

Rosslyn Nursery and Preschool Policies and Procedures

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1. Safeguarding and Welfare Requirement: Child Protection

1.1 Safeguarding and Child Protection

Policy statement

At Rosslyn Nursery, the welfare and safety of every child is paramount. We recognise our statutory and professional responsibility to safeguard and promote the welfare of children and aim to provide a safe, welcoming environment in which children are respected, valued and listened to.

Safeguarding is everybody's responsibility. This policy applies to all members of staff, volunteers, students, agency staff and any other person working with or on behalf of the Nursery.

We recognise that no single practitioner can have a complete picture of a child's needs and circumstances. Effective communication, appropriate information sharing and working with other professionals and agencies are therefore essential to identifying concerns early and keeping children safe.

This policy provides an overview of our safeguarding arrangements and should be read alongside the Nursery's related safeguarding policies and procedures, including Managing Allegations Against Staff, Whistleblowing, Staff Code of Conduct, Attendance, Online and Screen Safety and Safer Recruitment procedures.

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

Safeguarding Means

- protecting children from maltreatment, whether within or outside the home, including online;
- preventing impairment of children's physical or mental health or development;
- ensuring children grow up in circumstances consistent with safe and effective care; and
- taking action to enable children to have the best outcomes.

Abuse and Neglect

Abuse is a form of maltreatment of a child. A child may be harmed through abuse or neglect, including through a failure to act to prevent harm.

Abuse may take place within a family, within the community or elsewhere, and may occur online or through the use of technology. A child may be abused by an adult or adults, or by another child or children.

All concerns will be taken seriously and acted upon in accordance with this policy and local safeguarding procedures.

Reviewed by: Rosslyn Nursery & Preschool LLP

Date reviewed: September 2026

Next review: September 2027, or sooner if legislation/guidance changes

1.2 Children's Rights, Voice and Resilience

Policy Statement

At Rosslyn Nursery, we recognise every child's right to feel safe, valued, respected and listened to.

We aim to create an environment in which children develop confidence, resilience, independence and a positive sense of themselves.

We recognise and value each child's individual identity, including their family background, culture, language, beliefs and experiences.

Our Approach

We support children to:

- develop secure and trusting relationships with familiar adults;
- feel confident that their feelings, wishes and concerns will be listened to;
- develop an increasing sense of independence and autonomy;
- express their needs, preferences and opinions in developmentally appropriate ways;
- develop the confidence and language to say when they do not like something or when something makes them uncomfortable;
- develop positive relationships with other children and learn to negotiate, cooperate and resolve difficulties with adult support;
- develop confidence in their own abilities and take pride in their achievements;
- understand that other people also have feelings, views and rights that should be respected.

Listening to Children

Staff recognise that young children communicate in many different ways, including through speech, behaviour, facial expression, body language and play.

Practitioners will:

- listen carefully to children and take their views seriously;
- respond sensitively to what children communicate;
- take account of each child's age, stage of development, communication abilities and individual needs;
- ensure children who are less confident communicators, including children with SEND or English as an additional language, are equally supported to express themselves;

- take appropriate action where something a child communicates gives cause for concern.

Children will never be expected to manage difficult feelings or situations alone. Adults will provide appropriate support and co-regulation while helping children gradually develop their own emotional and social skills.

Safeguarding

Children's right to be listened to is an important part of safeguarding.

Any safeguarding concern arising from something a child says, communicates or demonstrates through their behaviour will be dealt with in accordance with Rosslyn Nursery's Safeguarding and Child Protection Policy.

This policy should therefore be read alongside the Nursery's Safeguarding and Child Protection Policy, Behaviour Policy and SEND Policy.

Reviewed by: Rosslyn Nursery & Preschool LLP

Date reviewed: September 2026

Next review: September 2027, or sooner if legislation/guidance changes

1.3 Child Protection: 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 2 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 12 weeks.
- 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 12 weeks.
- 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 form 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)

Reviewed by: Rosslyn Nursery & Preschool LLP

Date reviewed: September 2025

Next review: September 2026, or sooner if legislation/guidance changes

1.4 Uncollected child

Policy Statement

In the event that a child is not collected by an authorised adult by their expected collection, 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 procedure 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 take appropriate measures. Our contact telephone number is (mobile) 07783 693444.
- 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, Emergency Contact list 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 8547 5008, out of hours 020 8770 5000**
- 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 do not discuss our concerns in front of the children.
 - 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: **0300 123 1231**

Reviewed by: Rosslyn Nursery & Preschool LLP

Date reviewed: September 2025

Next review: September 2026, or sooner if legislation/guidance changes

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 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.

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 and a 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 management team 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.

Reviewed by: Rosslyn Nursery & Preschool LLP

Date reviewed: September 2025

Next review: September 2026, or sooner if legislation/guidance changes

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/

Reviewed by: Rosslyn Nursery & Preschool LLP

Date reviewed: September 2025

Next review: September 2026, or sooner if legislation/guidance changes

1.7 Children's Screen Use

Policy Statement

Rosslyn Nursery recognises the importance of limiting screen use in the early years and follows current Department for Education guidance on screen use.

Children at Rosslyn Nursery do not have routine access to computers, tablets, phones or the internet. Our curriculum is based on direct interaction, play, communication, physical activity, exploration and engagement with adults and other children.

Screens will not be used:

- as a routine part of nursery provision;
- to manage behaviour;
- to calm, distract or regulate a child who is upset;
- as a substitute for adult interaction, play or other learning experiences.

If a screen is used for a specific educational purpose, it will be brief, planned, supervised by a member of staff, and clearly linked to an intended learning aim.

Children will not have unsupervised access to the internet or digital devices.

Staff will support children's understanding of online safety through simple, age-appropriate discussion. This includes helping children understand that they should only use the internet or digital devices with a trusted adult, and that they should tell an adult if they see or hear anything online that worries, frightens or confuses them.

Rosslyn Nursery does not provide routine access to computers, tablets or the internet, so this learning is covered through discussion rather than through children's direct use of technology.

This policy should be read alongside the Nursery's Safeguarding Policy and Mobile Phones, Cameras and Electronic Devices Policy.

