviour, online safety (including use of cameras and mobile phones), whistleblowing and dignity at work.
- Children have a key person to build a relationship with, and are supported to articulate any worries, concerns or complaints that they may have in an age appropriate way.
- All staff understand our policy on promoting positive behaviour and follow it in relation to children showing aggression towards other children.
- Adequate and appropriate staffing resources are provided to meet the needs of children.

- Applicants for posts within the setting are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.
- Enhanced criminal records and barred lists checks and other suitability checks are carried out for staff and volunteers prior to their post being confirmed, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children.
- Where applications are rejected based on information disclosed, applicants have the right to know and to challenge incorrect information.
- Any volunteer/supply staff who does not have an enhanced DBS is never left unsupervised with any children.
- Volunteers/supply staff must:
 - be aged 16 or over;
 - be considered competent and responsible;
 - receive a robust induction and regular supervisory meetings;
 - be familiar with all the settings policies and procedures;
 - be fully checked for suitability if they are to have unsupervised access to the children at any time.
- Information is recorded about staff qualifications, and the identity checks and vetting processes that have been completed including:
 - the criminal records disclosure reference number;
 - certificate of good conduct or equivalent where a UK DBS check is not appropriate;
 - the date the disclosure was obtained; and
 - details of who obtained it.
- All staff and volunteers are informed that they are expected to disclose any convictions, cautions, court orders or reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment with us).
- Staff receive regular supervision, which includes discussion of any safeguarding issues, and their performance and learning needs are reviewed regularly.
- We notify the Disclosure and Barring Service of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of a child protection concern.
- Procedures are in place to record the details of visitors to the setting.
- Security steps are taken to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children.
- Steps are taken to ensure children are not photographed or filmed on video for any other purpose than to record their development or their participation in events organised by us.

Parents sign a consent form and have access to records holding visual images of their child. Staff do not use personal cameras or filming equipment to record images.

- Personal mobile phones are not used where children are present.
- The designated person/Manager in the setting has responsibility for ensuring that there is an adequate online safety policy in place.
- We keep a written record of all complaints and concerns including details of how they were responded to.
- We ensure that robust risk assessments are completed, that they are seen and signed by all relevant staff and that they are regularly reviewed and updated.
- The 2nd designated officer will inform the designated officer at the first opportunity of every significant safeguarding concern; however, this should not delay any referrals being made to SPA, LADO, RIDDOR, or OFSTED.

Key commitment 2

We are committed to responding promptly and appropriately to all incidents, allegations or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in 'What to do if you're worried a child is being abused' (HMG, 2015) and the Care Act 2014.

Responding to suspicions of abuse

- We acknowledge that abuse of children can take different forms - physical, emotional, and sexual, as well as neglect.
- All staff remain alert to any signs that during the current Covid -19 outbreak a child in their care is suffering from or likely to be suffering from harm. This includes signs of neglect that may be caused by extraordinary circumstances due to measures to curb the spread of the virus.
- We ensure that all staff have an understanding of the additional vulnerabilities that arise from special educational needs and/or disabilities, plus inequalities of race, gender, language, religion, sexual orientation or culture, and that these receive full consideration in relation to child, young person or vulnerable adult protection.
- When children are suffering from physical, sexual or emotional abuse, or experiencing neglect, this may be demonstrated through:
 - significant changes in their behaviour;
 - deterioration in their general well-being;

- their comments which may give cause for concern, or the things they say (direct or indirect
 - disclosure);
 - changes in their appearance, their behaviour, or their play;
 - unexplained bruising, marks or signs of possible abuse or neglect; and
 - any reason to suspect neglect or abuse outside the setting.
- We understand how to identify children who may need early help, how to access services for them
 - We understand that we should refer any child who may be at risk of significant harm to local authority children's social work services. (SPA)
 - We are aware of the 'hidden harm' agenda concerning parents with drug and alcohol problems and consider other factors affecting parental capacity and risk, such as social exclusion, domestic violence, radicalisation, mental or physical illness and parent's learning disability.
 - We are aware that children's vulnerability is potentially increased when they are privately fostered and when we know that a child is being cared for under a private fostering arrangement, we inform our local authority children's social care team.
 - We are prepared to act if we have concerns about the welfare of a child who fails to arrive at a session when expected. The Manager will take immediate action to contact the child's parent to seek an explanation for the child's absence and be assured that the child is safe and well. If no contact is made with the child's parents and the Manager/designated person has reason to believe that the child is at risk of significant harm, the relevant professionals are contacted immediately and LSCB procedures are followed. If the child has current involvement with social care the social worker is notified on the day of the unexplained absence.
 - We are aware of other factors that affect children's vulnerability that may affect, or may have affected, children and young people using our provision, such as abuse of children who have special educational needs and/or disabilities; fabricated or induced illness; child abuse linked to beliefs in spirit possession; sexual exploitation of children, including through internet abuse; Female Genital Mutilation and radicalisation or extremism.
 - In relation to radicalisation and extremism, we follow the Prevent Duty guidance for England and Wales published by the Home Office and LSCB procedures on responding to radicalisation.
 - We are aware of the mandatory duty that applies to teachers, and health workers to report cases of Female Genital Mutilation to the police. We are also aware that early years practitioners should follow local authority published safeguarding procedures to

respond to FGM and other safeguarding issues, which involves contacting police if a crime of FGM has been or may be about to be committed.

- We also make ourselves aware that some children and young people are affected by gang activity, by complex, multiple or organised abuse, through forced marriage or honour-based violence or may be victims of child trafficking. While this may be less likely to affect young children in our care, we may become aware of any of these factors affecting older children and young people who we may meet.
- If we become concerned that a child may be a victim of modern slavery or human trafficking we will refer to and/or seek advice from the local authority children's social work service and/or police.
- We will be alert to the threats children may face from outside their families, such as that posed by organised crime groups such as county lines (referring to the practice of using children to traffic drugs into rural areas, or from one city/town to another), and child sexual exploitation, online use and from within peer groups and the wider community.
- Where we believe that a child in our care or that is known to us may be affected by any of these factors we follow the procedures below for reporting child protection and child in need concerns and follow the LSCB procedures, or when they come into force replacing the LSCB, we will follow the local procedures as published by the local safeguarding partners.
- Where such indicators are apparent, the child's key person makes a dated record of the details of the concern and discusses what to do with the designated person/Manager. The information is stored on the child's personal file.
- If a staff member or volunteer is unhappy with the decision made of the designated person in relation to whether to make a safeguarding referral, they must follow escalation procedures.
- We refer concerns about children's welfare to the local authority children's social care team and co-operate fully in any subsequent investigation. NB In some cases this may mean the police, or another agency identified by the Local Safeguarding Children Board (or the local safeguarding partners when their published safeguarding arrangements take over from the LSCB).
- We respond to any disclosures sensitively and appropriately and take care not to influence the outcome either through the way we speak to children or by asking questions of children (although we may check out/clarify the details of what we think they have told us with them).
- We take account of the need to protect young people aged 16-19 as defined by the Children Act 1989. This may include students or school children on work placement, young employees or young parents. Where abuse or neglect is suspected we follow the

procedure for reporting any other child protection concerns. The views of the young person will always be taken into account in an age appropriate way, but the setting may override the young person's refusal to consent to share information if it feels that it is necessary to prevent a crime from being committed or intervene where one may have been, or to prevent harm to a child or adult. Sharing confidential information without consent is done only where not sharing it could be worse than the outcome of having shared it.

- All staff are also aware that adults can also be vulnerable and know how to refer adults who are in need of community care services.
- All staff know that they can contact the **NSPCC whistleblowing helpline 0800 028 0285** or email help@nspcc.org.uk if they feel that our organisation and the local authority have not taken appropriate action to safeguard a child and this has not been addressed satisfactorily through organisational escalation and professional challenge procedures.
- We have a whistleblowing policy in place.

Recording suspicions of abuse and disclosures

- Where a child makes comments to a member of staff that give cause for concern (disclosure), or a member of staff observes signs or signals that give cause for concern, such as significant changes in behaviour; deterioration in general well-being; unexplained bruising, marks or signs of possible abuse or neglect; that member of staff:
 - listens to the child, offers reassurance and gives assurance that she or he will take action;
 - does not question the child, although it is OK to ask questions for the purposes of clarification;
 - makes a written record that forms an objective record of the observation or disclosure that includes: the date and time of the observation or the disclosure; the exact words spoken by the child as far as possible; the name of the person to whom the concern was reported, with the date and time; and the names of any other person present at the time.
- These records are signed and dated and kept in the child's personal file, which is kept securely and confidentially.
- The member of staff acting as the designated person is informed of the issue at the earliest opportunity, and always within one working day.
- Where the Local Safeguarding Children Board or local safeguarding partners safeguarding procedures stipulates the process for recording and sharing concerns, we

include those procedures alongside this procedure and follow the steps set down by the Local Safeguarding Children Board.

Escalation process

- If we feel that a referral made has not been dealt with properly or that concerns are not being addressed or responded to, we will follow the LSCB escalation process.
- Staff are aware of how to escalate concerns, by referring to our safeguarding folder and reading the Resolution and Escalation Protocol.
- We will follow local procedures published by the LSCB or safeguarding partners to resolve professional disputes.

Informing parents

- Parents are normally the first point of contact. Concerns are normally discussed with parents to gain their view of events, unless it is felt that this may put the child or other person at risk, or may interfere with the course of a police investigation, or may unduly delay the referral, or unless it is otherwise unreasonable to seek consent. Advice will be sought from social care, or in some circumstances police, where necessary.
- Parents are informed when we make a record of concerns in their child's file and that we also make a note of any discussion we have with them regarding a concern.
- If a suspicion of abuse warrants referral to social care, parents are informed at the same time that the referral will be made, except where the procedures of the Local Safeguarding Children Board/Local Safeguarding Partners does not allow this, for example, where it is believed that the child may be placed at risk.
- This will usually be the case where the parent is the likely abuser or where sexual abuse may have occurred.
- If there is a possibility that advising a parent beforehand may place a child at greater risk (or interfere with a police response) the designated person should consider seeking advice from children's social care, about whether or not to advise parents beforehand, and should record and follow the advice given.

Liaison with other agencies and multi-agency working

- We work within the Local Safeguarding Children Board/Local Safeguarding Partners guidelines.

- The current version of 'What to do if you're worried a child is being abused' is available for parents and staff and all staff are familiar with what they need to do if they have concerns.
- We have procedures for contacting the local authority regarding child protection issues and concerns about children's welfare
- We notify **Ofsted: 0330 1231231** of any incident or accident and any changes in our arrangements which may affect the well-being of children or where an allegation of abuse is made against a member of staff (whether the allegations relate to harm or abuse committed on our premises or elsewhere). Notifications to Ofsted are made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made.

Allegations against staff and persons in position of trust

- We ensure that all parents know how to complain about the behaviour or actions of staff or volunteers within the setting, or anyone living or working on the premises occupied by the setting, which may include an allegation of abuse.
- We ensure that all staff volunteers and anyone else working in the setting knows how to raise concerns that they may have about the conduct or behaviour of other people including staff/colleagues.
- We differentiate between allegations, and concerns about the quality of care or practice and complaints and have a separate process for responding to complaints.
- We respond to any inappropriate behaviour displayed by members of staff, volunteer or any other person living or working on the premises, which includes:
 - inappropriate sexual comments;
 - excessive one-to-one attention beyond the requirements of their usual role and responsibilities, or inappropriate sharing of images
- We will recognise and respond to allegations that a person who works with children has:
 - behaved in a way that has harmed a child, or may have harmed a child
 - possibly committed a criminal offence against or related to a child
 - behaved towards a child or children in a way that indicates they may pose a risk of harm to children
- We respond to any concerns raised by staff and volunteers who know how to escalate their concerns if they are not satisfied with our response
- We respond to any disclosure by children or staff that abuse by a member of staff or volunteer within the setting, or anyone living or working on the premises occupied by the

setting, may have taken, or is taking place, by first recording the details of any such alleged incident.

- We refer any such complaint immediately to a member of the LLP and/or the Local Authority Designated Officer (LADO)
- We also report any such alleged incident to Ofsted, as well as what measures we have taken. We are aware that this is an offence not to do this.
- We co-operate entirely with any investigation carried out by children's social care in conjunction with the police.
- Where the management team and children's social care agree it is appropriate in the circumstances, the member of staff or volunteer will be suspended for the duration of the investigation. This is not an indication of admission that the alleged incident has taken place, but is to protect the staff, as well as children and families, throughout the process. Where it is appropriate and practical and agreed with LADO, we will seek to offer an alternative to suspension for the duration of the investigation, if an alternative is available that will safeguard children and not place the affected staff or volunteer at risk.

Disciplinary action

Where a member of staff or volunteer has been dismissed due to engaging in activities that caused concern for the safeguarding of children or vulnerable adults, we will notify the Disclosure and Barring Service of relevant information, so that individuals who pose a threat to children and vulnerable groups can be identified and barred from working with these groups.

Key commitment 3

We are committed to promoting awareness of child abuse issues throughout our training and learning programmes for adults. We are also committed to empowering children through our early childhood curriculum, promoting their right to be strong, resilient and listened to.

Training

- Training opportunities are sought for all adults involved in the setting to ensure that they are able to recognise the signs and signals of possible physical abuse, emotional abuse, sexual abuse (including child sexual exploitation) and neglect and that they are aware of the local authority guidelines for making referrals. Training opportunities online and in-

house, also cover extra familial threats such as online risks, radicalisation and grooming, and how to identify and respond to families who may be in need of early help, Designated persons receive appropriate training, as recommended by the Local Safeguarding Children Board, every two years and keep on top of their knowledge and skills, through revision, in house training, quizzes and online training courses.

- We ensure that all staff know the procedures for reporting and recording any concerns they may have about the provision.
- We ensure that all staff receive updates on safeguarding via emails, newsletters, online training and/or discussion at staff meetings at least once a year.

Planning

- The layout of the rooms allows for constant supervision. No child is left alone with staff or volunteers in a one-to-one situation without being within sight and/or hearing of other staff or volunteers.

Curriculum

- We introduce key elements of keeping children safe into our programme to promote the personal, social and emotional development of all children, so that they may grow to be strong, resilient and listened to and so that they develop an understanding of why and how to keep safe.
- We create within the setting a culture of value and respect for individuals, having positive regard for children's heritage arising from their colour, ethnicity, languages spoken at home, cultural and social background.
- We ensure that this is carried out in a way that is developmentally appropriate for the children.

Confidentiality

- All suspicions and investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the Local Safeguarding Children Board/Local Safeguarding Partners and in line with the GDPR, Data Protection Act 2018, and Working Together 2018.

Support to families

- We believe in building trusting and supportive relationships with families, staff and volunteers.
- We make clear to parents our role and responsibilities in relation to child protection, such as for the reporting of concerns, information sharing, monitoring of the child, and liaising at all times with the local children's social care team.
- We will continue to welcome the child and the family whilst investigations are being made in relation to any alleged abuse.
- We follow the Child Protection Plan as set by the child's social worker in relation to the setting's designated role and tasks in supporting that child and their family, subsequent to any investigation.
- We will engage with any child in need plan or early help plan as agreed.
- Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child in accordance with our Confidentiality and Data Protection policy and only if appropriate under the guidance of the Local Safeguarding Children Board.

Legal framework

Primary legislation

- Children Act (1989 s47)
- Protection of Children Act (1999)
- The Children Act (2004 s11)
- Children and Social Work Act 2017
- Safeguarding Vulnerable Groups Act (2006)
- Childcare Act (2006)
- Child Safeguarding Practice Review and Relevant Agency (England) Regulations 2018

Secondary legislation

- Sexual Offences Act (2003)
- Criminal Justice and Court Services Act (2000)
- Equality Act (2010)
- General Data Protection Regulations (GDPR) (2018)
- Childcare (Disqualification) Regulations (2009)
- Children and Families Act (2014)

- Care Act (2014)
- Serious Crime Act (2015)
- Counter-Terrorism and Security Act (2015)

Further guidance

- Working Together to Safeguard Children (HMG, 2018)
- What to do if you're Worried a Child is Being Abused (HMG, 2015)
- Framework for the Assessment of Children in Need and their Families (DoH 2000)
- The Common Assessment Framework for Children and Young People: A Guide for Practitioners (CWDC 2010)
- Statutory guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children Act 2004 (HMG 2008)
- Hidden Harm – Responding to the Needs of Children of Problem Drug Users (ACMD, 2003)
- Information Sharing: Advice for Practitioners providing Safeguarding Services (DfE 2018)
- Disclosure and Barring Service: www.gov.uk/disclosure-barring-service-check
- Revised Prevent Duty Guidance for England and Wales (HMG, 2015)
- Inspecting Safeguarding in Early Years, Education and Skills Settings, (Ofsted, 2016)
- Safeguarding Children (Pre-school Learning Alliance 2013)
- Safeguarding through Effective Supervision (Pre-school Learning Alliance 2013)
- The New Early Years Employee Handbook (Pre-school Learning Alliance 2016)
- People Management in the Early Years (Pre-school Learning Alliance 2016)

*A 'young person' is defined as 16 to 19 years old – in our setting they may be a student, worker, volunteer or parent.

This policy was adopted by	Rosslyn Nursery and Preschool
On	<hr/> September 13 th 2021
Date to be reviewed	<hr/> September 13 th 2022
Signed on behalf of the provider	<hr/>
Name of signatory	<hr/> Annabelle Allan
Role of signatory	<hr/> Manager
	<hr/>

1.3 Looked after children

Policy statement

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

Children become 'looked after' if they have either been taken into care by the local authority, or have been accommodated by the local authority (a voluntary care arrangement). Most looked after children 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).

We recognise that children who are being looked after have often experienced traumatic situations; physical, emotional or sexual abuse or neglect. However, we also recognise that not all looked after 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's separation from their home and family signifies a disruption in their lives that has an impact on their emotional well-being. Most local authorities do not place children under five with foster carers who work outside the home; however, there are instances when this does occur or where the child has been placed with another family member who works. It is not appropriate for a looked after child who is under two years to be placed in a day care setting in addition to a foster placement.

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 two important concepts: attachment and resilience. The basis of this is to promote secure attachments in children's lives, as the foundation for resilience. These aspects of well-being underpin the child's responsiveness to learning and enable the development of 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.

Principles

The term 'looked after child' denotes a child's current legal status; this term is never used to categorise a child as standing out from others. We do not refer to such a child using acronyms such as LAC.

- Our setting only provides placements from 2 years of age.
- In exceptional circumstances, we offer places to two-year-old children who are in care. In such cases, the child should have been with the foster carer for at least two months and show signs of having formed a secure attachment to the carer, and the placement in the setting will last a minimum of three months.
- We offer places for funded three and four-year-olds who are in care to ensure they receive their entitlement to early education. We expect that a child will have been with a foster carer for a minimum of one month and that they will have formed a secure attachment to the carer. We expect that the placement in the setting will last a minimum of three months.
- Where a child who normally attends our setting is taken into care and is cared for by a local foster carer, we will continue to offer the placement for the child.

Procedures

- The designated person for looked after children is the designated safeguarding person.
- Every child is allocated a key person before they start and this is no different for a looked after child. The designated person ensures the key person has the information, support and training necessary to meet the looked after child's needs.
- The designated person and the key person liaise with agencies, professionals and practitioners involved with the child and his or her family and ensure that appropriate information is gained and shared.
- The setting recognises the role of the local authority children's 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 parent's or foster carer's 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 professional's meeting to determine the objectives of the placement and draw up a care plan that incorporates the child's learning needs. This plan is reviewed after two weeks, six weeks and three months. Thereafter at three to six monthly intervals.
- The care plan needs to consider issues for the child such as:
 - their emotional needs and how they are to be met;
 - how any emotional issues and problems that affect behaviour are to be managed;
 - their sense of self, culture, language(s) and identity – and how this is to be supported;
 - their need for sociability and friendship;

- their interests and abilities and possible learning journey pathway; and
- how any special needs will be supported.
- In addition, the care plan will also consider:
 - how information will be shared with the foster carer and local authority (as the 'corporate parent') as well as what information is shared with whom and how it will be recorded and stored;
 - what contact the child has with his/her birth parent(s) and what arrangements will be in place for supervised contact. If this is to be at the setting, when, where and what form the contact will take will be discussed and agreed;
 - what written reporting is required;
 - wherever possible, and where the plan is for the child to return home, the birth parent(s) should be involved in planning; and
 - with the social worker's agreement, and as part of the plan, the birth parent(s) should be involved in the setting's activities that include parents, such as outings and fun-days etc alongside the foster carer.
- The settling-in process for the child is agreed. It should be the same as for any other child, with the foster carer taking the place of the parent, unless otherwise agreed. It is even more important that the 'proximity' stage is followed until it is visible that the child has formed a sufficient relationship with his or her key person for them to act as a 'secure base' to allow the gradual separation from the foster carer. This process may take longer in some cases, so time needs to be allowed for it to take place without causing further distress or anxiety to the child.
- In the first two weeks after settling-in, the child's well-being is the focus of observation, their sociability and their ability to manage their feelings with or without support.
- Further observations about communication, interests and abilities will be noted to firm a picture of the whole child in relation to the Early Years Foundation Stage prime and specific areas of learning and development.
- Concerns about the child will be noted in the child's file and discussed with the foster carer.
- If the concerns are about the foster carer's treatment of the child, or if abuse is suspected, these are recorded in the child's file and reported to the child's social care worker according to the setting's safeguarding children procedure.
- Regular contact should be maintained with the social worker through planned meetings that will include the foster carer.
- The transition to school will be handled sensitively. The designated person and/or the child's key person will liaise with the school, passing on relevant information and

documentation with the agreement of the child's social worker as detailed in the care plan.

Further guidance

- Guidance on the Education of Children and Young People in Public Care (DfEE 2000)
- Who Does What: How Social Workers and Carers can Support the Education of Looked After Children (DfES 2005)
- Supporting Looked After Learners - A Practical Guide for School Governors (DfES 2006)

This policy was adopted by	Rosslyn Nursery and Preschool
On	25 th June 2020
Date to be reviewed	August 2021
Signed on behalf of the provider	
Name of signatory	Sarah Riglin
Role of signatory	Manager and Member of LLP

1.4 Uncollected child

Policy statement

In the event that a child is not collected by an authorised adult by their expected collection time, we put into practice agreed procedures. The child will receive 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 children will be properly cared for.

Procedures

Parents are asked to provide the following specific information when their child starts attending our setting, which is recorded on our Registration Form:

Home address and telephone - if the parents do not have a telephone, an alternative number must be given, perhaps a neighbour or close relative.

Place of work, address and telephone number (if applicable).

Mobile telephone number (if applicable).

Names, addresses and telephone numbers of adults who are authorised by the parents to collect their child from the setting, for example a childminder or grandparent.

Who has parental responsibility for the child.

Information about any person who does not have legal access to the child.

A password known only to them and us and any other person authorised to collect the child.

On occasions when parents are aware that they will not be at home or in their usual place of work, they inform us in writing of how they can be contacted.

On occasions when parents, or the persons normally authorised to collect the child, are not able to collect the child, they provide us with written details of the name, address and telephone number of the person who will be collecting their child, they verbally provide a brief description and ensure that the given person knows the password for the child. It is agreed with the parents that with this knowledge and the knowledge of the confidential password we can verify the identity of the person who is to collect their child.

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 measures. Our contact telephone number 020 3638 9044 or mobile 07534288457.

If a child is not collected at their expected collection time, we follow the procedures below:

The going home book and telephone answering machine is checked 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 - and whose telephone numbers are recorded on the Registration Form - are contacted.

All reasonable attempts are made to contact the parents or nominated carers.

The child does not leave the premises with anyone other than those named on the Registration Form or in their file.

If no parent/carer/named contact collects the child, (or has been in touch with an explanation), within 45 minutes of their expected collection time, we apply the procedures as below for abandoned children.

If we have any cause to believe the child has been abandoned, we contact the local authority children's social care team **SPA: 020 85475008, out of hours 020 8770500**

If the children's social care team is unavailable [or as our local authority advise] we will contact the local police.

After an additional 15 minutes if the child has not been collected, we will contact the above statutory agencies again.

The child stays at the setting in the care of two of our fully vetted workers, one of whom is our manager/deputy manager, until the child is safely collected either by the parents, or by a social care worker, or by another person specified by 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.

Under no circumstances will we go to look for the parent, nor leave the setting premises with the child.

We ensure that the child is not anxious, and we do not discuss our concerns in front of them.

A full written report of the incident is recorded in the child's file.

Depending on circumstances, we reserve the right to charge parents for the additional hours worked. OFSTED may be informed: 0330 1231231.

This policy was adopted by	Rosslyn Nursery and Preschool
On	November 15 th 2021
Date to be reviewed	November 15 th 2022
Signed on behalf of the provider	
Name of signatory	Annabelle Allan
Role of signatory	Manager

1.5 Missing/Lost child

Policy statement

Children's safety is our highest priority, both on and off the premises. Every attempt is made, through the implementation of our outings procedure and our exit/entrance procedure, to ensure the security of children is maintained at all times. In the unlikely event of a child going missing, our missing child procedure is followed.

Procedures

Child going missing on the premises

- As soon as it is noticed that a child is missing, [the child's key person/the relevant member of staff] alerts our setting manager.
- The register is checked to make sure no other child has also gone astray.
- Our manager will carry out a thorough search of the building and garden.

- Doors and gates are checked to see if there has been a breach of security whereby a child could wander out.
- If the child is not found our manager calls the police immediately and reports the child as missing. If it is suspected that the child may have been abducted, the police are informed of this.
- The parent(s) are then called and informed.
- A recent photo and a note of what the child is wearing is given to the police.
- Our manager talks to our staff to find out when and where the child was last seen and records this.
- Our manager contacts the rest of the LLP and reports the incident. Any member not in the setting comes in immediately and we carry out an investigation.

Child going missing on an outing

This describes what to do when our staff have taken a small group on an outing, leaving our manager and/or other staff back in our setting premises. If our manager has accompanied children on the outing the procedures are adjusted accordingly. What to do when a child goes missing from a whole group outing may be a little different, as parents usually attend and are responsible for their own child.

- As soon as it is noticed that a child is missing, the staff members on the outing ask children to stand with their designated carer and carry out a headcount to ensure that no other child has gone astray.
- One staff member searches the immediate vicinity, but does not search beyond that.
- Our senior staff member on the outing contacts the police and reports that child as missing.
- Our manager is contacted immediately (if not on the outing) and the incident is recorded.
- Our manager contacts the parents (if they are not on the outing).
- Our staff take the remaining children back to the setting as soon as possible.
- According to the advice of the police, a senior member of staff, or our manager where applicable, should remain at the site where the child went missing and wait for the police to arrive.
- A recent photo and a description of what the child is wearing is given to the police.
- Our manager contacts the rest of the LLP and reports the incident. Any members not in the setting come in immediately, and we carry out an investigation.
- Our staff keep calm and do not let the other children become anxious or worried.

The investigation

- Ofsted are informed as soon as possible and kept up-to-date with the investigation.
- Our manager & member of the LLP carry out a full investigation, taking written statements from all our staff and volunteers who were present.
- Our manager, together with all members of the LLP speaks with the parent(s) and explains the process of the investigation.
- The parent(s) may also raise a complaint with us or Ofsted.
- Each member of staff present writes an incident report detailing:
 - The date and time of the incident.
 - Where the child went missing from e.g. the setting or an outing venue.
 - Which staff/children were in the premises/on the outing and the name of the staff member who was designated as responsible for the missing child.
 - When the child was last seen in the premises/or on the outing, including the time it is estimated that the child went missing.
 - What has taken place in the premises or on the outing since the child went missing.
 - The report is counter-signed by the senior member of staff and the date and time added.
- A conclusion is drawn as to how the breach of security happened.
- If the incident warrants a police investigation, all our staff co-operate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff and parents. Children's social care may be involved if it seems likely that there is a child protection issue to address.
- In the event of disciplinary action needing to be taken, Ofsted are advised.
- The insurance provider is informed.

Managing people

- Missing child incidents are very worrying for all concerned. Part of managing the incident is to try to keep everyone as calm as possible.
- Our staff will feel worried about the child, especially the key person or the designated carer responsible for the safety of that child for the outing. They may blame themselves and their feelings of anxiety and distress will rise as the length of time the child is missing increases.

- They may be the understandable target of parental anger and they may be afraid. Our manager ensures that any staffs under investigation are not only fairly treated but receive support while feeling vulnerable.
- The parents will feel angry, and fraught. They may want to blame our staff and may single out one staff member over others; they may direct their anger at our manager. When dealing with a distraught and angry parent, there should always be two members of staff one of whom is our manager and the other should be a member of the LLP. No matter how understandable the parent's anger may be, aggression or threats against our staff are not tolerated, and the police should be called.
- The other children are also sensitive to what is going on around them. They too may be worried. Our remaining staff caring for them need to be focused on their needs and must not discuss the incident in front of them. They should answer children's questions honestly, but also reassure them.
- In accordance with the severity of the outcome, our staff may need counselling and support. If a child is not found, or is injured, or worse, this will be an exceedingly difficult time. The member of the LLP will use their discretion to decide what action to take.
- Our staff must not discuss any missing child incident with the press without taking advice.

This policy was adopted by	Rosslyn Nursery and Preschool
On	<hr/> November 15 th 2021
Date to be reviewed	<hr/> November 15 th 2022
Signed on behalf of the provider	<hr/>
Name of signatory	<hr/> Annabelle Allan
Role of signatory	<hr/> Manager
	<hr/>

1.6 Online safety (inc. mobile phones and cameras)

Policy statement

We take steps to ensure that there are effective procedures in place to protect children, young people and vulnerable adults from the unacceptable use of Information

Communication Technology (ICT) equipment or exposure to inappropriate materials in the setting.

Procedures

- Our designated persons responsible for co-ordinating action taken to protect children are:
Annabelle Allan (Setting Manager), Dunia Ball (Assistant Manager)
-

Information Communication Technology (ICT) equipment

- The designated person is responsible for ensuring all ICT equipment is safe and fit for purpose.
- We do not use second hand/donated equipment.

Internet access

- In our setting our children do NOT have access to the internet and NEVER have unsupervised access.
- If staff access the internet with children for the purposes of promoting their learning, the staff member ensures that all apps/websites and search results are checked before use and that appropriate safety modes and filters are applied. Appropriate online behaviour is role modelled.

Email

- Staff do not access personal or work email whilst supervising children.
- Staff always share information securely, using our designated email address.

Mobile phones – staff and visitors

- Personal mobile phones are not used by our staff on the premises during working hours.
- In an emergency, personal mobile phones may be used in an area where there are no children present.
- Our staff and volunteers ensure that the setting telephone number is known to family and other people who may need to contact them in an emergency.
- Our Manager takes a mobile on an outing for use in case of an emergency only.

- Parents and visitors are requested not to use their mobile phones whilst on the premises. We make an exception if a visitor's company or organisation operates a lone working policy that requires contact with their office periodically throughout the day. Visitors will be advised of a quiet space where they can use their mobile phone, where no children are present.

Cameras and videos

- Photographs and recordings of children are taken for valid reasons i.e. to record their learning and development, or for displays within the setting, with permission received from the parents on their registration form. The tablet we use for these purposes is password protected and only used by permanent staff on full contracts with DBS's in place.
- Parents are advised that they do not have a right to photograph anyone else's child or to upload photos of anyone else's children. At special events, an announcement is made where permission is allowed for parents to photograph/record the event, with a reminder that under no circumstances should any of these photograph/recordings be used on any social media platform or for any publicity purposes.
- If photographs of children are used for publicity purposes, (website/Instagram) parental consent is given, initially on their registration form and then followed up with further confirmation should the occasion arise.

Social media

- Staff are advised to manage their personal security settings to ensure that their information is only available to people they choose to share information with.
- Staff should not accept service users, children, and parents as friends due to it being a breach of expected professional conduct.
- If staff names the organisation or workplace in any social media, they do so in a way that is not detrimental to the organisation or its service users.
- Staff observe confidentiality and refrain from discussing any issues relating to work
- Staff should not share information they would not want children, parents, or colleagues to view.
- Staff should report any concerns or breaches to the designated person in their setting.
- Staff avoids personal communication, including on social networking sites, with the children and parents with whom they act in a professional capacity. If a practitioner and family are friendly prior to the child coming into the setting, this information is shared with

the manager prior to a child attending and a risk assessment and agreement in relation to boundaries is agreed.

Electronic learning journals for recording children's progress

- As a team we will be using Tapestry online learning journals.
- Staff always adhere to the guidance provided with the system.

Use and/or distribution of inappropriate images

- Staff are aware that it is an offence to distribute indecent images. In the event of a concern that a colleague or other person is behaving inappropriately, the Safeguarding Children and Child Protection policy, in relation to allegations against staff and/or responding to suspicions of abuse, is followed
- Staff are aware that grooming children and young people online is an offence in its own right and concerns about a colleague's or others' behaviour are reported (as above).

Further guidance

- NSPCC and CEOP Keeping Children *Safe Online* training: www.nspcc.org.uk/what-you-can-do/get-expert-training/keeping-children-safe-online-course/

This policy was adopted by

Rosslyn Nursery and Preschool

On

November 15th 2021

Date to be reviewed

November 15th 2022

Signed on behalf of the provider

Name of signatory

Annabelle Allan

Role of signatory

Manager

1.7 Whistle blowing

Policy Statement

Our nursery is committed to maintaining the highest possible standards of openness, reflective practice and accountability. In line with this commitment, we expect our staff, and others that we deal with, who have serious concerns about any aspect of our nursery's work to come forward and voice those concerns. We always expect our staff to act in a professional manner

This Policy: is intended to encourage our staff/volunteers, students, and others to report suspected or actual occurrence(s) of illegal, unethical, or inappropriate events, behaviours or practices without retribution. It is recognised that most cases will have to proceed on a confidential basis.

Whistle blowing:

encourages and enables our staff to raise serious concerns within our nursery rather than overlooking a problem or 'blowing the whistle' outside. Staff are often the first to realise that there is something seriously wrong with another colleague or aspect of the setting. However, they may not express their concerns as they feel that speaking up would be disloyal to their colleagues or to the nursery. They may also fear harassment or victimisation. In these circumstances it may be easier to ignore the concern rather than report what may just be a suspicion of malpractice the nursery asks that staff put aside their fears, and follow the whistle blowing procedure.

Examples of situations:

The whistle blowing policy is intended to cover major concerns that fall outside the scope of other procedures including: Conduct, which is an offence or a breach of law, or likely to be committed, including damage to the environment. A person who has failed, or likely to fail to comply with any legal obligation to which they are subject (e.g. EYFS Statutory Framework). Health and safety risks, including risks to the public as well as other employees, Emotional, sexual, or physical abuse of children. Any other unethical conduct.

Procedures:

Any individual who has reasonable suspicion of staff malpractice or concerns about a child's welfare within our setting should inform the Designated Safeguarding and Child Protection Person/s. In the event of a concern being raised against the Designated person/s, concerns are to be raised directly with SPA and the Local Authorities Designated Office.

You are advised to set out the background and history of your concerns, giving names, dates and places, where possible, and the reason why you are particularly concerned about the situation. All reports will be investigated and dealt with in confidence, including staff on a need to know basis.

Contact details:

(LADO) *020 85475008 (020 8770 5000 out of office hours).*

Such concerns should always be logged with Ofsted:

Whistle blowing at Ofsted hotline: *0300 123 3155* (Monday-Friday 8am-6pm)

Email: whistleblowing@ofsted.gov.uk or write to WBHL, Ofsted, Royal Exchange Buildings, Piccadilly Gate, Manchester M1 2WD

Individuals should raise any concerns about a child to their own employer in the first instance. However, if there are concerns about how child protection issues are being handled by the setting or by another organisation, such as a concern the setting will cover it up, the complainant is concerned they will be treated unfairly or the concern hasn't been dealt with appropriately, individuals can contact the NSPCC whistle blowing helpline. The helpline is staffed by a range of professionals who can give expert advice and the issue will be dealt with in confidence with the individual's anonymity protected if the complaint is taken further.