New Policy Introduced September 2026

Reviewed by: Rosslyn Nursery & Preschool LLP

Date reviewed: September 2026

Next review: September 2027, or sooner if legislation/guidance changes

1.8 Managing Allegations Against Staff

Policy Statement

Rosslyn Nursery takes any allegation or safeguarding concern about a member of staff, volunteer, student or other adult working with children seriously.

Staff should raise concerns in accordance with the Nursery's Safeguarding Policy and Whistleblowing Policy.

For the purposes of this procedure, a concern or allegation may involve an adult who 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; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Harm may include physical harm, emotional harm, sexual harm, neglect, or any other treatment or behaviour that has harmed a child or placed a child at risk of harm. Any allegation or concern of this nature must be reported immediately to the Designated Safeguarding Lead or Manager.

If the concern relates to the DSL or Manager, it must be reported to one of the Nursery Partners.

The person managing the allegation will:

- ensure that the child or children are safe and take any immediate protective action required;
- make an accurate written record;
- avoid carrying out an internal investigation before taking appropriate safeguarding advice; Inappropriate behavior or misconduct by staff, volunteers, or visitors
- contact the Local Authority Designated Officer (LADO) where appropriate and follow their advice;
- consider any necessary arrangements concerning the member of staff while the matter is being considered;
- maintain appropriate confidentiality;
- keep a clear record of decisions, actions and outcomes; and

- notify Ofsted of any allegation of harm or abuse involving a member of staff, volunteer, student or other adult working with children at Rosslyn Nursery, and of the action taken, as soon as reasonably practicable and in any event within 14 days.

Where there is an immediate risk of harm, children's social care and/or the police will be contacted without delay.

Staff should not investigate allegations themselves or discuss them unnecessarily with colleagues.

This procedure should be read alongside the Nursery's Safeguarding Policy and Whistleblowing Policy.

New Policy Introduced September 2026

Reviewed by: Rosslyn Nursery & Preschool LLP

Date reviewed: September 2026

Next review: September 2027, or sooner if legislation/guidance changes

1.9 Whistleblowing

Policy Statement

Whistleblowing Policy (Safeguarding Focus)

At Rosslyn Nursery & Preschool, we are committed to providing a safe, secure and transparent environment for all children, staff and families. We expect all staff, volunteers and visitors to uphold the highest standards of safeguarding practice. This policy outlines our procedures for whistleblowing — raising concerns about poor, unsafe or inappropriate safeguarding practices — without fear of reprisal.

Purpose of This Policy

This policy is intended to:

- Encourage staff and others to report safeguarding concerns at the earliest opportunity.
- Provide clear procedures for reporting and handling such concerns.
- Reassure whistleblowers that they are protected from reprisals or victimization.
- Promote accountability and integrity within the setting.

What Is Whistleblowing?

Whistleblowing is the act of raising a concern about wrongdoing, malpractice or risk, particularly where it may affect the safety or wellbeing of children.

This may include concerns about:

- Poor or unsafe safeguarding practice.
- Failure to follow safeguarding procedures.
- Suspected or actual child abuse or neglect.
- Inappropriate behaviour or misconduct by staff, volunteers or visitors.
- Efforts to cover up or ignore safeguarding concerns.

Who Can Raise a Concern?

These whistleblowing procedures apply to:

- Staff members, including agency and temporary staff
- Volunteers
- Students

Parents and carers who have concerns should raise these through the setting's safeguarding or complaints procedures, as appropriate.

How to Raise a Concern

Step 1: Report Internally

Concerns should be reported as soon as possible to one of the following:

- **Designated Safeguarding Lead (DSL): Annabelle Allan**
- **Deputy DSL: Dunia Ball and Nathalie Chung See Culhane**

A concern may be raised verbally or in writing. Staff are encouraged to provide as much factual detail as possible, including dates, witnesses and specific incidents where known.

Step 2: If You Cannot Report Internally

If the concern involves the DSL or management, or if you believe the matter has not been handled appropriately, you may report the concern externally.

Local Authority Designated Officer (LADO) – Achieving for Children

Telephone: 020 8891 7370 / 07774 332675

Email: LADO@achievingforchildren.org.uk

OFSTED Whistleblowing Hotline

Telephone: 0300 123 3155

Email: whistleblowing@ofsted.gov.uk

Post: WBHL, OFSTED, Piccadilly Gate, Store Street, Manchester M1 2WD

NSPCC Whistleblowing Advice Line

Telephone: 0800 028 0285

Monday to Friday: 8:00 am–8:00 pm

Weekends: 9:00 am–6:00 pm

Email: help@nspcc.org.uk

Single Point of Access (SPA)

Telephone during office hours: 020 8547 5008

Monday–Thursday: 8:00 am–5:15 pm

Friday: 8:00 am–5:00 pm

Out-of-hours / Emergency Duty Team: 020 8770 5000

Email: spa.referrals@achievingforchildren.org.uk

Protect (formerly Public Concern at Work)

Protect is a UK-based whistleblowing charity offering free, confidential and legally privileged advice to individuals who are unsure whether, and how, to raise concerns safely in the workplace.

Its Advice Line is staffed by legally trained advisers who can help individuals understand their rights, whistleblowing protections and options for raising concerns.

Telephone: 020 3117 2520

Email: whistle@protect-advice.org.uk

What Happens After a Concern Is Raised

All concerns will be taken seriously and considered promptly.

The person receiving the concern will make a written record and determine what action is required.

Depending on the nature of the concern, this may include:

- Seeking further information or clarification.
- Carrying out an appropriate internal investigation.
- Taking immediate action to safeguard a child.
- Referring the matter to the Local Authority Designated Officer (LADO).
- Referring the matter to children's social care, OFSTED or the police, where appropriate.

The person raising the concern will, where possible and appropriate, be informed that the matter has been considered and whether further action is being taken. However, it may not always be possible to provide full details because of confidentiality, safeguarding or legal considerations.

All decisions and actions taken will be recorded securely.

Confidentiality and Protection

- All concerns will be handled sensitively and confidentially as far as reasonably possible.
- The identity of the person raising the concern will not normally be disclosed without their consent unless this is necessary to investigate the concern, safeguard a child or meet a legal obligation.
- No member of staff will be subjected to detrimental treatment for raising a genuine concern through the appropriate channels.
- A concern which proves to be unfounded will not in itself result in disciplinary action.
- Knowingly making a false or malicious allegation may be dealt with under the setting's disciplinary procedures.

Record Keeping and Monitoring

- A written record of all whistleblowing concerns will be maintained securely by the DSL or another appropriate senior person where the concern relates to the DSL.
- Each case will be reviewed and monitored to ensure that appropriate action is taken.
- Records will include the nature of the concern, action taken, referrals made and the outcome where known.
- Any findings or recommendations will be used to improve safeguarding practice where necessary.

Policy Review

This policy will be reviewed annually, or sooner in response to changes in legislation or statutory guidance, changes to local safeguarding procedures, or following any significant whistleblowing incident.

Reviewed by: Rosslyn Nursery & Preschool LLP

Date reviewed: September 2026

Next review: September 2027, or sooner if legislation/guidance changes

1.10 Attendance

Policy statement

Rosslyn Nursery and Preschool is committed to providing high-quality early years education and care for all children. Regular and consistent attendance is essential for children to make secure progress in their learning and development, build strong relationships, and benefit from a rich and varied curriculum. This policy sets out our expectations and responsibilities regarding children's attendance in line with the **Statutory Framework for the Early Years Foundation Stage (EYFS), September 2025**.

Legal and Statutory Context

This policy is informed by the EYFS Statutory Framework (2025), specifically:

- **Section 3 – Safeguarding and Welfare Requirements**, which requires providers to promote the welfare of children, including monitoring their attendance and acting where concerns arise.
- **Paragraph 3.68**, which states that providers must ensure children are adequately supervised and that their attendance is monitored.

Aims of the Policy

- To promote consistent and punctual attendance.
- To support children's learning and development through regular attendance.
- To identify and address patterns of irregular attendance early.
- To ensure attendance concerns are addressed in partnership with parents/carers.

Attendance Expectations

- Children are expected to attend on the days and times they are registered for.
- Parents/carers must inform the nursery by email of any planned absence (e.g. holidays, appointments) in advance.
- In the event of illness or an unexpected absence, parents/carers should notify the nursery **before 9:30am** on the day of absence.

- Persistent lateness or irregular attendance will be monitored and may result in a meeting with the setting's manager to discuss support or changes needed.

Reporting Absence

- Absences can be reported by email or phone.
- The reason for the absence must be provided to ensure appropriate safeguarding measures are in place.
- If no contact is made the nursery will attempt to contact the parent/carer and, if necessary, escalate concerns according to our **Safeguarding and Child Protection Policy**.

Monitoring Attendance

- Attendance is recorded daily via the nursery register.
- Attendance is reviewed on a monthly basis to identify any patterns of concern.
- Where attendance falls below **85%** over a six-week period, the setting will contact parents/carers to discuss any issues and offer support.

Persistent Absenteeism

Persistent absenteeism is defined as repeated and/or long-term absences that affect a child's well-being and development. These may include:

- Frequent illness without medical evidence.
- Unexplained absences.
- Recurrent lateness.

In such cases, the nursery may:

- Hold a meeting with the parent/carer to discuss the impact on the child.
- Liaise with external agencies where appropriate (e.g. health visitor, local authority).
- Record concerns in the child's file, following safeguarding procedures if necessary.

Holidays and Extended Absence

- Parents/carers should inform the nursery in writing of any holidays or extended leave.

Safeguarding Considerations

Poor or irregular attendance can be an indicator of safeguarding concerns. In accordance with the EYFS and our safeguarding duties, we will act where a child's attendance raises concerns for their welfare.

Roles and Responsibilities

- **Parents/Carers:** Ensure their child attends regularly and punctually, and inform the nursery of any absence.
- **Key Person:** Monitor the child's well-being and flag concerns about attendance with the manager.
- **Manager/Designated Safeguarding Lead:** Monitor attendance trends, liaise with parents, and refer to safeguarding procedures where needed.

Reviewed by: Rosslyn Nursery & Preschool LLP

Date reviewed: September 2025

Next review: September 2026, or sooner if legislation/guidance changes

1.11 Photography and Filming

Purpose and Scope of this Policy Statement

The purpose of this policy statement is to:

- Protect children who attend Rosslyn Nursery and Preschool, specifically in situations where photographs and videos may be taken.
- Outline the principles that guide our approach to capturing, using, and sharing images of children during our events and activities.
- Ensure that we operate in line with our values and within the law when creating, using, and sharing images of children.

This policy applies to all staff, volunteers, contractors, students, and other adults associated with Rosslyn Nursery and Preschool.

Legal Framework

This policy is based on legislation, statutory guidance, and best practice in England, including:

- Children Act 1989 and 2004
- Data Protection Act 2018 and UK General Data Protection Regulation (UK GDPR)
- Working Together to Safeguard Children (Statutory Guidance)
- Keeping Children Safe in Education (Statutory Guidance)
- Relevant guidance from the NSPCC on the safe use of images of children.

Our Commitment

At Rosslyn Nursery and Preschool, we believe that:

- Children should never experience abuse of any kind.
- We have a responsibility to promote the welfare of all children and to take, share, and use images of children in a safe manner.

We recognise that:

- Sharing photographs and videos can celebrate children's achievements, provide a record of activities, and strengthen our relationship with families.
- The welfare of children is always our highest priority.
- Parents, carers, and children have the right to decide whether images are taken and how they may be used.
- Consent is only meaningful when parents and carers understand how images will be used, stored, and the potential risks associated with sharing images online.

How We Keep Children Safe

We will:

- Always obtain written consent from parents or carers before taking or using a child's image.
- Clearly explain how and why the image will be used, where it will appear, how it will be stored.
- Never publish personal information that could identify a child.
- Only use images of children in suitable clothing.
- Ensure images are stored securely and only for as long as necessary.

Photography and Filming by Parents/Carers for Personal Use

When parents or carers take photographs or videos at nursery events for personal use, we will:

- Remind them that they must not share images of other children without permission from those children's parents or carers.
- Recommend that they review their social media privacy settings before posting.
- Encourage them to speak to a member of staff if they have concerns about an image.

Photography and Filming for Nursery Use

Staff may take photographs or videos for nursery purposes, such as:

- Documenting learning for children's individual records.
- Creating displays within the nursery.

- Sharing secure updates with parents via our approved communication system.