NSPCC Whistleblowing Helpline	<p>The advice line was commissioned by the Home Office and is available to teaching or nursery staff concerned about anything from potentially harmful practices to instances of abuse.</p> <p>www.nspcc.org.uk/fighting-for-childhood/news-opinion/new-whistleblowing-advice-line-professionals/</p> <p>Telephone: 0800 0280285 Monday to Friday, 8am-8pm</p>
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A charity called 'Public Concern at Work' gives free and confidential advice and can help you decide whether and/or how to raise your concerns at work. You can call them on 020 7404 6609. Email: whistle@pcaw.org.uk

If you decide to seek advice from a legal advisor, then anything you say is protected. www.pcaw.co.uk/law/uk/legislation.htm

The Whistleblower can report the event with his/her identity, or anonymously. The Whistleblower shall receive no retaliation or retribution for the report that was provided in good faith – that was not done primarily with malice to damage another or the nursery's reputation. A Whistleblower who makes a report that is not done in good faith is subject to discipline.

If the information relates to child protection or safeguarding, then the nursery's child protection policy procedure should be followed.

This policy was adopted by	Rosslyn Nursery and Preschool
On	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> 8 th July 2020
Date to be reviewed	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> August 2021
Signed on behalf of the provider	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/>
Name of signatory	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Sarah Riglin
Role of signatory	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Manager and Member of LLP
	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/>

2. Safeguarding and Welfare Requirement – Suitable People

2.1 Employment

Policy statement

We meet the Safeguarding and Welfare Requirements of the Early Years Foundation Stage, ensuring that our staff and volunteers are appropriately qualified, and we carry out checks for criminal and other records through the Disclosure and Barring Service (DBS) in accordance with statutory requirements.

Procedures

Vetting and staff selection

- We follow the guidelines laid down by our local safeguarding children board, for safer recruitment.
- We work towards offering equality of opportunity by using non-discriminatory procedures for staff recruitment and selection.
- All our staff have job descriptions, which set out their roles and responsibilities.
- We welcome applications from all sections of the community. Applicants will be considered on the basis of their suitability for the post, regardless of disability, gender reassignment, pregnancy and maternity, race, religion or belief, sexual orientation, sex, age, marriage or civil partnership. Applicants will not be placed at a disadvantage by our imposing conditions or requirements that are not justifiable.
- We follow the requirements of the Early Years Foundation Stage and Ofsted guidance on checking the suitability of all staff and volunteers who will have unsupervised access to children. This includes obtaining references and ensuring they have a satisfactory enhanced criminal records check with barred list(s) check through the DBS. This is in accordance with requirements under the Safeguarding Vulnerable Groups Act (2006) and the Protection of Freedoms Act (2012) for the vetting and barring scheme.
- Where an individual is subscribed to the DBS Update Service, we carry out a status check of their DBS certificate, after checking their identity and viewing their original enhanced DBS certificate to ensure that it does not reveal any information that would affect their suitability for the post.
- We keep all records relating to the employment of our staff and volunteers; in particular those demonstrating that suitability checks have been done, a copy or original of the staff

members DBS is kept on their file, along with their subscription to the DBS update service.

- We require that all our staff and volunteers keep their DBS check up to date by subscribing to the DBS Update Service throughout the duration of their employment with us. As subscription to the DBS Update Service is transferable between jobs, each staff member/volunteer is personally responsible for the cost of the subscription.
- Our staff are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children – whether received before, or at any time during, their employment with us.
- We obtain consent from our staff and volunteers to carry out on-going status checks of the Update Service to establish that their DBS certificate is up to date for the duration of their employment with us.
- Where we become aware of any relevant information which may lead to the disqualification of an employee, we will take appropriate action to ensure the safety of children. In the event of disqualification, that person's employment with us will be terminated.

Notifying Ofsted of changes

- We inform Ofsted of any changes to our Registered Person, Manager, and members of our LLP.

Training and staff development

- Our staffing meets the EYFS Statutory Framework guidelines.
- We provide regular in-service training to all our staff – and ensure our staff attend relevant courses booked through AFC and LCSB
- Our budget allocates resources to training.
- We have an induction programme for all new staff, which ensures they are all aware of, and follow all our policies and procedures. That they understand, follow and implement the EYFS, and work as a team.
- We support the work of our staff by holding regular supervision meetings and annual appraisals.
- We are committed to recruiting, appointing, and employing staff in accordance with all relevant legislation and best practice

Staff taking medication/other substances

- If a member of staff is taking medication which may affect their ability to care for children, we ensure that they seek further medical advice. Our staff will only work directly with the children if medical advice confirms that the medication is unlikely to impair their ability to look after children properly.
- Staff medication on the premises will always be stored securely and kept out of reach of the children.
- If we have reason to believe that a member of our staff is under the influence of alcohol or any other substance that may affect their ability to care for children, they will not be allowed to work directly with the children and further action will be taken.
- We obtain signed medication statements from all staff, stating whether or not they are taking medication. If they are, it states, that they have medical advice confirming it does not impair their ability to look after children. We will have a copy of this advice.

Managing staff absences and contingency plans for emergencies

- Our staffs take their holiday breaks when the setting is closed. Where a staff member may need to take time off for any reason other than sick leave or training, this is agreed with the members of our LLP with enough notice.
- Where our staff are unwell and take sick leave in accordance with their contract of employment, we organise cover to ensure ratios are maintained.
- Sick leave is monitored, and action is taken where necessary, in accordance with the individual's contract of employment.
- We have contingency plans to cover staff absences, as follows:

We have several supply staff that are known personally to us. They are all on a supply contract and have signed necessary documentation. If they do not yet have an Enhanced DBS and/or registered for the update service, they **will not** be left alone with any child or group of children **under any circumstances**.

This policy was adopted by	Rosslyn Nursery and Preschool
On	13 th July 2020
Date to be reviewed	August 2021
Signed on behalf of the provider	
Name of signatory	Sarah Riglin
Role of signatory	Manager and Member of LLP

2.2 Student Placements

THIS POLICY IS SUSPENDED DURING THE COVID 19 OUTBREAK

Policy statement

We recognise that qualifications and training make an important contribution to the quality of the care and education we provide. As part of our commitment to quality, we offer placements to students undertaking early years qualifications and training. We also offer placements for school pupils on work experience.

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

Procedures

- We require students on qualification courses to meet the Suitable Person requirements of the Early Years Foundation Stage and have a satisfactory enhanced DBS check with barred list check(s).
- We require students in our setting to have a sufficient understanding and use of English to contribute to the well-being of children in our care.
- We require schools, colleges or universities placing students under the age of 17 years with us to vouch for their good character, unless the student is known personally to us.
- Students under the age of 17 years are supervised, and we do not allow them to have unsupervised access to children.

- Students undertaking qualification courses who are placed in our setting on a short-term basis are not counted in our staffing ratios, unless they have worked in our setting on more than one occasion and the manager/LLP members deems them suitably experienced.
- Students and apprentices, over the age of 17, who are undertaking a level 3 qualification may be considered to be counted in the ratios if our manager and members of the LLP deems them to be suitably qualified and experienced.
- We take out employers' liability insurance and public liability insurance, which covers both students and voluntary helpers.
- We require students to keep to our Confidentiality and Client Access to Records Policy.
- We co-operate with students' tutors in order to help students to fulfil the requirements of their course of study.
- We provide students, at the first session of their placement, with a brief induction sheet. Managers/LLP members are responsible for ensuring the students know how our sessions are organised and aware of our policies and procedures.
- We communicate a positive message to students about the value of qualifications and training.
- We make the needs of the children paramount by not admitting students in numbers that hinder the essential work of the setting.

This policy was adopted by

Roslyn Nursery and Preschool

On

13th July 2020

Date to be reviewed

August 2021

Signed on behalf of the provider

Name of signatory

Sarah Riglin

Role of signatory

Manager and Member of LLP

3. Safeguarding and Welfare Requirement: Staff Qualifications, Training, Support and Skills

3.1 Induction of employees

Policy statement

We provide an induction for all employees, volunteers, and supply staff.

Procedures

- We have an induction plan for all new staff, which includes the following:
 - Introductions to all employees and volunteers [including members of the LLP].
 - Familiarisation with the building, health and safety, and fire and evacuation procedures.
 - Ensuring our policies and procedures are read and adhered to.
 - Introduction to the parents, especially parents of allocated key children where appropriate.
 - Familiarisation with confidential information in relation to any key children where applicable.
 - Details of the tasks and daily routines to be completed.
- The induction period for full/part time staff lasts two weeks, with a review meeting after one-month, successful completion of the induction forms part of the 12-week probationary period.
- The members of the LLP induct new employees. The members of the LLP induct new managers.
- Following induction, we continue to support our staff to deliver high quality performance through regular supervision and appraisal of their work.
- Any volunteers or those on work experience have a brief induction sheet, which they must comply to for the duration of their time with us.

This policy was adopted by

Rosslyn Nursery and Preschool

On

13th July 2020

Date to be reviewed

August 2021

Signed on behalf of the provider

Name of signatory

Sarah Riglin

Role of signatory

Manager and Member of LLP

3.2 First Aid

Policy statement

We can take action to apply first aid treatment in the event of an accident involving a child or adult. At least two adults with a current first aid certificate are on the premises, or on an outing, at any one time. Newly qualified staff who achieved an early year's qualification at level 2 or 3 on or after 30 June 2016 need to also have a paediatric first aid certificate to be counted in the adult: child ratios. The first aid qualification includes first aid training for infants and young children.

Procedures

The first aid kit

Our first aid kit is always accessible and has a checklist within it that is checked at the start of each half term.

In addition

- Cold packs are kept in the fridge.

- Information about who has completed first aid training and the location of the first aid box is provided to all our staff and volunteers. A list of staff who have current PFA certificates is displayed in the setting.
- The first aid box is easily accessible to adults and is kept out of the reach of children.
- There is a named person in the setting, **Catherine Sharaf** who is responsible for checking and replenishing the first aid box contents.
- Medication is only administered in line with our *Administering Medicines policy*.

- In the case of minor injury or accidents, first aid treatment is given by a qualified first aider.
- In the event of minor injuries or accidents, we normally inform parents when they collect their child, unless the child is unduly upset, or the minor injury included a bump on the head, or we have concerns about the injury. In which case we will contact the child's parents for clarification of what they would like to do, i.e. whether they wish to collect the child and/or take them to their own GP.
- An ambulance is called for children requiring emergency treatment. We contact parents immediately and inform them of what has happened and where their child has been taken.
- Parents sign a consent form at registration allowing a member of staff to take their child to the nearest Accident and Emergency unit to be examined, treated or admitted as necessary on the understanding that they have been informed and are on their way to the hospital.
- Accidents and injuries are recorded in our accident record book and, where applicable, notified to Ofsted and/or local child protection agencies in line with our *Recording and Reporting of Accident and Incidents Policy*.
- If a child arrives with a pre-existing injury, the parent is asked to fill out a home accident form. This form is placed against the child's name in our accident book. Our manager monitors the home accident forms on a regular basis to ensure there is no child with consistent home injuries. If a child appears to be at risk, our manager follows the procedure of the local safeguarding children's board.

Legal framework

- Health and Safety (First Aid) Regulations (1981)

Further guidance

- First Aid at Work: Your questions answered (HSE Revised 2015)
- Basic Advice on First Aid at Work (HSE Revised 2012)
- Guidance on First Aid for Schools (DfE Revised 2014)

This policy was adopted by

Rosslyn Nursery and Preschool

On

13th July 2020

Date to be reviewed

August 2021

Signed on behalf of the provider

Name of signatory

Sarah Riglin

Role of signatory

Manager and Member of the LLP

4. Safeguarding and Welfare Requirement: Key Person

4.1 The role of the key person and settling-in

Policy statement

We believe that children settle best when they have a key person to relate to. A key person who knows them and their parents well and who can meet their individual needs. We are committed to the key person approach which benefits the child, their parents and the staff and the setting. It encourages secure relationships which support children to thrive, give parents confidence and make the setting a happy place to attend or work in.

We want children to feel safe, stimulated, and happy in the setting and to feel secure and comfortable with our staff. We also want parents to have confidence in both their children's well-being and their role as active partners with our setting. We aim to make our setting a welcoming place where children settle smoothly because consideration has been given to the individual needs and circumstances of children and their families.

The key person role is set out in the Safeguarding and Welfare Requirements of the Early Years Foundation Stage. Each child must have a key person. These procedures set out a model for developing a key person approach that promotes effective and positive relationships for children.

Procedures

- We allocate a key person before the child starts.
- We allocate a 2nd key person for the child in case the key person is away for the setting for any reason
- The key person is responsible for:
 - Providing an induction for the family and for settling the child into our setting.
 - Offering unconditional regard for the child and being non-judgemental.
 - Working with the parents to deliver a personalised plan for the child's well-being, care, and learning.
 - Acting as the key contact for the parents.
 - Developmental records and for sharing information on a regular basis with the child's parents to keep those records up to date, reflecting the full picture of the child in setting and at home.

- Having links with other carers involved with the child and co-ordinating the sharing of appropriate information about the child's development with those carers.
- Encouraging positive relationships between the child and peers, within the key group and beyond. Spending time with them individually/as a group each day.
- We promote the role of the key person as the child's primary carer in our setting, and as the basis for establishing relationships with other adults and children.

Settling-in

- We organise a home visit by your child's key person and the manager/deputy manager. At this visit we ensure all relevant information about the child is known, and that all necessary documentation is shared, and any necessary permission/consent forms are completed and signed. This is an opportunity for the Key Person and your child to begin to get to know each other.
- You and your child will be invited into the nursery for a settling in session, lasting for one hour. This enables your child to sample a taste of nursery life and continue to bond with their key person whilst you sit close by.
- We will provide you with a list of useful tips to help you settle your child.
- Your child's first session at the nursery is a short one. At the end of this session, your key person will discuss with you if your child would benefit from a further short session. We believe all children are unique and the settling in process should reflect that.
- If your child is clearly struggling to settle, we will call you and ask you to collect your child early. Your key person will discuss arrangements for the next visit.
- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.
- We judge a child to be settled when they have formed a relationship with their key person. For example, the child looks for the key person when he/she arrives, goes to them for comfort, and seems pleased to be with them. When the child is familiar with where things are and is pleased to see other children and participate in activities.
- We reserve the right not to accept a child into the setting without a parent or carer if the child finds it too distressing to be left. This is especially the case with very young children.
- We believe that it is in the interests of each child that we follow a carefully planned settling process based on the child's unique individual needs. It is difficult to predict how a child will react during this important transition period. We ask that you allocate

sufficient time for your child's settling process so you can be on hand should you be required to collect you child early.

- Within the first half term of the child starting, we commence our online journal of the child's learning journey which you will have full access to. This will enable to you to view you child's progress.

The progress check at age two

- The key person will undertake a progress for 2-year olds in accordance with any local procedures that are in place and referring to the guidance *A Know How Guide: The EYFS progress check at age two*.
- The progress check aims to review the child's development and ensures that parents have a clear picture of their child's development.
- Within the progress check, the key person will note areas where the child is progressing well and identify if there are areas where progress is less than expected.
- The progress check will describe the actions that will be taken by us to address any developmental concerns (including working with other professionals where appropriate) as agreed with the parent(s).
- The key person will plan activities to meet the child's needs within the setting and will support parents to understand their child's needs in order to enhance their development at home.

This policy was adopted by

Rosslyn Nursery and Preschool

On

13th July 2020

Date to be reviewed

August 2021

Signed on behalf of the provider

Name of signatory

Sarah Riglin

Role of signatory

Manager and Member of LLP

5. Safeguarding and Welfare Requirement: Staff: Child Ratios

5.1 Staffing

During the COVID-19 outbreak:

Staff will be deployed as per the government guidelines. Relaxation of the rules may be implemented only in exceptional circumstances and only during the Covid -19 outbreak. Any relaxation of ratios must be based on a risk assessment approach and with the authorisation of the manager. Otherwise the following procedure applies.

- *where members of staff have their own children with them at the setting, the age of the child must fall within the stipulated ages of the setting's Ofsted registration*
- *where members of staff are likely to be working directly with their own children, this is subject to discussion before commencement with the manager.*

Policy statement

We provide a staffing ratio in line with the Safeguarding and Welfare Requirements of the Early Years Foundation Stage to ensure that children have enough individual attention and to guarantee care and education of a high quality. Our staff are appropriately qualified, and we carry out checks for enhanced criminal records and barred list checks through the Disclosure and Barring Service in accordance with statutory requirements.

Procedures

To meet this aim, we use the following ratios of adult to children:

- Children aged two years: 1 adult: 4 children:
 - at least one member of staff holds a full and relevant level 3 qualification; and
 - at least half of all other staff hold a full and relevant level 2 qualification.
- Children aged three years and over: 1 adult: 8 children:
 - at least one member of staff holds a full and relevant level 3 qualification; and
 - at least half of all other staff hold a full and relevant level 2 qualification.
- We follow the Early Years Foundation Stage Safeguarding and Welfare Requirements where a Qualified Teacher, Early Years Professional or other suitable level 6 qualified

person is working directly with children aged three and over between the hours of 8am and 4pm as follows:

- there is at least one member of staff for every 13 children; and
- at least one other member of staff holds a full and relevant level 3 qualification.
- The number of children for each key person takes into account the individual needs of the children and the capacity of the individual key person to manage their cohort.
- We only include those aged 17 years or older within our ratios. Where they are competent and responsible, we may include students on long-term placements and regular volunteers.
- Our deputy/assistant manager deploys our staff, students, and volunteers to give adequate supervision of indoor and outdoor areas, ensuring that children are always within sight or hearing of staff, and that necessary ratios are met.
- Our staff, students and volunteers inform their colleagues if they must leave their area and tell colleagues where they are going.
- Our staff, students and volunteers always focus their attention on children and do not spend time in social conversation with colleagues while they are working with children.
- We assign each child a key person to help the child become familiar with the setting from the outset and to ensure that each child has a named member of staff with whom to form a relationship. The key person plans with parents for the child's well-being and development in the setting. The key person meets regularly with the family for discussion and consultation on their child's progress and offers support in guiding their development at home.
- We hold monthly staff meetings. We have daily reflection meetings, to primarily discuss what worked that day and what didn't, and if there was any challenging behaviour among the children. Staff training/guidance is discussed at times during these reflection meetings.

This policy was adopted by

Rosslyn Nursery and Preschool

On

15th July 2020

Date to be reviewed

August 2021

Signed on behalf of the provider

Name of signatory

Sarah Riglin

Role of signatory

Manager and Member of LLP

6. Safeguarding and Welfare Requirement: Health

6.1 Administering Medicines

Policy statement

Parents as defined in the Education Act 1944, are a child's main carers. They are responsible for ensuring that their child is well enough to attend nursery and be able to take part in the activities of the setting as normal. However, we recognise that there are children who need regular medication for chronic illnesses or life-threatening allergic reactions.