We will:

- Only nursery-owned cameras or devices, or those specifically approved by the Designated Safeguarding Lead (DSL) and the management team, may be used to take photographs or videos of children. Photographs intended for use on Instagram or the nursery website must be taken using a device that has been approved by management for this purpose.
- Obtain written consent from parents or carers before using a child's image for nursery displays, publications, or marketing materials.
- Brief any visiting photographers about appropriate behaviour and content, and ensure they are supervised at all times.

Photography and Filming for External Use

If an external party (e.g., journalist, professional photographer) wishes to take photographs or videos:

- They must request permission in advance and explain how the images will be used.
- We will seek written consent from parents or carers for any children featured.
- We will ensure the photographer is easily identifiable during the event.
- If anyone is seen taking photographs without permission, they will be asked to stop, and our safeguarding procedures will be followed.

8. If Consent is Not Given

If a parent or carer does not consent to photographs being taken of their child:

- Their wishes will be respected at all times.
- Staff will discreetly ensure the child is not included in photographs or videos.
- The child will never be excluded from activities because consent has not been given.

9. Storing Images

- Images will be stored securely, in accordance with our Safeguarding and Child Protection Policy and Data Protection Policy.
- Hard copies will be stored in a locked location, and electronic images will be stored in password-protected files with restricted access.

- Images intended for use on Rosslyn Nursery and Preschool's official social media platforms or website must only be taken in the presence of at least one other member of staff. Once the images have been uploaded and used for their intended purpose, they must be deleted from the capturing device immediately.
- Images that form part of a child's developmental record will be retained in line with our record-keeping policy.

10. Related Policies

This policy should be read alongside:

- Safeguarding and Child Protection Policy
- Data Protection and Privacy Policy
- Staff Code of Conduct

11. Contact Details

Senior Lead for Safeguarding and Child Protection:

Name: Annabelle Allan

NSPCC Helpline: 0808 800 5000

Reviewed by: Rosslyn Nursery & Preschool LLP

Date reviewed: September 2025

Next review: September 2026, or sooner if legislation/guidance changes

1.12 Responding to Safeguarding and Child Protection Concerns

Policy Statement

Rosslyn Nursery and Preschool is committed to safeguarding and promoting the welfare of all children. We believe that all children have the right to feel safe, protected, and valued. This policy outlines how we identify, respond to, and report safeguarding and child protection concerns in our setting in line with the **Early Years Foundation Stage (EYFS) Statutory Framework 2025** and **Working Together to Safeguard Children (2023)**.

Legal Framework

This policy is based on the following statutory guidance:

- Statutory Framework for the EYFS (2025) – Section 3: Safeguarding and Welfare Requirements
- Working Together to Safeguard Children (2023)
- Keeping Children Safe in Education (2025)
- The Children Act 1989 and 2004
- Local Safeguarding Partnership procedures

3. Designated Safeguarding Lead (DSL)

- Our Designated Safeguarding Lead (DSL) is: **Annabelle Allan**
- Deputy DSL: **Dunia Ball**
- The DSL is responsible for managing child protection concerns, making referrals, and ensuring staff are trained and supported in safeguarding procedures.
- All staff know who the DSL and deputy are, and how to contact them.

4. Recognising Safeguarding Concerns

Staff are trained to identify signs of:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect
- Domestic abuse
- Radicalisation or extremism
- Child-on-child abuse (peer-on-peer)
- Female genital mutilation (FGM)
- Grooming or exploitation (including online)

We recognise that children may disclose information verbally, through behaviour, or indirectly.

5. Responding to Concerns: Step-by-Step

If a child makes a disclosure or a staff member has a concern:

1. **Listen carefully and calmly** – do not promise confidentiality; explain you must share it to keep them safe.
2. **Record the concern immediately** – using the setting's **Safeguarding Concern Form**, include:
 - What was said or observed (word for word where possible)
 - Date, time, and name of those involved
 - Your actions and who you reported it to
3. **Report to the DSL immediately** – do not delay.
4. **The DSL will assess the concern** and decide one of the following:
 - Monitor and record

- Speak with parents (unless this would put the child at further risk)
- Seek advice from or make a referral to **The Single Point of Access (SPA)**
- Contact the **Police** in cases of immediate danger

Contact details for advice/referral:

- **The Single Point of Access (SPA) for all Safeguarding concerns: Telephone: 020 8547 5008**

Monday to Thursday 8:00 am – 5:15 pm, Friday 8:00 am – 5:00 pm

Out of hours/emergency duty team: 020 8770 5000

Email: spa.referrals@achievingforchildren.org.uk

6. Recording and Confidentiality

- All concerns are recorded securely and confidentially.
- Records are stored separately from the child's learning file.
- Information is only shared with those who need to know, in line with data protection laws and safeguarding duties.

Responding to Observed Marks and Injuries (Step-by-Step)

If a member of staff notices a mark, bruise, or injury on a child that causes concern, they must follow the steps below:

Step 1: Remain Calm and Observant

- Do not show shock, suspicion, or alarm.
- Make a mental note of the location, size, shape, and colour of the injury.
- Avoid touching the injury or asking the child to remove clothing.

Step 2: Do Not Question the Child

- Do not ask the child how it happened unless they volunteer information.
- If the child offers an explanation, listen carefully and write it down **using their exact words**.
- Do not ask leading questions or investigate.

Step 3: Record the Concern Immediately

- Complete a safeguarding concern form and include:
 - The date and time the injury was observed.
 - A clear description of the mark or injury (including size, colour, and location).
 - Any explanation given by the child or parent/carer.
 - Observations of the child's behaviour or emotional state.
 - Whether a body map was used.
 - Your name, signature, and the date of the report.

Step 4: Use a Body Map (if applicable)

- Mark the area of injury on a body map diagram.
- Do not draw directly on the child or ask the child to remove clothing.
- Always accompany a body map with a written report.

Step 5: Report to the DSL

- Inform the **Designated Safeguarding Lead (DSL)** or **Deputy DSL** immediately.
- Hand over the completed form and body map.
- Do not discuss the concern with anyone else.

Step 6: DSL Assessment and Action

The DSL will:

- Review the concern and any prior patterns of injury or behaviour.
- Decide whether to:
 - Monitor the child,
 - Speak with parents/carers (if safe to do so),
 - Make a referral to children's social care,
 - Seek further advice from the Local Authority Designated Officer (LADO) or Early Help services.
- Record the action taken and outcomes securely.

Responding to the Signs and Symptoms of Abuse

Staff at Rosslyn Nursery and Preschool are trained to recognise the signs and symptoms of abuse, which may include physical, emotional, sexual abuse, or neglect. These signs may present in a child's appearance, behaviour, or development. It is vital that concerns are not dismissed or ignored, even if there is no disclosure or injury. All concerns, however small, must be taken seriously and acted upon according to our safeguarding procedures.

Step-by-Step Response:

Step 1: Remain Observant and Objective

- Take note of any unusual or concerning behaviour, physical appearance, or developmental changes.
- Avoid making assumptions - focus on what you observe and hear.

Step 2: Record the Concern Promptly

- Complete a safeguarding concern form and include:
 - The date and time of the concern.

- A factual, objective description of the signs or symptoms noticed.
- Any relevant context or changes in the child's presentation or behaviour.
- Whether this is a one-off concern or part of a pattern.
- Your name, signature, and the date.

Step 3: Report Immediately to the DSL

- Share your concern without delay with the Designated Safeguarding Lead (DSL) or Deputy DSL.
- Do not wait for additional signs to appear or attempt to gather further evidence yourself.

Step 4: DSL Assessment and Action

- The DSL will:
 - Review all recorded information and consider previous concerns.
 - Decide on the appropriate course of action, which may include:
 - Monitoring the child more closely.
 - Engaging Early Help services.
 - Making a referral to children's social care if there is reasonable cause to suspect significant harm.
 - Record the action taken, decisions made, and outcomes.

Step 5: Continue Professional Vigilance

- Staff must continue to observe and record any further signs.
- Ongoing concerns must be reported and documented following the same procedure.

Step 6: Emergency Situations

- If the child is at immediate risk or the injury is serious:
 - Call emergency services (999).

- Inform the DSL as soon as it is safe to do so.
- Follow first aid procedures if required.

7. Allegations Against Staff or Volunteers

Responding to Allegations and Concerns About Staff and Volunteers

- Rosslyn Nursery and Preschool takes all allegations or concerns about staff and volunteers extremely seriously.
- Any concern that a member of staff, student, supply worker, or volunteer has harmed a child, may pose a risk of harm, or has behaved inappropriately, must be reported **immediately** to the **Designated Safeguarding Lead (DSL)** or the **Setting Manager**.
- The DSL will inform the **Local Authority Designated Officer (LADO)** on the same day and follow their advice. If the concern involves the DSL or Setting Manager, it must be reported to their line manager or directly to the LADO.
- **The Local Authority Designated Officer (LADO) for Richmond-upon-Thames, operating jointly through Achieving for Children (AfC)**

Jacqueline Alsop : 07774 332675

- Staff must **not attempt to investigate** the allegation themselves or discuss it with others. The individual concerned will be treated fairly and with discretion while the matter is assessed. All actions and communications will be recorded and handled in line with statutory guidance in **Working Together to Safeguard Children (2023)** and the **EYFS Statutory Framework (2025)**.

8. Working with Parents and Carers

- We aim to work in partnership with families.
- However, in cases where discussing concerns with parents may place the child at further risk, we will seek advice from safeguarding professionals before informing them.

9. Staff Training and Responsibilities

- All staff receive **safeguarding training at induction** and updates at least **annually**.
- The DSL receives **designated training every two years** and refreshes knowledge regularly.
- The DSL attends termly Safeguarding Forums and reports back to all the staff.
- Safeguarding is a standing agenda item at all monthly staff meetings, ensuring that staff have regular opportunities to review procedures, share concerns, and remain up to date with statutory requirements and best practice.
- All staff receive termly supervision with a senior member of the team. The supervision provides an opportunity to reflect on safeguarding practice and discuss any concerns.
- Staff are trained to use the safeguarding concern form and know what to do if they are worried about a child.

Reviewed by: Rosslyn Nursery & Preschool LLP

Date reviewed: September 2025

Next review: September 2026, or sooner if legislation/guidance changes

1.13 Babysitting / Childminding

Policy Statement

Rosslyn Nursery & Preschool is committed to maintaining clear professional boundaries between staff, children and families and to safeguarding both children and members of staff.

Employees, volunteers and any other persons working at Rosslyn Nursery & Preschool must not undertake private babysitting, childminding or home-care arrangements for children who currently attend the setting.

Private childcare arrangements outside the nursery could blur professional boundaries and may place both the child and the member of staff in a vulnerable position. Such arrangements fall outside the management, supervision, insurance and safeguarding procedures of Rosslyn Nursery & Preschool.

Staff must not:

- babysit or provide private childcare for a child currently attending Rosslyn Nursery & Preschool;
- collect or transport a child privately on behalf of a parent outside the normal arrangements of the setting;
- enter into any other private caring arrangement with a child or family currently attending the setting.

Any request from a parent for a member of staff to provide babysitting, childminding or other private care must be politely declined and, where appropriate, reported to management.

If a member of staff already has a pre-existing personal, family or childcare relationship with a child or family before the child joins Rosslyn Nursery & Preschool, this must be declared to management. Management will consider the individual circumstances and any safeguarding or professional-boundary implications and will agree appropriate arrangements.

Prospective employees should inform management during the recruitment process if they have an existing relationship or childcare arrangement with a child or family attending the setting.

Employees are expected to maintain appropriate professional boundaries with children and families at all times, including outside nursery hours and through personal communications and social media.

Any member of staff who becomes aware of a private babysitting or childcare arrangement involving a colleague and a child attending the setting should inform the Manager or Designated Safeguarding Lead.

A deliberate breach of this policy may be dealt with under the nursery's disciplinary procedures. Where a concern about a member of staff's conduct raises a safeguarding concern or allegation of harm, the nursery's safeguarding and managing allegations procedures will be followed.

This policy should be read alongside the nursery's:

- Safeguarding and Child Protection Policy
- Managing Allegations Against Staff Policy
- Whistleblowing Policy
- Staff Code Of Conduct

Reviewed by: Rosslyn Nursery & Preschool LLP

Date reviewed: September 2026

Next review: September 2027, or sooner if legislation/guidance changes

1.14 Professional Relationships with Current Families

Policy Statement

We value warm, respectful relationships with families. Staff maintain professional boundaries, protect confidentiality and treat all families fairly. This policy applies in person, by phone, by message and online.