Our nursery is ready to co-operate in the medication of children at our nursery where this is necessary. In all cases, such medication remains the responsibility of the parent.

Our nursery will ensure that prior to admission the parents/carers provide us with sufficient information about their child's medical condition and any treatment or special care required at nursery. In addition, they must keep us informed of any new or changing needs. If there are any special religious and/or cultural beliefs that affect their medical care, particularly in an emergency, we rely on parents/carers to inform us and confirm this in writing. All information will be kept with the child's registration documents. We will contact our insurers as needs be.

Where children are chronic sufferers of asthma, epilepsy, diabetes, allergies or other serious conditions, we will only undertake such medication if written instructions are received from the child's doctor. Our parental agreement (for our nursery) to administer the medicine must be completed, signed by the parent and placed with the child's registration documents, and a page in our medication administration record completed with the relevant details. Prior to administering each medicine dose, the record is completed. Additionally, we can administer over the counter medication, or that recommended by a pharmacist or nurse for accepted health reasons. E.g. Piriton for allergies, cream to ease eczema etc. The same agreement and recording procedure will be followed for either type of medication.

The statutory framework for EYFS recommends that children under 16 years of age should never be given medicines containing aspirin, unless specifically prescribed by a doctor.

Procedures

- Children taking prescribed medication must be well enough to attend the setting.
- We only usually administer medication when it has been prescribed for a child by a doctor (or other medically qualified person). It must be in-date and prescribed for the current condition.
- Over the counter medication for accepted health reasons, may be administered.
- Children's prescribed medicines are stored in their original containers, are clearly labelled and are inaccessible to the children. On receiving the medication, the key person/manager checks that it is in date and prescribed specifically for the current condition.
- The staff member receiving the medication will ask the parent to sign our 'parental agreement for Rosslyn Nursery and Preschool to administer medicine.' consent form, a copy of which can be found in our 'forms for parents' file.
- The administration of medicine is recorded accurately in our medication administration record each time a dose is given. It is signed by the person administering the medication [and a witness]. Parents are shown the record at the end of the day. The medication administration record is kept in our locked cabinet.
- If the administration of prescribed medication requires medical knowledge, we will obtain individual training [for the relevant member of staff] by a health professional, prior to the child starting at our setting.
- The medication administration record is monitored to look at the frequency of medication given in the setting. For example, a high incidence of antibiotics being prescribed for several children at similar times may indicate a need for better infection control.

Storage of medicines

- All medication is stored safely in our locked cupboard or refrigerated as required. Where the cupboard or refrigerator is not used solely for storing medicines, they are kept in a marked plastic box.
- The child's key person/manager is responsible for ensuring medicine is handed back at the end of the day to the parent.
- For some conditions, medication may be kept in the setting to be administered on a regular or as-and-when- required basis. Key persons/manager check that any

medication held in the setting, is in date and return any out-of-date medication back to the parent.

Children who have long term medical conditions and who may require ongoing medication:

- We will carry out a risk assessment for each child with a long-term medical condition that requires on-going medication. (This is the responsibility of our manager alongside the key person and will be put in place prior to the child commencing). Other medical or social care personnel may need to be involved in the risk assessment.
- Parents will also contribute to a risk assessment. They should be shown around the setting, understand the routines and activities and point out anything which they think may be a risk factor for their child.
- For some medical conditions, key staff will need to have prior training in a basic understanding of the condition, as well as how the medication is to be administered correctly to form part of the risk assessment.
- The risk assessment will include vigorous activities and any other activity that may give cause for concern regarding an individual child's health needs.
- The risk assessment will include arrangements for taking medicines on outings and advice is sought from the child's GP if necessary where there are concerns.
- An individual health plan for the child is drawn up with the parent; outlining the key person's role and what information must be shared with other adults who care for the child.
- The individual health plan should include the measures to be taken in an emergency.
- We will review the individual health plan every six months, or more frequently if necessary. This includes reviewing the medication, e.g. changes to the medication or the dosage, any side effects noted etc.
- Parents receive a copy of the individual health plan and each contributor, including the parent, signs it.

Managing medicines on trips and outings:

- If children are going on outings, the key person for the child will accompany the children with a risk assessment, or another member of staff who is fully informed about the child's needs and/or medication.
- Medication for a child will be taken in a sealed plastic box clearly labelled with the child's name, the original pharmacist's label and the name of the medication. Inside the box there will be a copy of the consent form and a card to record when it has been given,

including all the details that need to be recorded in the medication record as stated above. For medication dispensed by a hospital pharmacy, where the child's details are not on the dispensing label, we will record the circumstances of the event and hospital instructions as relayed by the parents.

- On returning to the setting the card is stapled to the medicine record book and the parent signs it.
- If a child on medication has to be taken to hospital, the child's medication is taken in a sealed plastic box clearly labelled with the child's name and the name of the medication. Inside the box is a copy of the consent form signed by the parent.
- This procedure should be read alongside our *outings and visits policy*.

Legal framework

- The Human Medicines Regulations (2012)

This policy was adopted by	Rossllyn Nursery and Preschool
On	10 th June 2019
Date to be reviewed	September 2020
Signed on behalf of the provider	
Name of signatory	Sarah Riglin
Role of signatory	Manager and Member of LLP

6.2 Managing children who are sick, infectious, or with allergies

Policy statement

We aim to provide care for healthy children through preventing cross infection of viruses and bacterial infections and promote health through identifying allergies and preventing contact with the allergenic trigger.

During the COVID19 outbreak, any child showing symptoms, such as a high temperature; a new continuous cough, loss or taste of smell, the following sequence of actions need to be taken:

1. *Child presents with symptoms; parents are requested to collect child and seek diagnosis from GP or take further advice from NHS 111.*

2. *Child's parents are requested to inform setting of outcome/diagnosis and keep child at home for the recommended exclusion period. For cases of suspected Coronavirus, staff and service users must adhere to current Government advice regarding self-exclusion even if no symptoms are present.*
3. *For confirmed cases of a notifiable disease and Coronavirus the LLP must contact their local Health Protection Team, (HPT) as soon as possible for further guidance. The LLP will retain a confidential record.*
4. *Acting on the advice of the local HPT, the setting will either:*
 - *close for a set period and undertake a deep clean*
 - *carry on as usual, but also undertake a deep clean*
5. *If a notifiable disease is confirmed, OFSTED must be informed within 14 days. Cases of confirmed Coronavirus should be treated as a notifiable disease.*
6. *A deep clean is undertaken as soon as possible following any illness outbreak. Hand hygiene messages are reinforced, and staff are vigilant to any further signs of infection.*
7. *The members of the LLP continue to liaise with the HPT as required and keep a full record of children affected, how long they are away from the setting and on which date they return.*

Procedures for children who are sick or infectious

- If children appear unwell during the day – for example, if they have a temperature, sickness, diarrhoea or pains, particularly in the head or stomach – Our manager or their key person call the parents and ask them to collect the child, or to send a known carer to collect the child on their behalf.
- The child will be taken to one side monitored and kept comfortably (away from other children) until the parent/carer arrives.
- If a child has a temperature, they are kept cool, by removing top clothing and sponging their heads with cool water but kept away from draughts.
- The child's temperature is taken using a digital thermometer, kept in the first aid box.
- If the child's temperature does not go down and is worryingly high, then we call the parent/carer to collect their child.
- In extreme cases of emergency, an ambulance is called, and the parent informed.
- Parents are asked to take their child to the doctor before returning them to the setting; we can refuse admittance to children who have a temperature, sickness and diarrhoea or a contagious infection or disease.

- Where children have been prescribed antibiotics for an infectious illness or complaint, we ask parents to keep them at home for 48 hours before returning to the setting.
- After diarrhoea and/or vomiting, we ask parents keep children home for 48 hours following the last episode.
- Some activities, such as sand and water play, where there is a risk of cross-contamination may be suspended for the duration of any outbreak.
- We have a list of excludable diseases and current exclusion times pinned to our notice board it is also available online at Gov.uk. and we have a copy in our health and safety information file.

Reporting of 'notifiable diseases'

- If a child or adult is diagnosed as suffering from a notifiable disease under the Health Protection (Notification) Regulations 2010, the GP will report this to Public Health England.
- When we become aware, or are formally informed of the notifiable disease, our manager informs Ofsted and contacts Public Health England, and acts on any advice given.

HIV/AIDS/Hepatitis procedure

HIV virus, like other viruses such as Hepatitis A, B and C, are spread through body fluids. Hygiene precautions for dealing with body fluids are the same for all children and adults. We

- Wear single-use vinyl gloves and aprons when changing children's nappies, pants and clothing that are soiled with blood, urine, faeces or vomit.
- Bag soiled clothing for parents to take home for cleaning.
- Clear spills of blood, urine, faeces or vomit using mild disinfectant solution and disposable cloths; any cloths used are disposed of within yellow hazardous sealed bags.
- Clean any tables and other furniture, furnishings or toys affected by blood, urine, faeces or vomit using a disinfectant.

Nits and head lice

- Nits and head lice are not an excludable condition; although in exceptional cases we may ask a parent to keep the child away until the infestation has cleared.
- On identifying cases of head lice, we inform all parents ask them to treat their child and all the family if they are found to have head lice.

Procedures for children with allergies

- When children start at the setting, we ask their parents if their child suffers from any known allergies. This is recorded on the Registration Form, and all staff are notified.
- If the allergy, requires use of an EpiPen or any other life-saving treatment, we will ensure our staff have the required training before the child starts with us, and proof of this. (see below)
- If a child has a serious allergy, we complete a risk assessment form, found in our 'parents forms' file to detail the following:
 - The allergen (i.e. the substance, material or living creature the child is allergic to such as nuts, eggs, bee stings, cats etc).
 - The nature of the allergic reactions (e.g. anaphylactic shock reaction, including rash, reddening of 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).
 - Control measures - such as how the child can be prevented from contact with the allergen.
 - Review measures.
- This risk assessment form is kept in our allergy file which is in the 2nd drawer of our locked filing cabinet, alongside any medication record required to treat the allergy. In the same drawer is our administration of medicine booklet which would be completed as necessary by the Manager or Key Person. A note will be made on our daily noticeboard when the child is in the setting.
- No nuts or nut products are used within the setting.
- Parents are made aware so that no nut or nut products are accidentally brought in, for example to a party.
- Where the child has a food intolerance with no allergic reaction, we ensure the child's name and the food intolerant is put on our snack board for staff to be reminded during snack time and the relevant milk is given. This notice board is only put on during snack time.
- Children's parents/carers provide their snack. Children are not allowed to share their snacks at any time.
- Parents are informed that we are a nut free zone, including no hummus, and no sesame seeds, and that all snacks are to be healthy.
- If a parent wishes to bring in cakes etc for a birthday, they are reminded of the above rule and informed if we have any children with food intolerances.

Insurance requirements for children with allergies and disabilities

- If necessary, our insurance will include children with any disability or severe allergy, but certain procedures must be strictly adhered to as set out below. For children suffering life threatening conditions or requiring invasive treatments; written confirmation from our insurance provider must be obtained to extend the insurance.
- At all times we ensure that the administration of medication is compliant with the Safeguarding and Welfare Requirements of the Early Years Foundation Stage.
- Oral medication:
 - Asthma inhalers are now regarded as 'oral medication' by insurers and so documents do not need to be forwarded to our insurance provider. Oral medications must be prescribed by a GP or have manufacturer's instructions clearly written on them.
 - We must be provided with clear written instructions on how to administer such medication.
 - We adhere to all risk assessment procedures for the correct storage and administration of the medication.
 - We must have the parents or guardians' consent by them completing the necessary agreement. This consent must be kept with the child's registration document. It is not necessary to forward copy documents to our insurance provider.
- Life-saving medication and invasive treatments:

These include adrenaline injections (EpiPen's) for anaphylactic shock reactions (caused by allergies to nuts, eggs etc) or invasive treatments such as rectal administration of Diazepam (for epilepsy).

 - We must have:
 - a letter from the child's GP/consultant stating the child's condition and what medication if any is to be administered.
 - consent from the parent or guardian by them completing the necessary agreement allowing our staff to administer medication; and
 - proof of our training in the administration of such medication by the child's GP, a district nurse, children's nurse specialist or a community paediatric nurse.
- Copies of all three documents relating to these children must first be sent to our insurance provider for appraisal, Written confirmation that the insurance has been extended will be issued by return.
- Key person for special needs children requiring assistance with tubes to help them with everyday living e.g. breathing apparatus, to take nourishment, colostomy bags etc.:

- Prior written consent must be obtained from the child's parent or guardian to give treatment. /or medication prescribed by the child's GP.
 - The key person must have the relevant medical training/experience, which may include receiving appropriate instructions from parents or guardians.
 - Copies of all letters relating to these children must first be sent to our Insurance provider. Written confirmation that the insurance has been extended will be issued by return.
- If we are unsure about any aspect, we contact our insurance provider on :020 7697 2585

This policy was adopted by	Rosslyn Nursery and Preschool
On	15 th July 2020
Date to be reviewed	August 2021
Signed on behalf of the provider	
Name of signatory	Sarah Riglin
Role of signatory	Manager and Member of LLP

6.3 Recording and reporting of accidents and incidents

Policy statement

We follow the guidelines of the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) for the reporting of accidents and incidents. (Guidelines in our Health and Safety information file). See our *Health and General Standards policy*. Child protection matters or behavioural incidents between children are not regarded as incidents and there are separate procedures for this.

Cases of Coronavirus are treated as a notifiable disease.

Procedures

Our accident file

- is kept in a safe and secure place.

- is accessible to our qualified first aid staff, who all know how to complete it; and
- is reviewed termly to identify any potential or actual hazards.

Reporting accidents and incidents

- Ofsted is notified as soon as possible, but at least within 14 days, of any instances which involve:
 - food poisoning affecting two or more children looked after on our premises
 - a serious accident or injury to, or serious illness of, a child in our care and the action we take in response
 - the death of a child in our care
- Local child protection agencies are informed of any serious accident or injury to a child, or the death of any child, while in our care and we act on any advice given by those agencies.
- Any food poisoning affecting two or more children or adults on our premises is reported to the local Environmental Health Department.
- We meet our legal requirements in respect of the safety of our employees and the public by complying with RIDDOR. We report to the Health and Safety Executive (HSE) www.hse.gov.uk/riddor/ :0845 3009923 and to Ofsted: 0300 123 1231
 - Any work-related accident leading to an injury to a member of the public (child or adult), for which they are taken directly to hospital for treatment.
 - Any work-related accident leading to a specified injury to [one of our employees or management team} Specified injuries include injuries such as fractured bones, the loss of consciousness due to a head injury, serious burns or amputations.
 - Any work-related accident leading to an injury to [one of our employees/management team} which results in them being unable to work for seven consecutive days. All work-related injuries that lead to [one of our employees/me} being incapacitated for three or more days are recorded in our accident file.
 - When [one of our employees/management team} suffers from a reportable occupational disease or illness as specified by the HSE.
 - Any death, of a child or adult, that occurs in connection with a work-related accident.
 - Any dangerous occurrences. This may be an event that causes injury or fatalities or an event that does not cause an accident but could have done; such as a gas leak.
 - Any dangerous occurrence is recorded in our incident book.
- We rent premises and ensure we have access to the person responsible and that there is a shared procedure for dealing with emergencies.

- We ensure that our staff and volunteers carry out all health and safety procedures to minimise risk and that they know what to do in an emergency.
- On discovery of an incident we report it to the appropriate emergency services – fire, police, ambulance – if those services are needed.
- If an incident occurs before any children arrive, our manager risk assesses this situation and decides if the premises are safe to receive children. Our Manager may decide to offer a limited service or to close the setting.
- Where an incident occurs whilst the children are in our care and it is necessary to evacuate the premises/area, we follow the procedures in our *fire safety and emergency evacuation policy* or, when on an outing, see *Outings and Visits policy*. (no outings or visits during the COVID-19 outbreak)
- If a crime may have been committed, we will ask all adults witness to the incident make a witness statement including the date and time of the incident, what they saw or heard, what they did about it and their full name and signature.
- We keep an incident record for recording major incidents, including some of those that that are reportable to the Health and Safety Executive as above.
- These incidents include:
 - a break in, burglary, or theft of personal or our setting's property
 - an intruder gaining unauthorised access to our premises
 - a fire, flood, gas leak or electrical failure
 - an attack on an adult or child on our premises or nearby
 - any racist incident involving families or our staff/myself on the setting's premises
 - a notifiable disease or illness, or an outbreak of food poisoning affecting two or more children looked after on our premises
 - the death of a child or adult
 - a terrorist attack, or threat of one
- In the incident record we record the date and time of the incident, nature of the event, who was affected, what was done about it or if it was reported to the police, and if so a crime number. Any follow up, or insurance claim made, is also recorded.
- In the event of a terrorist attack, we follow the advice of the emergency services with regard to evacuation, medical aid and contacting children's families. Our standard Fire Safety and Emergency Evacuation Policy will be followed. The incident is recorded when the threat is averted.
- The incident record is not for recording issues of concern involving a child.

Common Inspection Framework

- As required under the *Common Inspection Framework*, we maintain a record of all accidents, exclusions, children taken off roll, incidents of poor behaviour and discrimination, including racist incidents, and complaints and resolutions.

Legal framework

- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 1995 (As Amended)

Further guidance

- Common Inspection Framework: Education, Skills and Early Years (Ofsted 2015)
- Early Years Inspection Handbook for Ofsted registered provision (Ofsted 2019)
- RIDDOR Guidance and Reporting Form: www.hse.gov.uk/riddor

This policy was adopted by	Rosslyn Nursery and Preschool
On	22 nd July 2020
Date to be reviewed	August 2021
Signed on behalf of the provider	
Name of signatory	Sarah Riglin
Role of signatory	Manager and Member of LLP

6.4 Nappy Changing

Policy statement

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. 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 ask that parents commence their child's toilet training during a holiday period or a long weekend.

We provide nappy changing facilities and exercise good hygiene practices in order to accommodate children who are not yet toilet trained.

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

Appropriate safety measures will be taken during the COVID-19 outbreak.