Procedures

Communication with Families

- Staff use the nursery's agreed communication channels. LLP owners and the manager may use personal phones to arrange visits, support enrolment or call a parent while working away from the setting. Other staff do not use personal contact details for nursery business.
- LLP owners and the manager check they are speaking to the correct parent, discuss sensitive matters in private and keep messages limited to what is necessary. They record significant information or decisions about a child in the nursery's usual records as soon as practicable and report safeguarding concerns promptly to the DSL or deputy DSL.
- Staff do not share information about other children, families or colleagues, or discuss internal staff matters with parents. Significant parent concerns are passed to the manager or DSL as appropriate.

Personal Connections and Social Media

- Staff may know or be friends with nursery families in the community, including through social media. They should avoid making new online connections solely because of their nursery role and keep nursery matters on nursery channels.
- Staff should tell the DSL or manager if a personal relationship could affect their work or make confidentiality difficult. Ordinary acquaintances do not need to be declared.
- Staff must not use personal accounts to share information or photographs of children or families obtained through their work. Only authorised staff may post nursery content on Rosslyn's accounts, following consent procedures.

Contact Outside Nursery

- Staff may meet families socially or in the community but must protect confidentiality. If a parent raises a nursery concern outside work, staff should arrange to discuss it through the nursery and report any urgent safeguarding concern promptly.
- Staff must not arrange private childcare or babysitting for current nursery families, in accordance with the Babysitting and Childminding Policy.

To Be Read Alongside

Safeguarding and Child Protection Policy; staff code of conduct and acceptable-use rules; Babysitting and Childminding Policy; Managing Allegations Against Staff Policy; Whistleblowing Policy; confidentiality and data protection procedures.

New Policy Introduced October 2026

Reviewed by: Rosslyn Nursery & Preschool LLP

Date reviewed: October 2026

Next review: October 2027, or sooner if legislation/guidance changes

2. Safeguarding and Welfare Requirement – Suitable People

2.1 Employment

Policy statement

Rosslyn Nursery & Preschool is committed to safeguarding and promoting the welfare of children.

We follow the Safeguarding and Welfare Requirements of the Early Years Foundation Stage (EYFS) and ensure that all staff, volunteers and other adults working within the setting are suitable to fulfil their roles.

We operate robust safer recruitment procedures, obtain appropriate references, verify identity and qualifications where required, establish the person's right to work in the UK and undertake the appropriate Disclosure and Barring Service (DBS) checks and other suitability checks in accordance with statutory requirements.

We continue to monitor the suitability of staff throughout their employment.

Procedures

Safer recruitment and staff selection

- We follow current statutory requirements, safer recruitment guidance and relevant local safeguarding partnership procedures.
- We are committed to equality of opportunity and use fair and non-discriminatory recruitment and selection procedures.
- All staff have a job description setting out their role, responsibilities and expectations.
- We welcome applications from all sections of the community. Applicants are considered according to their suitability for the post and in accordance with equality legislation.
- We will not impose unjustifiable conditions or requirements that place applicants with a protected characteristic at an unlawful disadvantage.
- Appropriate recruitment checks are completed before an individual takes up employment.
- We verify an applicant's identity and their right to work in the UK.
- Where qualifications are required for a role, original certificates or other appropriate evidence will be checked and recorded.
- We obtain appropriate employment references as part of our safer recruitment process. References will, wherever possible, be obtained directly from previous

employers and checked for authenticity and consistency with information supplied by the applicant.

- Any discrepancies, gaps in employment history or concerns arising from references or other recruitment checks will be explored before an appointment is confirmed.
- Where appropriate, we use current government guidance and recognised early years safer recruitment practices when obtaining and checking employment references.

DBS and barred-list checks

- We follow the requirements of the EYFS and Disclosure and Barring Service in relation to criminal-record and barred-list checks.
- Staff who are engaged in regulated activity with children are required to have the appropriate enhanced DBS check, including Children's Barred List information where they are eligible for and require such a check.
- From 1 September 2026, the supervision exemption for regulated activity with children no longer applies. Volunteers who undertake regulated activity with children with sufficient frequency, or overnight, must therefore have the appropriate enhanced DBS check with Children's Barred List information.
- Occasional volunteers who do not meet the definition of regulated activity will be considered individually and appropriate checks, supervision and risk-management arrangements will be put in place according to the nature and frequency of their involvement.
- A person must not undertake regulated activity if they are barred from working with children.
- Rosslyn Nursery & Preschool will not knowingly permit a barred person to engage in regulated activity with children.
- Where an individual is subscribed to the DBS Update Service and their certificate is appropriate for the role, we may undertake a status check after confirming the individual's identity and viewing the original DBS certificate.
- Rosslyn Nursery & Preschool requires relevant staff, where appropriate, to maintain subscription to the DBS Update Service as part of our ongoing safer-recruitment procedures. This is a setting requirement rather than a statutory requirement of the EYFS.
- Where we use the DBS Update Service, we obtain the individual's consent before carrying out status checks.

- Further DBS checks may be undertaken where required, including where a person's role changes, new information arises, an Update Service check indicates a change, or where we otherwise have reason to review their suitability.

Recording DBS checks

We keep an appropriate record of DBS checks and any DBS Update Service status checks undertaken. This includes sufficient information to demonstrate that the required checks have been completed. DBS information is stored securely and handled in accordance with data protection requirements and DBS guidance.

Ongoing staff suitability

All members of staff are responsible for informing the Manager promptly of any information or change in circumstances that may affect their suitability to work with children.

This includes, where relevant:

- arrests;
- charges;
- convictions;
- cautions;
- court orders;
- reprimands or warnings;
- being barred from working with children;
- becoming disqualified from providing childcare where relevant;
- changes that may affect their right to work in the UK; and
- any other information that may reasonably call into question their suitability to work with children.

Staff must not wait until their next supervision or appraisal to disclose relevant information.

Where we become aware of information that could affect a person's suitability, the Manager will consider the information promptly and take appropriate action to safeguard children.

This may include seeking advice, carrying out a risk assessment, altering duties, suspending the member of staff where appropriate, making a referral to another agency or taking disciplinary action.

Any employment action will be taken in accordance with relevant safeguarding requirements, employment law and our disciplinary procedures.

We will not automatically terminate employment solely because information has come to our attention without first considering the circumstances and the appropriate legal and safeguarding response.

Disqualification

We comply with statutory requirements relating to disqualification from childcare where these apply.

Staff must inform the Manager immediately if they become aware of information that may mean they are disqualified from providing relevant childcare.

Where disqualification applies, the individual will not undertake work from which they are disqualified unless and until it is lawful for them to do so.

Where appropriate, advice will be sought regarding available procedures, including whether a waiver may be applicable.

Notifying Ofsted

Rosslyn Nursery & Preschool will notify OFSTED of changes, events or information that we are required to notify under the EYFS, childcare registration requirements or other relevant legislation.

This includes relevant changes concerning the Registered Person, Manager, members of the LLP and other matters where notification is required.

Notifications will be made within the timescale required by OFSTED or the EYFS.

Training, induction and staff development

- Our staffing arrangements comply with the requirements of the EYFS Statutory Framework.
- We provide appropriate induction for all new staff.
- The induction process ensures that staff understand their role and responsibilities and are familiar with relevant nursery policies, procedures and safeguarding arrangements.
- New staff are supported to understand and implement the EYFS and the nursery's curriculum and procedures.

- We provide staff with opportunities for appropriate training and continuing professional development.
- Training needs are identified through supervision, appraisal, changes in statutory requirements and the needs of the setting and children.
- Our budget makes appropriate provision for staff training and development.
- We support staff through regular supervision meetings and annual appraisals.
- We are committed to recruiting, appointing, supporting and employing staff in accordance with relevant legislation, statutory guidance and safer recruitment practice.

Staff taking medication or other substances

- Staff must inform the Manager if they are taking medication that they believe may impair their ability to care for children safely.
- Where medication may affect a member of staff's ability to care for children, the member of staff should seek appropriate medical advice.
- Staff will only work directly with children where they are able to do so safely.
- The Manager may seek appropriate evidence or occupational-health or medical advice where reasonably necessary to assess an individual's ability to fulfil their role safely.
- Staff medication brought onto the premises must be stored securely and kept out of the reach of children.
- Confidential medical information about staff will only be collected, retained and shared where necessary and will be handled in accordance with data-protection requirements.
- If we have reason to believe that a member of staff is under the influence of alcohol, illegal drugs, medication or another substance to the extent that their ability to care for children safely may be impaired, they will not be permitted to work directly with children.
- Appropriate safeguarding and employment action will then be taken.

Managing staff absence and contingency arrangements

- Staff normally take annual leave during periods when the setting is closed, in accordance with their terms and conditions of employment.
- Requests for other authorised absence are considered in accordance with nursery procedures and individual contracts of employment.

- Where staff are absent because of illness, training or other authorised reasons, appropriate cover is arranged to ensure that required adult-to-child ratios and qualification requirements continue to be met.
- Sickness absence is monitored and managed in accordance with individual contracts and nursery procedures.
- Rosslyn Nursery & Preschool maintains contingency arrangements for staff absence and emergencies.
- Where supply or temporary staff are used, the setting will ensure that appropriate recruitment, identity, suitability and DBS checks have been completed for the duties they are expected to undertake.
- Supply, temporary or volunteer staff must not undertake regulated activity with children unless the necessary legal and safeguarding requirements for that role have been satisfied.
- All temporary, supply and volunteer staff will receive appropriate information about safeguarding, emergency procedures, their responsibilities and the nursery's expectations before working with children.
- Staffing arrangements will always be organised so that statutory ratios, qualification requirements and the safety and wellbeing of children are maintained.

Monitoring and Review

This policy will be reviewed annually, or sooner if there are changes to legislation, statutory guidance, safer recruitment requirements or nursery practice.

Recruitment and suitability procedures will also be reviewed if a safeguarding incident, recruitment issue or concern indicates that changes to practice are required.

Reviewed by: Rosslyn Nursery & Preschool LLP

Date reviewed: September 2026

Next review: September 2027, or sooner if legislation/guidance changes

2.2 Student Placements

Policy Statement

We recognise that qualifications, training and high-quality practical experience make an important contribution to the quality of care and education within the early years sector. As part of our commitment to supporting the development of the early years workforce, Rosslyn Nursery & Preschool may offer placements to students undertaking early years qualifications and training. We may also offer appropriate work-experience placements to school pupils.

We aim to provide students with experiences that contribute positively to their studies and provide examples of high-quality early years practice, while ensuring that the safeguarding, welfare and needs of the children remain paramount at all times.

Procedures

- We agree placements only where we are satisfied that they can be accommodated safely without adversely affecting the care, supervision or experiences of the children.
- Appropriate suitability and safeguarding checks are undertaken according to the student's age, role, activities and the duration and frequency of the placement.
- Where a student or volunteer is undertaking regulated activity with children, the appropriate Enhanced DBS check including Children's Barred List information will be obtained where required and legally eligible.
- From 1 September 2026, a student or volunteer may be regarded as undertaking regulated activity with children even where they are supervised by a member of staff. We therefore consider the duties and frequency of each placement when deciding which DBS and Children's Barred List checks are required.
- Where appropriate, we obtain information from the student's school, college, university or training provider regarding the placement and the student's suitability.
- Students under the age of 17 are supervised at all times and are not included in staff ratios.
- Suitable students on long-term placements and volunteers aged 17 or over, and apprentices aged 16 or over, may only be included in staff ratios at the level below their level of study where the Manager is satisfied that they are competent and responsible and they hold a valid and current paediatric first-aid qualification.