Procedures

- Staff are aware of their key children who are in nappies and will monitor these children and change their nappies accordingly.
- We ensure the toilet area door is always left open.
- Each child is asked to provide their own bag with their nappies and wipes. We keep a supply of nappy bags in our toilet area, out of reach of children.
- Our staff put on gloves and aprons before changing starts and the areas are prepared. Changing mat liner is put down on the changing mat freshly for each child.
- All soiled nappies and dirty gloves and apron are disposed of in nappy bags which are securely tied and double bagged and put directly into our nappy bin.
- After every use we wipe down the nappy changing mat with an antibacterial wipe and along with the paper lining the mat, dispose of these in a nappy sack into our nappy bin.
- Our staff never turns their back on a child or leave them unattended whilst they are on the changing mat.
- We are gentle when changing; we avoid pulling faces and making negative comments about 'nappy contents'.
- We do not make inappropriate comments about children's genitals when changing their nappies.
- In addition, we ensure that nappy changing is relaxed and a time to promote independence in young children.
- We encourage children to take an interest in using the toilet; they may just want to sit on it and talk to a friend who is also using the toilet.
- We encourage children to wash their hands and have soap and towels to hand. They should be allowed time for some play as they explore the water and the soap.
- Our toilets are for child use only and are child size.

- Older children access the toilet when they have the need to and are encouraged to be independent.

This policy was adopted by	Rosslyn Nursery and Preschool
On	22 nd July 2020
Date to be reviewed	August 2021
Signed on behalf of the provider	
Name of signatory	Sarah Riglin
Role of signatory	Manager and Member of LLP

6.5 Food and drink

Policy statement

We regard snack as an important part of our day. Eating represents a social time for children and adults and helps children to learn about healthy eating.

During the COVID-19 outbreak the following procedures must be followed:

- Staff who are eating with the children must role-model hygiene best practice.
- Tables are not overcrowded, and social distancing encouraged.

Procedures

We follow these procedures to promote healthy eating in our setting.

- Before a child starts to attend the setting, we ask their parents about their dietary needs and preferences, including any allergies. See our *Managing Children who are Sick, Infectious or with Allergies Policy*.

- We record information about each child's dietary needs in the Registration Form and parents sign the form to signify that it is correct.
- We regularly consult with parents to ensure that our records of their children's dietary needs/rules are up to date.
- We display current information about individual children's dietary needs so that all our staff and volunteers are fully informed about them.
- We ensure that children receive only food and drink that is consistent with their dietary needs and preferences, as well as their parents' wishes.
- We provide water and semi skimmed milk to drink (for any child with a milk allergy or vegan we provide a suitable alternative).
- The children wash their hands prior to their snack boxes being handed out.
- The children bring in their own snack box with a healthy snack, fruit/veg/dried fruit/breadsticks etc
- We have implemented a nut free zone at our nursery, and our parents are informed of this.
- We believe that snack time is an important time for the children to eat and socialise with their peers and staff members. We all sit down together to eat and drink our snack. Our snack time emphasises the importance of eating together.
- We use our snack time to help children to develop independence through making choices, pouring their own drinks and feeding themselves.
- We have fresh drinking water constantly available for the children. We inform the children that they can ask for water at any time during the day.

Packed lunches

Where children are required to bring packed lunches for their afternoon session OFF our premises, parents are asked to:

- ensure perishable contents of packed lunches contain an ice pack to keep food cool;
- support healthy choices for their child's lunch.

Birthdays

Children like to celebrate their birthdays at nursery and bring in things to share with the others to celebrate. This is perfectly acceptable. Because of potential allergies within the setting we require the children to hand out their treats at the end of the session with their parent, as the children leave to go home. Because we are a nut free zone, parents must make sure the treats are suitable.

This policy was adopted by	Rosslyn Nursery and Preschool
On	22 nd July 2020
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Signed on behalf of the provider	
Name of signatory	Sarah Riglin
Role of signatory	Manager and Member of LLP

6.6 Food hygiene

Policy statement

We provide milk and the parents provide their child with a healthy snack.

During the COVID-19 outbreak there will be no food preparation activities.

Procedures

- The children bring their own small snack box containing a healthy snack.
- Milk is stored at correct temperatures and is checked to ensure it is in-date and not subject to contamination by pests, rodents or mould.
- Packed lunches for OFF site, are stored in a cool place and it is the parent's responsibility to provide a cool block inside the lunch box for perishable items.
- Any food preparation areas are cleaned before and after use.
- There are separate facilities for handwashing and for washing-up as needs be.
- The children take home any of their leftover food.
- Cleaning materials and other dangerous materials are stored out of children's reach.
- Children do not have unsupervised access to the kitchen.
- 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; and
 - do not have unsupervised access to electrical equipment, such as blenders etc.

Reporting of food poisoning

Food poisoning can occur for several 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 doctor to be suffering from food poisoning and where it seems possible that the source of the outbreak is our setting, the manager will contact the Environmental Health Department to report the outbreak and will comply with any investigation.
- We notify Ofsted as soon as reasonably practicable of any confirmed cases of food poisoning affecting two or more children looked after on the premises, and always within 14 days of the incident.

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On	<hr/> 22 nd July 2020
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Signed on behalf of the provider	<hr/>
Name of signatory	<hr/> Sarah Riglin
Role of signatory	<hr/> Manager and Member of LLP
	<hr/>

7. Safeguarding and Welfare Requirement: Managing Behaviour

7.1 Promoting positive behaviour

Policy statement

We believe that children flourish best when their personal, social and emotional needs are understood, supported and met and where there are clear, fair and developmentally appropriate expectations for their behaviour.

As children develop, they learn about boundaries, the difference between right and wrong, and to consider the views and feelings, and needs and rights, of others and the impact that their behaviour has on people, places and objects. The development of these skills requires adult guidance to help encourage and model appropriate behaviours and to offer intervention and support when children struggle with conflict and emotional situations. In these types of situations key staff can help identify and address triggers for the behaviour and help children reflect, regulate and manage their actions. We have a named person: Marie-Louise, as our behaviour coordinator to oversee and advise on the team's responses to challenging behaviour. She is required to keep herself up-to-date with legislation, research and thinking on promoting positive behaviour, and to ensure that all staff are made aware of this through in –service training/staff meetings.

During the Covid-19 outbreak, we understand that it is an unsettling time for young children. Practitioners are alert to the emotional well-being of children who may be affected by the disruption of their normal routine. Where a child's behaviour gives cause for concern, practitioners take into consideration the many factors affecting them. This is done in partnership with the child's parents/carers and the principles of this procedure are adhered to.

Procedures

We encourage good behaviour in the following ways:

- Appropriate use of language

- Positive adult role models
- Encouraging good relationships between children
- Partnership with parents/other services

Appropriate use of language

- We will never shout or raise our voice in a threatening way.
- We will talk with children about appropriate behaviour stating positively the appropriate behaviour e.g “we walk inside”
- We will refer to the behaviour and not label the child, “hitting hurts, look at your friends face, he looks sad.” We do not say that they are naughty.
- We work with the children to identify and name their emotions and other children’s emotions. “I can see that you are feeling sad”.
- We will provide positive role models for the children in terms of courtesy and politeness.
- We encourage good relationships between children, teaching them how to negotiate and take turns.

Positive adult role models:

- It is our responsibility to set clear expectations and standards of behaviour to enable the children to feel secure at nursery.
- Students, supply staff, parents and volunteers will be supported as necessary to ensure a consistent approach to behaviour.
- We will highlight the appropriate behaviour, distracting a child when necessary.
- We will ensure that the children receive the necessary level of adult attention to ensure good behaviour is maintained.
- Actual or the threat of physical punishment such as smacking is unacceptable and has no part of life at our nursery.
- Any forceful physical contact by an adult to a child such as grabbing, pulling, dragging, or any form of restraint of a child such as holding down is known as physical intervention.
- We will not use physical intervention – or the threat of physical intervention to manage a child’s behaviour, unless it is necessary to use ‘reasonable force in order to prevent children from injuring themselves or others, or damage property’ (EYFS), in which case the parents will be informed, and the child’s behaviour discussed with the parent/carer.

- Where a child is upset or angry, staff will speak to them calmly, encouraging them to vent their frustration in other ways by diverting the child's attention.

Encouraging good relationships between the children

- We encourage the children to support one another.
- We encourage children to respect each other and so develop a positive self esteem.
- Children are supported in developing self- discipline and being responsible for their actions. If appropriate children may benefit from a cuddle or time to think about their actions.
- Behaviours that result in concern for the child and/or others will be discussed between the key person, the behaviour coordinator and Special Educational Needs Coordinator (SENCO) or/and manager. During the meeting, the key person will use their knowledge and assessments of the child to share any known influencing factors (new baby, additional needs, illness etc.) in order to place the behaviour into context. Appropriate adjustments to practice will be agreed and if successful normal monitoring resumed.
- If the behaviour continues to reoccur and remains a concern, then the key person and behaviour coordinator should liaise with parents to discuss possible reasons for the behaviour and to agree next steps. If relevant and appropriate, the views of the child relating to their behaviour should be sought and considered to help identify a cause. If a cause for the behaviour is not known or only occurs whilst in the setting, then the behaviour coordinator will compile a behaviour plan to identify a trigger for the behaviour.
- If relevant, recommended actions for dealing with the behaviour at home should be agreed with the parent/s and incorporated into the plan. Other members of the staff team, in particular, our SENco, will be informed of the agreed actions in the behaviour plan and help implement the actions. The plan should be monitored and reviewed regularly by the key person and behaviour coordinator until improvement is noticed.
- If, despite all the above, the behaviour continues to occur and/or is of significant concern, then the behaviour coordinator will invite the parents to a meeting to discuss external referral and next steps for supporting the child in the setting. The key person and SENCO will be present and involved.

All incidents and intervention relating to unwanted and challenging behaviour by children should be clearly and appropriately logged.

Bullying is a behaviour that both parents and practitioners worry about. Bullying is a deliberate, aggressive and repeated action, which is carried out with intent to cause harm or distress to others. It requires the child to have 'theory of mind' and a higher level of reasoning and thinking, all of which are complex skills that most three-year-olds have not yet developed (usually after the age of four along with empathy). Therefore, an outburst by a three-year-old is more likely to be a reflection of the child's emotional well-being, their stage of development or a behaviour that they have copied from someone else.

Young children are keen observers and more likely to copy behaviours, which mimic the actions of others, especially the actions of people they have established a relationship with. These are learnt behaviours rather than premeditated behaviours because children this young do not have sufficiently sophisticated cognition to carry out the type of bullying an older child can do. Unless addressed early, this type of pre-bullying behaviour in young children can lead on to bullying behaviour later in childhood. The fear is that by labelling a child as a bully so early in life we risk influencing negative perceptions and expectations of the child which will impact on their self-image, self-esteem and may adversely affect their long-term behaviour. This label can stick with the child for the rest of their life.

Partnership with parents and other services:

- We liaise closely with parents to establish consistent approaches to encourage positive behaviour.
- We are aware that occasionally some patterns of behaviour may arise from a child's special needs.
- Where necessary we will liaise with other services e.g. Health and Social Services to establish consistent approaches to encourage positive behaviour.
- We will give the parents the opportunity to discuss their child's behaviour at the earliest opportunity.
- Reoccurring incidents of inappropriate behaviour will be tackled by the behaviour coordinator, the management team and all key persons in partnership with the parents.
- In exceptional circumstance, advice and support from other professionals e.g. educational psychologists, may be necessary to work effectively with a child and their parents/carers. In such situations a child may have an individual behaviour plan specifying their needs and targets to improve their behaviour.

Challenging unwanted behaviour from adults in the setting

- Settings will not tolerate behaviour from an adult which demonstrates a dislike, prejudice and/or discriminatory attitude or action towards any individual or group. This includes negativity towards groups and individuals living outside the UK (xenophobia). This also applies to the same behaviour if directed towards specific groups of people and individuals who are British Citizens residing in the UK.
- Allegations of discriminatory remarks or behaviour including xenophobia made in the setting by any adult will be taken seriously. The perpetrator will be asked to stop the behaviour and failure to do so may result in the adult being asked to leave the premises and in the case of a staff member, disciplinary measures being taken.
- Where a parent makes discriminatory or prejudiced remarks to staff at any time, or other people while on the premises, this is recorded, placed with the appropriate child's file and reported to the manager. The procedure is explained, and the parent asked to comply while on the premises. An 'escalatory' approach will be taken with those who continue to exhibit this behaviour. The second stage comprises a letter to the parent requesting them to sign a written agreement not to make discriminatory remarks or behave in a discriminatory or prejudiced manner; the third stage may be considering withdrawing the child's place.

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On	22 nd July 2020
Date to be reviewed	August 2021
Signed on behalf of the provider	
Name of signatory	Sarah Riglin
Role of signatory	Manager and Member of LLP

7.2 Biting

Policy statement

Biting is a common behavior among children and can be a concern for parents and staff. Biting can often be painful and frightening for the child who has been bitten and frightening

for the child who bites. Biting happens for different reasons with different children and under different circumstances. This is part of some children's development and can be triggered when they do not yet have the words to communicate their anger, frustration or need. We always follow our positive behavior policy to promote positive behavior.

During the COVID-19 outbreak any incidents of biting will be taken seriously as the risk of infection is great. Parents of the child that has been bitten will be notified immediately and the 'biter's parents will be notified, and a discussion will take place as the best way forward.

Procedures

In the event of a biting incident the child who has been bitten will be the priority and should be comforted and given reassurance. Once the child is calm, we should check for any visual injury. If there is a bite mark, this should then be washed with warm soapy water and wiped with an antiseptic wipe. We will explain to the child what is happening and support the child as this process may be painful.

If the skin is broken:

- If the wound is bleeding it should be allowed to bleed as covering the wound can increase the risk of infection.
- We should wear personal protective equipment when dealing with bodily fluids
- In cases where the bite has broken the child's skin, a senior member of staff must contact the parent/carer of the child immediately. This phone call should be sensitive and give reassurance to the parent/carer and explain the procedure which has been followed. We will need to advise the parents/carer to contact the child's GP.
- If the skin has been severely broken the child should be taken to Accident and Emergency immediately.
- We should wait 45/60 minutes and then check if there is bruising or a bite mark still present. If there is no obvious mark or bruising this can then be discussed with the parent/carer at collection time.
- If after 45/60 mins the bite has left the child with a bite mark or bruising then a senior member of staff should contact the parents of the child to inform them of the incident.
- The staff member who witnessed the incident should complete an Incident Form for all children involved.

When the parent/carer of the child who has bitten another person are informed at collection time; this must be handled in a sensitive and confidential manner and not discussed openly in front of other parents/carers and children. Parent/carer may ask you the name of the child who has bitten or been bit. We must explain that they cannot disclose this information as confidentiality must be maintained.

The parent/carer of the biter must also be informed sensitively. The matter should not be discussed openly in front of other parents. Ask the parent/carer if they are aware of any potential reasons (such as teething), for the biting and if they are biting at home.

Dealing with the biter:

- Where possible this should be managed by the key person.
- Address the biter calmly: "You bit her/him and it hurts. That's why s/he is crying. No biting."

Potential triggers for biting

- Exploration – babies and young children explore the world around them using their senses, young children do not always know the difference between gnawing on a toy and biting someone.
- Teething – swelling gums can be painful and cause discomfort; this can be relieved by biting or chewing on something.
- Cause and effect – at around one year old, children become interested in what happens when they do something. For example, they may bang a spoon on a table and discover it makes a noise. This behavior may be repeated again and again to support their learning and development. This could be the case with biting as the child explores the reaction to biting someone.
- Attention – when children are in a situation where they feel they are not receiving enough attention biting is a quick way of becoming the centre of attention.
- Independence – toddlers are trying very hard to be independent using phrases such as "me do it" and "mine". If a child wants a toy, or wants another child to do something this could lead to a biting incident.
- Frustration – children can be frustrated by a number of things, such as long waiting times before or after transitions times. Wanting to do something independently, but not quite being able to manage the task. Also not having the vocabulary to express themselves clearly.
- This can lead to biting as a way of dealing with this frustration.
- Environment – an environment that does not provide challenge, or allows children to

- become uninterested can lead to displays of negative behavior such as biting.
- Not having their needs met – children who are tired, hungry or uncomfortable may bite
- others as a way of expressing their emotions.

All these triggers should be considered – it could be one of these factors or a combination of them.

Potential strategies to support the management of biting incidents

- We may need to increase the supervision of a child who is biting; this does not necessarily need to be one to one. It could be during particular times of the day.
- We should make sure a child who is biting receives significant encouragement when displaying positive behavior, and avoid excessive attention following an incident.
- If the biting continues, the child who is biting will be tracked to establish potential triggers.
- Strategies will be put in place based on the outcome.

Where a child may repeatedly bite and/or if they have a special educational need or disability that lends itself to increased biting, then we will follow the procedures set down in our Supporting Children with Special Educational Needs policy (9.2).

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Signed on behalf of the provider	<hr/>
Name of signatory	<hr/> Sarah Riglin
Role of signatory	<hr/> Manager//Member of the LLP
	<hr/>

8. Safeguarding and Welfare Requirement: Safety and Suitability of Premises, Environment and Equipment

8.1 Health and safety general standards

Policy statement

We believe that the health and safety of children is of paramount importance. We make our setting a safe and healthy place for children, parents, staff and volunteers.

- We aim to make children, parents, staff and volunteers 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.
- Our member of staff responsible for health and safety is: Lucy Soleri. She has undertaken health and safety training and will regularly update her knowledge.
- We display the necessary health and safety at work poster in our cloakroom area.
- RIDDOR: Reporting accidents and ill health at work is a legal requirement. This policy should be read alongside our *Recording and Reporting of Accidents and Incidents policy*
- If we need help or advice or guidance, we call the HSE Infoline on 0845 345 0055

Insurance cover

We have public liability insurance and employers' liability insurance. The certificates are displayed in the cloakroom area:

Procedures

Awareness raising

- Our induction training for permanent staff includes a clear explanation of health and safety issues, so that all adults can adhere to our policy and procedures as they understand their shared responsibility for health and safety. The induction training covers matters of employee well-being, including safe lifting and the storage of potentially dangerous substances. Volunteers/work experience/supply have a form to which they must adhere to and sign off before commencing work.

- We ask that the parents read this policy so that they understand the part played by these issues in the daily life of the setting.
- We operate a no-smoking policy.
- We make children aware of health and safety issues through discussions, planned activities and routines.
- Risk assessment forms part of our daily routine and a record is kept.

Windows

- The Community Centre ensure that windows are protected from accidental breakage or vandalism from people outside the building.
- We take precautions to ensure the children cannot open or close the windows themselves.
- There are bars on the outside of the windows that we occasionally securely open, this prevents any child from leaning out.
- We ensure that the children cannot open or close any window themselves.
- We ensure that any blind cords are secured safely and do not pose strangulation risk for young children.

Doors

- We take precautions to prevent children's fingers from being trapped in doors.

Floors and walkways

- All our floor surfaces are checked daily to ensure they are clean and not uneven, wet or damaged. Any wet spills are mopped up immediately.
- Walkways are left clear and uncluttered.

Electrical/gas equipment

- Any leads are properly guarded, and we teach the children not to touch them.
- Any electrical equipment which is not new is checked annually by PHS compliance 01942 290888
- We do not bring any mobile phone chargers into the setting.
- There are sufficient sockets in our setting to prevent overloading.
- We switch electrical devices off from the plug after use.

- The temperature of the children's tap water is kept at the optimum temperature to prevent against legionnaires as per the Etna centre health and safety requirements.
- Lighting and ventilation are adequate in all areas of our setting, including storage areas.

Storage

- All our resources and materials, which are used by the children, are stored safely.
- All our equipment and resources are stored or stacked safely to prevent them accidentally falling or collapsing.

Outdoor area

- Our outdoor area is securely fenced. All gates and fences are childproof and safe.
- Our outdoor area is checked for safety and cleared of rubbish, animal droppings and any other unsafe items before it is used.
- Where water can form a pool on any equipment, it is emptied and cleaned before children start playing outside.
- We check that children are suitably attired for the weather conditions and type of outdoor activities; parents are advised to apply sun cream during the summer months, we only apply if asked. Our garden is heavily shaded by trees.
- We always supervise outdoor activities.

Hygiene

During the Covid 19 outbreak we are following the necessary government guidelines

- We seek information from the Public Health England to ensure that we keep up to date with the latest recommendations.
- Our daily routines encourage the children to learn about personal hygiene. We teach the importance and methods to our children of hand washing thoroughly and at the appropriate times.
- We ensure that our equipment, dressing-up clothes and furnishings are cleaned/washed regularly.
- The toilet area has a high standard of hygiene, including hand washing and drying facilities and nappy changing facilities including disposable facilities for nappies.
- We implement good hygiene practices by:
 - cleaning tables between activities;
 - cleaning and checking the toilet area regularly;

- wearing protective clothing - such as aprons and disposable gloves - as appropriate;
- providing sets of clean clothes;
- providing tissues and wipes.
- always washing our hands thoroughly at the appropriate times

Activities, resources and repairs

- Before purchase or loan, we check equipment and resources to ensure that they are safe for the ages and stages of the children currently attending the setting.
- The layout of our play equipment allows adults and children to move safely and freely between activities.
- All our equipment is regularly checked for cleanliness and safety, and any dangerous items are repaired or discarded.
- We make safe and separate from general use, any areas that are unsafe because of repair is needed.
- All our materials, including paint and glue, are non-toxic.
- We ensure that sand is clean and suitable for children's play.
- Physical play is constantly supervised.
- We teach children to handle and store tools safely.
- Children learn about health, safety and personal hygiene through the activities we provide and the basic routines we follow.
- Any faulty equipment is removed from use and is repaired. If it cannot be repaired, it is discarded. Large pieces of equipment are discarded only with the consent of the manager and members of the LLP.

Jewellery and accessories

- We do not wear excessive jewellery or fashion accessories, such high heels, that may pose a danger to ourselves or the children.
- Parents must ensure that any jewellery worn by children poses no danger; particularly earrings which may get pulled, bracelets which can get caught when climbing or necklaces that may pose a risk of strangulation.

Safety of adults

- We ensure that our staff members are given guidance about the safe storage, movement, lifting and erection of large pieces of equipment.

- We record the sickness of staff and their involvement in accidents. The records are reviewed termly to identify any issues that need to be addressed.
- COSHH: Control of substances hazardous to health. The law requires employers to control exposure to hazardous substances to prevent ill health.
- Our staff implement the current guidelines of the *Control of Substances Hazardous to Health Regulations (COSHH)*.
- We use antibacterial spray, Cif, mild floor cleaner and antibacterial wipes.
- These are stored safely away from the children, and only used when the children are not nearby.
- Our daily risk assessment ensures that all cleaning supplies and nappy bags are kept out of the children's reach.
- The community centre has cleaning products stored in a cupboard in the hallway. The cupboard is locked and the products on a high shelf out of children's reach.
- All members of staff are vigilant about the storage and use of our products and ensure the children have no access to them whatsoever.

Legal framework

- Health and Safety at Work Act (1974)
- Management of Health and Safety at Work Regulations (1999)
- Electricity at Work Regulations (1989)
- Control of Substances Hazardous to Health Regulations (COSHH) (2002)
- Manual Handling Operations Regulations (1992 (As Amended 2004))
- Health and Safety (Display Screen Equipment) Regulations (1992)

Further guidance

- Health and Safety Law: What You Need to Know (HSE Revised 2009)
- Health and Safety Regulation...A Short Guide (HSE 2003)
- Electrical Safety and You: A Brief Guide (HSE 2012)
- Working with Substances Hazardous to Health: What You Need to Know About COSHH (HSE Revised 2009)
- Getting to Grips with Manual Handling - Frequently Asked Questions: A Short Guide (HSE 2011)

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Signed on behalf of the provider	
Name of signatory	Sarah Riglin
Role of signatory	Manager and Member of the LLP

8.2 Maintaining children's safety and security on premises

Policy statement

We maintain the highest possible security of our premises to ensure that each child is safely cared for during their time with us. As required under the EYFS, our childcare provision *'must take reasonable steps to prevent unauthorised persons entering the premises and have an agreed procedure for checking the identity of visitors.'*

Procedures

Children's personal safety

- We ensure all employed staff have been checked for criminal records via an enhanced disclosure with children's barred list check through the Disclosure and Barring Service and are subscribed to the DBS update service.
- All children are always supervised by adults.
- Whenever children are on the premises, we ensure the staff: child ratio is followed.
- We carry out risk assessments to ensure children are not made vulnerable within any part of our premises, nor by any activity.

Security

- Systems are in place for the safe arrival and departure of children.
- The times of the children's arrivals and departures are recorded.

- The arrival and departure times of volunteers (including parent helpers) and visitors are recorded in our visitors signing in record.
- All visitors are made aware of this policy and other relevant policies, including online safety, safeguarding children and child protection.
- Only visitors with a prior appointment are allowed access to the nursery.
- Our staff check the identity of the person before they enter the setting. They then complete the visitors' book.
- Our systems prevent unauthorised access to our premises.
- Our systems prevent children from leaving our premises unnoticed.
- We always keep all doors and gates locked shut.
- We have an entry phone system for visitors at the main door to the community centre and have obstructed glass in the setting door at a suitable height.
- The personal possessions of staff and volunteers are securely stored during sessions.
- Minimal petty cash is kept in the setting.

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Role of signatory	<hr/> Manager and Member of LLP
	<hr/>

8.3 Supervision of children on outings and visits

During the Covid19 outbreak there will be no outings or visits.

Policy statement

Children benefit from being taken outside of the premises on visits or trips to local parks, or other suitable venues, for activities which enhance their learning experience. We ensure that

there are procedures to keep children safe on outings; all staff and volunteers are aware of and follow the procedures as laid out below.

Procedures

- Before children may be taken on an outing/trip it is required that parents/carers give their consent. (This consent form is completed when the parent registers the child with us). Parents/carers have the right to withhold their consent for a proposed outing/trip. Any child that does not have a signed consent form will not be allowed to participate, and provision will be made for them.
- When leaving the premises on such an outing our ratio of adults to children becomes 1 adult to 2 children. To enable this to happen we ask for parental volunteers prior to the trip.
- To help parents understand their role we give them a copy of our 'golden rules for outings' and ask that they read it prior to the outing.
- The safety of our children is paramount, and we are vigilant whilst away from the nursery, ensuring our children come to no harm.
- We make every effort to involve the children in the planning of a trip. Our staff will explain to children and helps the aims and objectives of the event, along with expected behaviour and contribution.
- A qualified first aider attends every trip, taking a full portable first aid kit, mobile phone and a list of emergency numbers.
- A list will be made of all children on the trip and parent/staff member they have been assigned to. A copy of this list along with relevant mobile numbers will be left with any members of our staff left on duty at our setting.
- An excursion will not go ahead if concerns are raised about its viability at any point.
- The staff to child ratio will be adhered to and children will always remain under close supervision, with regular head counts completed.
- Occasionally the children participate in a whole nursery outing further afield. All children irrespective of their days are invited to attend. These are viewed as family outings and children come along with their parents/guardians, and are their responsibility.

This policy was adopted by	Rosslyn Nursery and Preschool
On	July 30 th 2020
Date to be reviewed	August 2021
Signed on behalf of the provider	
Name of signatory	Sarah Riglin
Role of signatory	Manager and Member of LLP

8.4 Risk Assessment

During the Covid 19 outbreak, we have extra risk assessments in place.

Policy statement

We believe that the health and safety of children 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.

Risk assessment means:

Taking note of aspects of your workplace and activities that could cause harm, either to yourself or to others, and deciding what needs to be done to prevent that harm, making sure this is adhered to.

The law does not require that all risk is eliminated, but that 'reasonable precaution' is taken. This is particularly important when balancing the need for children to be able to take appropriate risks through physically challenging play. Children need the opportunity to work out what is not safe and what they should do when faced with a risk.

Health and safety risk assessments inform procedures. Staff and parents should be involved in reviewing risk assessments and procedures – they are the ones with first-hand knowledge as to whether the control measures are effective – and they can give an informed view to help update procedures accordingly.

This policy is based on the five steps below:

- Identification of a risk: Where is it and what is it?
- Who is at risk: Childcare staff, children, parents, cooks, cleaners etc?
- Assessment as to whether the level of a risk is high, medium, low. This considers both the likelihood of it happening, as well as the possible impact if it did.
- Control measures to reduce/eliminate risk: What will you need to do, or ensure others will do, in order to reduce that risk?
- Monitoring and review: How do you know if what you 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

- We have a health and safety person Lucy Soleri, who has up to date training and ensures all staff and volunteers are kept up to date.
- Our risk assessment process covers adults and children and includes:
 - determining where it is helpful to make some written risk assessments in relation to specific issues, to inform our practice, and to demonstrate how we are managing risks if asked by parents and/or carers and inspectors; see our specific risk documentation form;
 - completing a daily risk and fire risk assessment for all areas of our setting, inside and outside and signing it off before our setting opens, filling out the specific risk documentation form if necessary.
 - Completing an annual detailed risk assessment checklist as part of our insurance process. Checking for and noting all potential risks and hazards indoors and outdoors, in relation to our premises and activities, deciding which areas need attention; and any action to be taken.
 - Whenever necessary, completing the specific risk documentation form, a form that specifies the risk, the action required, the person responsible, the date to be completed by and any follow up action.

- The manager of the community centre ensures that checks, such as electricity and gas safety checks, and any necessary work to the setting premises are carried out annually and records are kept.
- All staff carry out risk assessments for work practice that include relevant aspects of fire safety, food safety for all areas of the premises throughout the duration of the nursery session.

Legal framework

- Management of Health and Safety at Work Regulations (1999)

Further guidance

- Five Steps to Risk Assessment (HSE 2011)

This policy was adopted by	Rosslyn Nursery and Preschool
On	<hr/> 30 th July 2020
Date to be reviewed	<hr/> August 2021
Signed on behalf of the provider	<hr/>
Name of signatory	<hr/> Sarah Riglin
Role of signatory	<hr/> Manager and Member of the LLP
	<hr/>

8.5 Fire safety and emergency evacuation

Policy statement

We believe that the health and safety of our children is paramount. We make our setting a safe and healthy place for our children, staff and volunteers.

Procedures

- Emergency evacuation procedures are taken very seriously, and drills are practised regularly. We do this at least once every half term. Records are kept.
- Annual emergency evacuation with the whole building takes place annually.
- Our Health and Safety Person Lucy Soleri is responsible for checking and signing off our daily fire risk assessment and general risk assessment.
- Our staff all understand the evacuation routine and are clear of their rules in the event of a fire. This is covered in our staff meetings and guidance is given.
- Our fire drill is displayed, and all fire exits, and escape routes clearly marked, and must be kept clear at all times. Doors must be easily opened from the inside.
- All parents/volunteers/students/visitors are informed about our evacuation procedure.
- Smoke detectors/alarms and fire fighting appliances conform to “BS EN” standards, are fitted in appropriate high-risk areas of the building and checked as specified by the manufacture by the Community Centre.
- Our staff know the location of fire extinguishers and fire blankets.
- Records are kept by the community centre of the servicing of fire safety equipment.
- Daily registers are completed with timed entries and departures.
- A visitor’s book is kept with timed entries and departures.
- In the event of a real fire and evacuation. Our manager will contact RIDDOR on 0845 300 9923 to report the incident. Ofsted will be notified. An incident record will be completed, and a full investigation carried out.

Legal framework

- Regulatory Reform (Fire Safety) Order 2005

Further guidance

- Fire Safety Risk Assessment - Educational Premises (HMG 2006)

This policy was adopted by

Rosslyn Nursery and Preschool

On

30th July 2020

Date to be reviewed

August 2021

Signed on behalf of the provider

Name of signatory

Sarah Riglin

Role of signatory

Manager and Member of LLP

9. Safeguarding and Welfare Requirement: Equal Opportunities

9.1 Valuing diversity and promoting inclusion and equality

Policy statement

We are committed to ensuring that our service is fully inclusive in meeting the needs of all children.

We recognise that children and their families come from a wide range of backgrounds with individual needs, beliefs and values. They may grow up in family structures that include one or two parents of the same or different sex. Children may have close links or live with extended families of grandparents, aunts, uncles and cousins; while other children may be more removed from close kin or may live with other relatives or foster carers. Some children come from families who experience social exclusion, severe hardship; discrimination and prejudice because of their ethnicity, disability and/or ability, the languages they speak, their religious or personal beliefs, their sexual orientation and marital status. Some individuals face discrimination linked to their gender and some women are discriminated against because of their pregnancy and maternity status. We understand that all these factors can affect the well-being of children within these families and may adversely impact on children's learning, attainment and life outcomes.

We are committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families using our setting. We aim to:

- promote equality and value diversity within our service and foster good relations with the local community;
- actively include all families and value the positive contribution they make to our service;
- promote a positive non-stereotyping environment that promotes dignity, respect and understanding of difference in all forms;
- provide a secure and accessible environment in which every child feels safe and equally included;
- improve our knowledge and understanding of issues relating to anti-discriminatory practice,

- challenge and eliminate discriminatory actions on the basis of a protected characteristic as defined by the Equality Act (2010) namely:
 - age;
 - gender;
 - gender reassignment;
 - marital status;
 - pregnancy and maternity;
 - race;
 - disability;

Procedures

Admissions

Our setting is open and accessible to all members of the community.

- We base our Admissions Policy on a fair system.
- We do not discriminate against a child or their family in our service provision, including preventing their entry to our setting based on a protected characteristic as defined by the Equality Act (2010).
- We advertise our service widely.
- We provide information in clear, concise language, whether in spoken or written form and provide information in other languages (wherever possible).
- We ensure that all parents are made aware of our Valuing Diversity and Promoting Inclusion and Equality Policy.
- We make reasonable adjustments to ensure that disabled children can participate successfully in the services and in the curriculum offered by the setting.
- We ensure, wherever possible, that we have a balanced intake of boys and girls in the setting.
- We take action against any discriminatory, prejudice, harassing or victimising behaviour by our staff, volunteers or parents whether by:
 - direct discrimination – someone is treated less favourably because of a protected characteristic e.g. preventing families of a specific ethnic group from using the service;

- indirect discrimination – someone is affected unfavourably by a general policy e.g. children must only speak English in the setting;
 - discrimination arising from a disability – someone is treated less favourably because of something connected with their disability e.g. a child with a visual impairment is excluded from an activity;
 - association – discriminating against someone who is associated with a person with a protected characteristic e.g. behaving unfavourably to someone who is married to a person from a different cultural background; or
 - perception – discrimination on the basis that it is thought someone has a protected characteristic e.g. making assumptions about someone's sexual orientation.
- We will not tolerate behaviour from an adult who demonstrates dislike or prejudice towards individuals who are perceived to be from another country (xenophobia).
 - Displaying of openly discriminatory xenophobic and possibly offensive or threatening materials, name calling, or threatening behaviour are unacceptable on, or around our premises and will be dealt with immediately and discreetly by asking the adult to stop using the unacceptable behaviour and inviting them to read and to act in accordance with the relevant policy statement and procedure. (7.1) Failure to comply may lead to the adult being excluded from the premises.
 - We ensure that all parents/carers are communicated to in a variety of ways to ensure they all have access to relevant information. This is done verbally and electronically and if possible where necessary through translation.

Employment

- We advertise posts and all applicants are judged against explicit and fair criteria.
- Applicants are welcome from all backgrounds and posts are open to all.
- We may use the exemption clauses in relevant legislation to enable the service to best meet the needs of the community.
- The applicant who best meets the criteria is offered the post, subject to references and suitability checks. This ensures fairness in the selection process.
- We monitor our application process to ensure that it is fair and accessible.

Curriculum

The curriculum offered in our setting encourages children to develop positive attitudes about themselves as well as about people who are different from themselves. It encourages development of confidence and self-esteem, empathy, critical thinking and reflection.

We ensure that our practice is fully inclusive by:

- creating an environment of mutual respect and tolerance;
- modelling desirable behaviour to children and helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
- positively reflecting the widest possible range of communities within resources;
- avoiding use of stereotypes or derogatory images within our books or any other visual materials;
- celebrating locally observed festivals and holy days;
- ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning;
- ensuring that disabled children with and without special educational needs are fully supported;
- ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages.

We will ensure that our environment is as accessible as possible for all visitors and service users.

- If access to the setting is found to treat disabled children or adults less favourably, then we make reasonable adjustments to accommodate the needs of disabled children and adults.
- Offering resources and curriculum to accommodate a wide range of learning, physical and sensory needs.

Valuing diversity in families

- We welcome the diversity of family lifestyles and work with all families.
- We encourage children to contribute stories of their everyday life to the setting.
- We encourage mothers, fathers and other carers to take part in the life of the setting and to contribute fully.
- For families who speak languages in addition to English, we will develop means to encourage their full inclusion.
- We offer a flexible payment system for families experiencing financial difficulties.

Food

- We help children to learn about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences among them.

Monitoring and reviewing

- So that our policies and procedures remain effective, we monitor and review them annually to ensure our strategies meet our overall aims to promote equality, inclusion and to value diversity.
- We provide a complaints procedure and a complaints summary record for parents to see.
- We review our practices to ensure that we are fully implementing our policy for Valuing Diversity and Promoting Equality.

Public Sector Equality Duty

- We have regard to the Duty to eliminate discrimination, promote equality of opportunity, foster good relations between people who share a protected characteristic and those who do not.

Legal framework

The Equality Act (2010)

Children Act (1989) & (2004)

Children and Families Act (2014)

Special Educational Needs and Disabilities Code of Practice (2014)

This policy was adopted by

Rosslyn Nursery and Preschool

On

30th July 2020

Date to be reviewed

August 2021

Signed on behalf of the provider

Name of signatory

Sarah Riglin

Role of signatory

Manager and Member of LLP

9.2 Supporting children with special educational needs

Policy statement

We provide an environment in which all children with special educational needs (SEN) are supported to reach their full potential.

- We have regard for the Special Educational Needs and Disability Code of Practice (2014).
- We aim to identify at the earliest opportunity all children who need special consideration to support their physical, sensory, emotional, communication or cognitive development.¹
- We will use the new Code of Practice 2014 procedures for identifying, assessing and making provision for pupils with special educational needs.
- We support and involve parents (and where relevant children), actively listening to, and acting on their wishes and concerns.
- We work in partnership with the local authority and other external agencies to ensure the best outcomes for children with SEN and their families.
- We regularly monitor and review our policy, practice and provision and, if necessary, make adjustments.

Procedures

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give his/her name to parents. Our SENCO is: **Catherine Sharaf**
- The SENCO works with our management team and other colleagues and has responsibility for the day-to-day operation of our Supporting Children with Special Educational Needs Policy and for co-ordinating provision for children with SEN.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We provide a broad, balanced and differentiated curriculum for all children.
- We use the graduated approach system (assess, plan, do and review) as required by the 2014 SEND code of Practice.
- We ensure that parents are involved at all stages of the assessment, planning, provision and review of their children's special education including all decision-making processes

¹ This includes disabled children with special educational needs

- Where appropriate, we take into account children's views and wishes in decisions being made about them, relevant to their level understanding.
- We provide parents with information on local sources of support and advice e.g. Local Offer, Information, Advice and Support Service.
- We liaise and work with other external agencies to help improve outcomes for children with SEN, referring where necessary children for further assessment e.g. Common Assessment Framework/Early Help Assessment and Education, Health and Care (EHC) assessment.
- We ensure that all our staff are aware of our Supporting Children with Special Educational Needs Policy.
- Our SENCo attends all of the SEND networking information courses provided by the borough and cascades as necessary to the staff.

Further guidance

- Early Years Foundation Stage Statutory Framework (DfE 2017)
- Working Together to Safeguard Children (DfE 2015)
- Special Educational Needs and Disability Code of Practice (DfE & DoH 2014)

This policy was adopted by

Rossllyn Nursery and
Preschool

On

June 12th 2019

Date to be reviewed

September 2020

Signed on behalf of the provider

Name of signatory

Sarah Riglin

Role of signatory (e.g. chair, director or
owner)

Manager and Member of LLP

9.3 British Values

Policy statement

We actively promote inclusion, equality of opportunity, the valuing of diversity and British values.

Under the Equality Act 2010, which underpins standards of behaviour and incorporates both British and universal values, we have a legal obligation not too directly or indirectly discriminate against, harass or victimise those with protected characteristics. We make reasonable adjustments to procedures, criteria and practices to ensure that those with protected characteristics are not at a substantial disadvantage.

Social and emotional development is shaped by early experiences and relationships and incorporates elements of equality and British and universal values. The Early Years Foundation Stage (EYFS) supports children's earliest skills so that they can become social citizens in an age-appropriate way, that is, so that they are able to listen and attend to instructions; know the difference between right and wrong; recognise similarities and differences between themselves and others; make and maintain friendships; develop empathy and consideration of other people; take turns in play and conversation; avoid risk and take notice of rules and boundaries; learn not to hurt/upset other people with words and actions; understand the consequences of hurtful/discriminatory behaviour.

Procedures

British Values

The fundamental British values of *democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs* are already implicitly embedded in the 2014 EYFS and are further clarified below, based on the *Fundamental British Values in the Early Years* guidance (Foundation Years 2015):

- *Democracy*, or making decisions together (through the prime area of Personal, Social and Emotional Development)
 - As part of the focus on self-confidence and self-awareness, practitioners encourage children to see their role in the bigger picture, encouraging them to know that their

views count, to value each other's views and values, and talk about their feelings, for example, recognising when they do or do not need help.

- Practitioners support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children are given opportunities to develop enquiring minds in an atmosphere where questions are valued.
- *Rule of law*, or understanding that rules matter (through the prime area of Personal, Social and Emotional Development)
 - Practitioners ensure that children understand their own and others' behaviour and its consequence.
 - Practitioners collaborate with children to create rules and the codes of behaviour, for example, the rules about tidying up, and ensure that all children understand rules apply to everyone.
- *Individual liberty*, or freedom for all (through the prime areas of Personal, Social and Emotional Development, and Understanding the World)
 - Children should develop a positive sense of themselves. Staff provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.
 - Practitioners encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example discussing in a small group what they feel about transferring into Reception Class.
- *Mutual respect and tolerance*, or treating others as you want to be treated (through the prime areas of Personal, Social and Emotional Development, and Understanding the World)
 - Practitioners create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
 - Children should acquire tolerance, appreciation and respect for their own and other cultures; know about similarities and differences between themselves and others, and among families, faiths, communities, cultures and traditions.
 - Practitioners encourage and explain the importance of tolerant behaviours, such as sharing and respecting other's opinions.
 - Practitioners promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural or racial stereotyping.
- *In our setting it is not acceptable to:*

- actively promote intolerance of other faiths, cultures and races
- fail to challenge gender stereotypes and routinely segregate girls and boys
- isolate children from their wider community
- fail to challenge behaviours (whether of staff, children or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs

Prevent Strategy

Under the Counter-Terrorism and Security Act 2015 [we/I] also have a duty “*to have due regard to the need to prevent people from being drawn into terrorism*”

Legal framework

Counter-Terrorism and Security Act 2015

Further guidance

Equality Act 2010: Public Sector Equality Duty - What Do I Need to Know? A Quick Start Guide for Public Sector Organisations (Government Equalities Office 2011)

Fundamental British Values in the Early Years (Foundation Years 2015)

Prevent Duty Guidance: for England and Wales (HMG 2015)

The Prevent Duty: Departmental Advice for Schools and Childcare Providers (DfE 2015)

This policy was adopted by	Rossllyn Nursery and Preschool
On	<hr/> 30 th July 2020
Date to be reviewed	<hr/> August 2021
Signed on behalf of the provider	<hr/>
Name of signatory	<hr/> Sarah Riglin
Role of signatory (e.g. chair, director or owner)	<hr/> Manager and Member of LLP
	<hr/>

10. Safeguarding and Welfare Requirements: Information and Records

10.1 Admissions and waiting list

Policy statement

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

Procedures

Prospective parents are welcome to visit our setting and where possible bring the child with them too. Once a visit has been made and/or a conversation had with our setting manager regarding days required, the parent/carers need to complete the application form, which they can obtain during their visit or download from our website: www.rosslynnurseryandpreschool.com. They need to complete and return this application form to us, along with a payment of £140.00. £40 is the non-refundable registration fee, the £100 is the deposit required to secure your child's place, this deposit is returned to you on completion of your child's time with us. Once this has been received by our manager, an email is sent with our relevant paperwork, details of a home visit, visit hour and start day. The manager and prospective key person visit the parent and child in their own home. A detailed registration form is completed at this time along with our terms and conditions.

If we do not have space or the child does not wish to start during that academic year, the child's name will be entered onto our waiting list, and the parent will be contacted accordingly. Our nursery operates in academic years, with most children starting in September and moving on in July. There are admissions outside of this time.

We arrange our waiting list in order of registration but do give priority to currently enrolled children.

- We have a first come first served policy.

- Children may be admitted having reached the age of two. They stay with us until they move on to a nursery class attached to a local school, or a Reception class at the age of four plus.
- We offer funded places in accordance with our Early Education Funding Policy.
- Our nursery and its practices are welcoming and make it clear that fathers, mothers, other relations and carers are all welcome.
- Our nursery and its practices operate in a way that encourages positive regard for and understanding of difference and ability - whether gender, family structure, class, background, religion, ethnicity or competence in spoken English.
- We support children and/or parents with disabilities to take full part in all activities within our setting.
- We monitor the needs and background of children joining our nursery on the Registration Form, to ensure that no accidental or unintentional discrimination is taking place.
- We share and widely promote our Valuing Diversity and Promoting Equality Policy.
- We aim to be flexible about attendance patterns to accommodate the needs of individual children and families, providing these do not disrupt the pattern of continuity in the setting that provides stability for all the children.
- Once a place has been accepted by parents it is binding and should parents change their mind or circumstances change, they must give a term's notice or pay a term's fee in lieu, as outlined in the Terms and Conditions of the setting.
- Failure to comply with the above, results in the £100 deposit not being refunded.

This policy was adopted by	Rosslyn Nursery and Preschool
On	<hr/> 30 th July 2020
Date to be reviewed	<hr/> August 2021
Signed on behalf of the provider	<hr/>
Name of signatory	<hr/> Sarah Riglin
Role of signatory	<hr/> Manager and Member of LLP
	<hr/>

10.2 Parental involvement

Policy statement

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

Our aim is to support parents as their children's first and most important educators by involving them in their children's education and in the full life of our setting.

Some parents are less well represented in early years settings; these include fathers, parents who live apart from their children, but who still play a part in their lives, as well as working parents. In carrying out the following procedures, we will ensure that all parents are included.

When we refer to 'parents', we mean both mothers and fathers; these include both natural or birth parents, as well as stepparents and parents who do not live with their children, but have contact with them and play a part in their lives. 'Parents' also includes same sex parents, as well as foster parents.

The Children Act (1989) defines *parental responsibility* as '*all the rights, duties, powers, responsibilities and authority which by law a parent of a child has in relation to the child and his property*'.

Procedures

- All parents are made to feel welcome and included in our setting.
- We make every effort to accommodate parents who have a disability or impairment.
- We consult with all parents to find out what works best for them.
- We ensure on-going dialogue with parents to improve our knowledge of the needs of their children and to support their families.
- We inform all parents about how the setting is run and its policies. We check to ensure parents understand the information that is given to them.
- Information about a child and his or her family is kept confidential within our setting. We provide you with a privacy notices, that details, how and why we process your personal information. The exception to this is where there is cause to believe that a child may be suffering, or is likely to suffer, significant harm, or where there are concerns regarding

child's development that need to be shared with another agency. We will seek parental permission unless there are reasons not to in order to protect the safety of the child.

- We seek specific parental consent to administer medication, take a child for emergency treatment, take a child on an outing and take photographs for the purposes of record keeping.
- The expectations that we make on parents are made clear at the point of registration.
- We seek parents' views regarding changes in the delivery of our service.
- We encourage parents to become involved in the social and cultural life of the setting and actively contribute to it.
- We provide enough opportunity for parents to share necessary information with our staff, and this is recorded and stored to protect confidentiality.
- Our key persons meet regularly with parents to discuss their child's progress and to share concerns if they arise.
- Where applicable, our key persons work with parents to carry out an agreed plan to support special educational needs.
- We involve parents in the shared record keeping about their children - either formally or informally – and ensure parents have access to their children's developmental records.
- We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting.
- We consult with parents about the times of meetings at the nursery to avoid excluding anyone.
- We provide information about opportunities to be involved in the setting in ways that are accessible to parents with basic skills needs, or those for whom English is an additional language; making every effort to provide an interpreter for parents who speak a language other than English.
- We welcome the contributions of parents; in whatever form these may take.
- We inform all parents of the systems for registering queries, complaints or suggestions.
- We provide opportunities for parents to take active roles in supporting their child's learning in the setting: informally through helping or taking part in activities with their child, or through structured projects.

In compliance with the Safeguarding and Welfare Requirements, the following documentation is also in place at our setting:

- Admissions Policy.
- Complaints procedure.
- Record of complaints.

- Developmental records of children.

Legal Framework

- General Data Protection Regulations 2018
- Human Rights Act (1998)

This policy was adopted by	Roslyn Nursery and Preschool
On	30 th July 2020
Date to be reviewed	August 2021
Signed on behalf of the provider	
Name of signatory	Sarah Riglin
Role of signatory	Manager and Member of LLP

10.3 Confidentiality and Data Protection

Policy statement

'Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case.'

Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (HMG 2015)

In our setting, staff and managers can be said to have a 'confidential relationship' with families. It is our intention to respect the privacy of children and their parents and carers, while ensuring that they access to high quality early years care and education in our setting. We aim to ensure that all parents and carers can share their information in the confidence

that it will only be used to enhance the welfare of their children. We have record keeping systems in place that meet legal requirements; the means that we use to store and share that information takes place within the framework of the General Data Protection Regulations (2018) and the Human Rights Act (1998).

Confidentiality procedures

- Most things that happen between the family, the child and the setting are confidential to our setting. In exceptional circumstances information is shared, for example with other professionals or possibly social care or the police.
- Information shared with other agencies is done in line with our Information Sharing Policy.
- We always check whether parents regard the information they share with us to be confidential or not.
- Some parents may share information about themselves with other parents as well as with us, we cannot be held responsible if information is shared by those parents whom the person has 'confided' in.
- Information shared between parents in a discussion or training group is usually bound by a shared agreement that the information is confidential to the group and not discussed outside of it. We are not responsible should that confidentiality be breached by participants.
- We inform parents when we need to record confidential information beyond the general personal information we keep (see our Information Sharing Policy and our Privacy Notice) - for example with regard to any injuries, concerns or changes in relation to the child or the family, any discussions with parents on sensitive matters, any records we are obliged to keep regarding action taken in respect of child protection and any contact and correspondence with external agencies in relation to their child.
- We keep all records securely (see our Privacy notice).
- All personal information (registration form) is kept in a manual file, along with any other information relevant to the child, reports etc. Any reports completed on a computer are deleted once a hard copy has been printed. Emergency contact lists, email addresses and mail chimp accounts are deleted from the computer once the parent/child has left our setting. Any mobile numbers are deleted from our mobile phone. Our computer is password protected, and only used by the Manager. The Manager's mobile phone has face Id and is password protected. Staff members use a password protected tablet in the setting to take photos of their key children for tapestry. These photos are loaded directly

from the tablet to the child's tapestry account. With parental permission photos are occasionally used on our website/Twitter/Facebook. In addition, we compile a photo album for Ofsted to show evidence of activities. Once the photographs have been used for the relevant purpose they are deleted. Parents/carers will have access to their child's Tapestry learning and development journal. This is password and pin protected. Upon leaving our nursery the journal will be downloaded by the parent and deleted by us. Parents/carers have no access to information about any other child.

- All manual files are kept in a locked office, in a locked filing cabinet. Personal data is retained for up to 3 years after your child leaves our setting or until the next Ofsted inspection after your child leaves. Medication and accident records are kept for longer, according to legal requirements. (See Privacy Notice).
- All notice boards with any child information on, are only put out once our doors are closed and we have no visitors coming.
- Our staff discuss children's general progress and well being together in meetings, but more sensitive information is restricted to our manager and the child's key person and is shared with other staff on a need to know basis.
- We do not discuss children with staff who are not involved in the child's care, nor with other parents or anyone else outside of the setting.
- Our discussions with other professionals take place within a professional framework and not on an informal or ad-hoc basis.
- Where third parties share information about an individual we check if it is confidential, both in terms of the party sharing the information and of the person whom the information concerns.
- Student placements/volunteers/supply staff/parent helpers are all advised of this policy and our privacy notice, which they are required to respect.
- We request permission from parents to use their email addresses for mail chimp newsletter and day to day nursery information.

Legal framework

- General Data Protection Regulations (GDPR) (2018)
- Human Rights Act (1998)

Further guidance

- Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (HM Government 2015)

This policy was adopted by	Rossllyn Nursery and Preschool
On	<hr/> 30 th July 2020
Date to be reviewed	<hr/> August 2021
Signed on behalf of the provider	<hr/>
Name of signatory	<hr/> Sarah Riglin
Role of signatory	<hr/> Manager and Member of LLP
	<hr/>

10.4 Complaints procedure

Policy statement

We believe that children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. We welcome suggestions on how to improve our setting and will give prompt and serious attention to any concerns about the running of the setting. We anticipate that most concerns will be resolved quickly, by an informal approach [with the appropriate member of staff]. If this does not achieve the desired result, we have a set of procedures for dealing with concerns. We aim to bring all concerns about the running of our setting to a satisfactory conclusion for all the parties involved.

Procedures

All settings are required to keep a written record of any complaints that reach stage two and above, and their outcome. This is to be made available to parents, as well as to Ofsted inspectors on request.

Making a complaint

Stage 1

- Any parent who has a concern about an aspect of our nursery's provision talks over his/her concerns with our manager first.

- Most complaints should be resolved amicably and informally at this stage.

Stage 2

- If this does not have a satisfactory outcome, or if the problem recurs, the parent moves to this stage of the procedure by putting the concerns or complaint in writing.
- For parents who are not comfortable with making written complaints, we have a form for recording complaints; the form may be completed by our manager and signed by the parent.
- Our nursery stores all information relating to written complaints from parents with the child's registration form etc.
- When the investigation into the complaint is completed, our manager meets with the parent to discuss the outcome.
- We inform parents of the outcome of the investigation as soon as possible but certainly within 28 days of him/her making the complaint.
- When the complaint is resolved at this stage, we log the summative points in our Complaint Investigation Record, which is made available to Ofsted on request.

Stage 3

- If the parent is not satisfied with the outcome of the investigation, he or she requests a meeting with our manager and the other members of the LLP. The parent may have a friend or partner present if they prefer.
- An agreed written record of the discussion is made, as well as any decision or action to take as a result. All of the parties present at the meeting sign the record and receive a copy of it.
- This signed record signifies that the procedure has concluded. When the complaint is resolved at this stage, we log the summative points in our Complaint Investigation Record.

Stage 4

- If at the stage three meeting the parent cannot reach agreement with us, we invite an external mediator to help to settle the complaint. This person should be acceptable to both parties, listen to both sides and offer advice. A mediator has no legal powers, but

can help us to define the problem, review the action so far and suggest further ways in which it might be resolved.

- Staff or volunteers within the Pre-school Learning Alliance are appropriate persons to be invited to act as mediators.
- The mediator keeps all discussions confidential. S/he can hold separate meetings with our staff/manager and the parent, if this is decided to be helpful. The mediator keeps an agreed written record of any meetings that are held and of any advice s/he gives.

Stage 5

- When the mediator has concluded her/his investigations, a final meeting between the parent and our manager and other members of the LLP is held. The purpose of this meeting is to reach a decision on the action to be taken to deal with the complaint. The mediator's advice is used to reach this conclusion. The mediator is present at the meeting if all parties think this will help a decision to be reached.
- A record of this meeting, including the decision on the action to be taken, is made. Everyone present at the meeting signs the record and receives a copy of it. This signed record signifies that the procedure has concluded, we log the summative points in our Complaint Investigation Record.

The role of the Office for Standards in Education, Children's Services and Skills (Ofsted) and the Local Safeguarding Children Board

- Should a Parent have a complaint about the manager, s/he should first make an approach to the members of the LLP, who are obliged to investigate it. The members of the LLP will do all they can to resolve the issue through dialogue, but if the parent is unhappy with the outcome; s/he can make a formal complaint to Ofsted. See below.
- Parents may approach Ofsted directly at any stage of this complaint's procedure. In addition, where there seems to be a possible breach of the setting's registration requirements, it is essential to involve Ofsted as the registering and inspection body with a duty to ensure the Safeguarding and Welfare Requirements of the Early Years Foundation Stage are adhered to.
- Parents can complain to Ofsted by telephone or in writing at:

Ofsted National Business Unit, Piccadilly Gate, Store Street, Manchester M1 2WD

Tel: 0300 123 1231 or e-mail them at enquiries@ofsted.gov.uk

- These details are displayed on our notice board in the cloakroom area.
- If a child appears to be at risk, we follow the procedures of the Local Safeguarding Children Board, or local safeguarding partners.
- In these cases, both the parent, our setting, myself and other members of the LLP work with Ofsted or the Local Safeguarding Children Board or local safeguarding partners to ensure a proper investigation of the complaint, followed by appropriate action.
- The Information Commissioner's Office (ICO) can be contacted if you have made a complaint about the way your data is being handled and remain dissatisfied after raising your concern with us. For further information about how we handle your data, please refer to the Privacy Notice given to you when you registered your child at our setting or check our noticeboard. The ICO can be contacted at Information Commissioner's Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF or ico.org.uk
- If the parent thinks their child or another child may be at risk of abuse or neglect in our setting, they should report their concerns immediately to SPA (020 85475008) and Ofsted who will investigate all concerns to make sure child carers continue to meet the EYFS standards. In these cases, both the parent, our setting, myself and other members of the LLP work with Ofsted or the LSCB to ensure a proper investigation of the complaint is followed by appropriate action.

Records

- A record of complaints in relation to our setting, or the children or the adults working in our setting, is kept for at least three years; including the date, the circumstances of the complaint and how the complaint was managed.
- The outcome of all complaints are recorded in our Complaint Investigation Record, which is available for parents and Ofsted inspectors to view on request.

This policy was adopted by	Rosslyn Nursery and Preschool
On	29 th July 2020
Date to be reviewed	August 2021
Signed on behalf of the provider	
Name of signatory	Sarah Riglin
Role of signatory	Manager and Member of LLP

10.5 Information Sharing

‘Sharing information is an intrinsic part of any frontline practitioners’ job when working with children and young people. The decisions about how much information to share, with whom and when, can have a profound impact on individuals’ lives. It could ensure that an individual receives the right services at the right time and prevent a need from becoming more acute and difficult to meet. At the other end of the spectrum it could be the difference between life and death.’

Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (HM Government 2015)

Policy statement

We recognise that parents have a right to know that the information they share with us will be regarded as confidential, as well as to be informed about the circumstances when, and the reasons why, we are obliged to share information.

We record and share information about children and their families (data subjects) in line with the six principles of the General Data Protection Regulations (GDPR) (2018) which are further explained in our Privacy Notice that is given to parents at the point of registration.

The six principles state that personal data must be:

1. Processed fairly, lawfully and in a transparent manner in relation to the data subject.
2. Collected for specified, explicit and legitimate purposes and not further processed for other purposes incompatible with those purposes.
3. Adequate, relevant and limited to what is necessary in relation to the purposes for which data is processed.
4. Accurate and where necessary, kept up to date.
5. Kept in a form that permits identification of data subjects for no longer than is necessary for the purposes for which the data is processed.
6. Processed in a way that ensures appropriate security of the persona data including protection against accidental loss, destruction or damage, using appropriate technical or organisational measures

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

- it is to prevent a crime from being committed or to 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 responsibility for decision-making should not rely solely on an individual but should have the back-up of the management team.

Procedures

Our procedure is based on the GDPR principles as listed above and the seven golden rules for sharing information in the Information Sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers. We also follow the guidance on information sharing from the Local Safeguarding Children Board.

1. *Remember that the General Data Protection Regulations 2018 and human rights law are not barriers to justified information sharing as per the Children Act 1989 but provide a framework to ensure that personal information about living individuals is shared appropriately.*

- Our policy and procedures on Information Sharing provide guidance to appropriate sharing of information [both within the setting, as well as] with external agencies.
2. *Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their consent, unless it is unsafe or if I have a legal obligation to do so. A Privacy Notice is given to parents to explain this further.*

In our setting we ensure parents:

- receive/mailed a copy of our Privacy Notice at their home visit. In addition, they have access to and are able to read our Information Sharing Policy (on our website or hard copy available at the nursery) when starting their child in the setting.
 - sign our Registration Form to say that they understand the circumstances in which information may be shared without their consent. This will only be when it is a matter of safeguarding a child or vulnerable adult;
 - have information about/access to our Safeguarding Children and Child Protection Policy; and
 - have information about the other 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.
3. *Seek advice from other practitioners if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.*
- Our staff discuss concerns about a child routinely in reflection time and staff meetings, and any actions are recorded in the child's file.
 - Our Safeguarding Children and Child Protection Policy sets out the duty of all members of our staff to refer concerns to our manager and assistant, as designated persons, who will contact children's social care for advice where they have doubts or are unsure.
 - I seek advice if I need to share information without consent to disclose.
4. *Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share*

information without consent if, in your judgement, there is good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be certain of the basis upon which you are doing so. Where you have consent, be mindful that an individual might not expect information to be shared.

- We base decisions to share information without consent on judgements about the facts of the case and whether there is a legal obligation.
- Our guidelines for consent are part of this procedure.

5. *Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.*

In our setting we:

- record concerns and discuss these with our designated person and/or designated officer from the management team for child protection matters;
- record decisions made and the reasons why information will be shared and to whom; and
- follow the procedures for reporting concerns and record keeping as set out in our Safeguarding Children and Child Protection Policy.

6. *Necessary, proportionate, relevant, adequate, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.*

- See our Safeguarding Children and Child Protection Policy 1.2

7. *Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.*

- Where information is shared, we record the reasons for doing so in the appropriate file, and cross reference that with a note on the child's file. child's file.

Consent

When parents choose our setting for their child, they will share information about themselves and their families. This information is regarded as confidential. Parents have a right to be informed that we will seek their consent to share information in most cases, as well as the kinds of circumstances when we may not seek their consent or may override their refusal to give consent. We inform them as follows:

- Our policies and procedures set out our responsibility regarding gaining consent to share information and when it may not be sought or overridden.
- We may cover this verbally when the child starts.
- Parents sign our Registration Form at registration to confirm that they understand this.
- We retain all paperwork the parents have signed. They can have a copy on request.
- We consider the following questions when we assess the need to share:
 - Is there a legitimate purpose to us sharing the information?
 - Does the information enable the person to be identified?
 - Is the information confidential?
 - If the information is confidential, do we have consent to share?
 - Is there a statutory duty or court order requiring us to share the information?
 - If consent is refused, or there are good reasons for us not to seek consent, is there sufficient public interest for us to share information?
 - If the decision is to share, are we sharing the right information in the right way?
 - Have we properly recorded our decision?
- Consent must be freely given and *informed* - that is the person giving consent needs to understand why information will be shared, what will be shared, who will see information, the purpose of sharing it and the implications for them of sharing that information as detailed in the Privacy Notice.
- Consent may be *explicit*, verbally but preferably in writing, or *implicit*, implied if the context is such that sharing information is an intrinsic part of our service or it has been explained and agreed at the outset.
- Consent can be withdrawn at any time.
- Parents have access to our Information Sharing Policy.

Separated parents

- Consent to share need only be sought from one parent. Where parents are separated, this would normally be the parent with whom the child resides. Where there is a dispute, we will consider this carefully.
- Where the child is looked after, we may also need to consult the Local Authority, as 'corporate parent' before information is shared.

All the undertakings above are subject to our paramount commitment, which is to the safety and well-being of the child. Please also see our Safeguarding Children and Child Protection Policy.

Legal framework

- General Data Protection Regulations (GDPR) (2018)
- Human Rights Act (1998)

Further guidance

- Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (HM Government 2015)
- What to do if you're worried a child is being abused: Advice for practitioners (HM Government 2015)
- Working together to safeguard children: A guide to inter-agency working to safeguard and promote the welfare of children (HM Government 2015)

This policy was adopted by

Roslyn Nursery and
Preschool

On

30th July 2020

Date to be reviewed

August 2021

Signed on behalf of the provider

Name of signatory

Sarah Riglin

Role of signatory

Manager and Member of LLP

11. Safeguarding and Welfare Requirement: Early Education Funding

11.1 Early education funding

Policy

Our policy is based on the information, consultation and guidance issued by London Borough of Richmond upon Thames Council. Council's further consultations may result in changes, at which time we may review our policy. It is our intention to deliver the Nursery Education Funding in the way in which LBRUT intends, but also to ensure the future sustainability of our nursery. Our policy is applicable to eligible children who have or are about to apply for Nursery Education Funding for preschool aged children.

Procedures

Our nursery is an inclusive setting. We aim to make our setting accessible to children and families from all sections of the local community. We do not discriminate against any child or their family or prevent entry to our setting on the basis of colour, ethnicity, religion, social background or disability. However, although the Government advertises fully funded hours, the entitlement that will be received by the local government is considerably less than the price it costs to run the session. Therefore, we have to apply boundaries to the number of fully funded hours we can offer in order for the smooth operation of the nursery and the interests of our children.

Funding is currently available for a maximum of 570 hours a year which is divided into three termly payments. Funding is provided for all three and four-year olds and this is effective from the term following the child's 3rd birthday. This is normally delivered for 15 hours a week over 38 weeks a year. The maximum number of hours per week depends on the number of days the child attends. Funding is claimed by parents and paid directly to our nursery by the council. If your child attends more than one nursery and wishes to claim for the 30-hour funding, you will have to obtain an eligibility code. Two-year-old funding is based on eligibility and is effective from the term following the child's second birthday. Applications for this funding are made to the London Borough of Richmond upon Thames and places are allocated once eligibility has been confirmed. No deposit or registration fee is required for a

fully funded place. If a child has been allocated a fully funded 2-year-old place, this does not always guarantee a fully funded 3 and 4-year-old place

Parent Declaration and Delivery and Charges

Our Nursery delivers funded sessions for a maximum of 3 hours a day, 15 hours a week. Please see our terms and conditions 3.7 for the balance which is required to be paid. If you fail to return your declaration forms by the date requested or if for any reason your funding is refused you will be invoiced for the full amount.

A child who attends more than one setting is permitted a maximum of 15 hours of funding, unless they have a eligibility code for the 30 hour funding. Parents are reminded to be careful when applying for funded hours across several settings that the total does not exceed 15/30 hours. This funding is not available if the child also attends a school setting. Parents are required to complete the Early Education Funding form including the number of hours they wish to claim for during the designated headcount week. Parents who fail to adhere to this timescale may have their funding declined. If a child joins our nursery after the designated headcount week the child will not be eligible for the funding until the following funding period. In this case parents will be charged for all the hours the child attends until the beginning of the next funding period. Further information regarding Early Education Funding can be found at http://www.richmond.gov.uk/early_education_funding

Queries and Concerns

If parents or carers have any queries or concerns regarding the delivery of funded hours, please speak to our manager. If you still have issues about the funding please contact the council's Achieving for Children early years team at early.years@achievingforchildren.org.uk

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On	02/8/2020
Date to be reviewed	August 2021
Signed on behalf of the provider	
Name of signatory	Sarah Riglin
Role of signatory	Manager and Member of LLP

11.2 Disciplinary and Grievance Procedures for Employees

Procedure statement

This procedure is designed to help and encourage all employees to achieve and maintain standards of conduct, attendance and job performance. Rosslyn Nursery and Preschool is committed to ensuring that all the staff at the nursery should be treated in a fair and consistent way.

Minor Disagreements

- *Informal action will be considered where appropriate, to resolve minor disagreements among nursery staff. This can be achieved at a staff meeting/reflection time or informally by discussion.*

Disciplinary Procedure

Where there is a more serious situation which arises, when a dispute cannot be resolved in an informal way or the manager/deputy/assistant is dissatisfied with the conduct or activities of an employee, a formal disciplinary procedure will take place.

Misconduct which may warrant action under the appropriate stage of the disciplinary procedure includes:

- Poor timekeeping or persistent lateness.
- Unauthorized absence from work.
- Wilful failure to comply with a reasonable instruction from a member of senior management
- Persistent minor breaches of health and safety requirements
- Foul or abusive language.
- Sexual or racial harassment which is not sufficiently serious to fall into the category of 'gross misconduct'.
- The list is not exclusive or exhaustive and there may be other matters which are sufficiently serious to warrant categorization and consideration as either 'misconduct' or 'gross misconduct'

Any disciplinary matter will normally be dealt with using the following procedure. At every stage the employee will be given reasonable notice that a disciplinary hearing is due to take place to give them the opportunity to prepare their case, they should be given the opportunity to be accompanied by a member of staff if they wish to do so.

Disciplinary matters will be dealt with in three stages:

- Verbal warning
- Written warning
- Notice of dismissal

Verbal Warning

1. The employee will be interviewed by the LLP/management team and the complaint explained.
2. The employee will be given the opportunity to fully explain his/her case.
3. After consideration by the panel and if a warning is considered to be appropriate, the employee will be:
 - Told what corrective action should be taken.

- Given a reasonable length of time to rectify matters.
- Given appropriate training if such needs have been identified and given time to implement.
- Informed of any mitigating circumstances that have been taken into consideration when reaching the decision.
- Given a warning that if improvements are not made, then further action will be taken.
- Informed that they may appeal against the decision within 5 days.

The employee will be advised that this is the first stage of formal procedure. A record of the improvement note will be kept for 3 months and after that period of time it will be considered spent - subject to achieving and sustaining satisfactory performance.

Formal and final written warning

If further action is necessary, the employee will be interviewed and given the opportunity to state his/her case.

If there is a need for disciplinary action a letter will be sent to the employee.

- The letter will contain the reason for the reprimand.
- Explain the corrective action required.
- Further training needs that have been identified and the timescales for implementation.
- Warning that if improvements are not made within a further 2 months from the date of this written warning a written letter of dismissal will be issued.
- Warning that after 3 months if no improvement the employee will be given notice of dismissal.

Dismissal

If as above there have been no improvements, the employee will be given the notice of dismissal. Stating reasons and given the details of the right to appeal. Dismissal notice is 1 week.

If progress during the 2 months is satisfactory the record of warnings will be destroyed.

Gross Misconduct

If after investigation it is confirmed that an employee has committed an offence of the following nature (the list is not exhaustive), the normal consequence will be dismissal without notice or payment in lieu of notice:

- Theft or fraud
- Ill treatment of children
- Assault
- Malicious damage
- Gross carelessness which threatens the health and safety of others
- Serious incapability at work brought on by use of drugs or alcohol
- A serious breach of confidence

While the alleged gross misconduct is being investigated, the employee may be suspended without pay. Any decision to dismiss will be taken by the employer only after full investigation.

Appeals

At each stage of the disciplinary procedure, the employee has a right of appeal, and that appeal must be made in writing to the LLP/Management team.

The procedure will be informal, and the employee may have a friend/colleague to speak for them.

- The employee will state why they are dissatisfied and may be questioned.
- The Manager and members of the LLP will be asked for their point of view and may be asked questions.
- Witnesses may be heard and questioned by the Manager and members of the LLP.
- The Manager and members of the LLP will consider the matter and make its decision.
- A written record will be kept.

Grievance Procedure

If an employee has a grievance it should be discussed in the first instance with the Manager. If the grievance persists a management/LLP committee should be set up for the purpose of further discussion. The employee is entitled to have a colleague present. Employees' grievances will be treated seriously and will be resolved as quickly as possible.

A grievance is a complaint by an employee about any aspect of his/her employment, e.g. nature or range of duties, conditions of service, relationships with other staff. The grievance must be one that lies within the powers of the management of the nursery to resolve, e.g. it cannot be about matters determined by national legislation.

Formal Grievance

If the matter is serious and the employee wishes to raise the matter formally, the grievance should be set out in writing. If the grievance is against the manager and the employee feels unable to speak to her directly, he/she should be able to talk to the other members of the LLP/Management team.

Grievance Hearing

The Manager or other members of the LLP/Management team will call the employee to a meeting to discuss the grievance, within 5 days of the grievance being received. The employee has the right to be accompanied by a colleague.

After the meeting the Manager or other members of the LLP/Management team will give you a decision in writing within 24 hours.

Appeal

If the employee is unhappy about the decision and wishes to appeal, he/she should let the Manager/ other members of the LLP/Management team know.

The employee will be invited to a meeting, within 5 days and the appeal will be heard by an Appeals Committee. The employee has the right to have a colleague or trade union representative present.

After the meeting the Appeals Committee will give a decision, within 24 hours. The decision will be final.

This policy was adopted by

Rosslyn Nursery and
Preschool

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Signed on behalf of the provider

Name of signatory

Sarah Riglin

Role of signatory

Setting Manager and Member of LLP