- Students on short-term placements or work experience are not included in staff ratios.
- Students must have a sufficient understanding and use of English to enable them to contribute safely to the wellbeing of children.
- Students are given an induction at the beginning of their placement. This includes relevant information about:
 - safeguarding and child-protection procedures;
 - the Designated Safeguarding Lead and how to report concerns;
 - concerns or allegations relating to adults working with children;
 - professional conduct and boundaries;
 - confidentiality and data protection;
 - use of mobile phones, cameras and other devices capable of taking or sharing images;
 - emergency and evacuation procedures;
 - health and safety; and
 - their responsibilities and limitations while on placement.
- Students are expected to follow Rosslyn Nursery & Preschool's policies and procedures, including our Safeguarding, Confidentiality and Data Protection, Staff Code of Conduct and Health and Safety policies.
- Students are appropriately supervised and supported throughout their placement and are not permitted to undertake duties for which they have not been assessed as suitable.
- We cooperate with schools, colleges, universities and training providers to support students in meeting the requirements of their course or placement.
- We communicate a positive message about the value of qualifications, training and continuing professional development within the early years sector.
- The needs, safety and wellbeing of the children remain paramount. We do not accept numbers of students or work-experience placements that would hinder the effective operation of the setting or the quality of care and education provided.
- Our employers' liability and public liability insurance arrangements include students and volunteers where applicable.

Reviewed by: Rosslyn Nursery & Preschool LLP

Date reviewed: September 2026

Next review: September 2027, or sooner if legislation/guidance changes

2.3 Disciplinary and Grievance Procedures for Employees

Procedure statement

Rosslyn Nursery & Preschool is committed to ensuring that all employees are treated fairly, consistently and reasonably.

This procedure is intended to help employees achieve and maintain appropriate standards of conduct, attendance and job performance and to provide a fair process for dealing with concerns, disciplinary matters and grievances.

Where appropriate, concerns will be addressed informally in the first instance. However, more serious matters may require formal action.

The circumstances of each case will be considered individually and Rosslyn Nursery & Preschool will follow a fair process in accordance with the principles of the ACAS Code of Practice on Disciplinary and Grievance Procedures.

Informal Resolution

Minor concerns relating to conduct, performance, attendance or working relationships may, where appropriate, be addressed informally.

This may include:

- discussion with the employee;
- clarification of expectations;
- additional support, guidance or training;
- an agreed period for improvement; or
- an informal meeting between those involved.

Informal action does not form part of the formal disciplinary procedure.

Where the matter is sufficiently serious, where informal action has not resolved the concern, or where informal action would not be appropriate, the formal disciplinary procedure may be followed.

Disciplinary Procedure

Examples of misconduct that may result in disciplinary action include, but are not limited to:

- poor timekeeping or persistent lateness;
- unauthorised absence;
- failure to follow a reasonable management instruction;
- repeated minor breaches of health and safety requirements;
- inappropriate or abusive language;
- inappropriate conduct towards colleagues, parents, children or others;
- breaches of nursery policies or procedures;
- unacceptable standards of conduct or behaviour;
- discrimination, bullying or harassment; and
- repeated failure to meet reasonable standards following appropriate support or previous warnings.

This list is illustrative and is not exhaustive.

The seriousness of the matter and all relevant circumstances will be considered before deciding what action, if any, is appropriate.

Investigation

Before formal disciplinary action is taken, the matter will normally be investigated sufficiently to establish the relevant facts.

The person carrying out the investigation may speak to the employee concerned and to relevant witnesses and may review documents or other information.

An investigation meeting is intended to establish facts and is not, in itself, a disciplinary hearing.

Where practicable, the investigation and disciplinary hearing will be conducted by different people, although this may not always be possible within a small organisation.

Suspension

In some circumstances, particularly where there is a serious safeguarding allegation, risk to children or staff, or a concern that an investigation could be compromised, it may be appropriate to suspend an employee while enquiries are carried out.

Suspension is not a disciplinary sanction and does not indicate that any conclusion has been reached.

Any suspension will normally be on full pay and contractual benefits, will be kept as brief as reasonably possible and will be reviewed regularly.

Alternatives to suspension will be considered where appropriate.

Safeguarding Concerns and Allegations

Where a concern or allegation relates to the safeguarding or welfare of a child, the nursery's safeguarding and Managing Allegations Against Staff procedures will also be followed.

Where required, advice or referral will be made to the Local Authority Designated Officer (LADO), OFSTED, children's social care, the police or other relevant agencies.

Safeguarding procedures may therefore run alongside, or take priority over, the internal disciplinary process.

No internal disciplinary process will be conducted in a way that prejudices an external safeguarding or criminal investigation.

Formal Disciplinary Hearing

Where, following investigation, there appears to be a disciplinary case to answer, the employee will be invited in writing to a formal disciplinary hearing.

The employee will be given reasonable notice of the hearing and sufficient information about the concerns or allegations to allow them to prepare their response.

Where appropriate, relevant documents or evidence will also be provided in advance.

The employee will have the opportunity to:

- respond fully to the allegations;
- explain their position;
- present relevant information;
- ask questions; and
- identify relevant witnesses or evidence.

The employee has the statutory right to be accompanied at a formal disciplinary hearing by:

- a work colleague;
- a trade union representative; or

- an official employed by a trade union.

Requests to be accompanied by another appropriate person may be considered where reasonable.

No disciplinary decision will normally be made until the employee has had the opportunity to respond.

Possible Disciplinary Outcomes

Depending on the seriousness of the matter and the employee's disciplinary record, the possible outcomes may include:

No Formal Action

Where the allegations are not substantiated, no disciplinary action will be taken.

First Written Warning

A first written warning may be issued where misconduct is established.

The warning will normally state:

- the nature of the concern;
- the improvement or change required;
- any support or training to be provided;
- the period during which the warning will remain active;
- the possible consequences of further misconduct or insufficient improvement; and
- the employee's right of appeal.

Final Written Warning

- A final written warning may be issued where:
- there has been further misconduct during the period of an existing warning; or
- the misconduct is sufficiently serious to justify proceeding directly to a final written warning.

- The final written warning will explain:
- the nature of the concern;
- the required improvement or standard of conduct;
- any relevant timescale;
- how long the warning will remain active;
- that further misconduct may result in dismissal; and
- the employee's right of appeal.

Dismissal

Dismissal may be considered where:

- there has been further misconduct following previous warnings;
- the employee has failed to achieve the required improvement; or
- the circumstances otherwise justify dismissal following a fair disciplinary process.

The employee will be informed in writing of:

- the reason for dismissal;
- the date employment will terminate;
- the applicable notice arrangements; and
- their right of appeal.

Where dismissal is with notice, the employee will receive the appropriate notice in accordance with their contract of employment and statutory requirements.

Where an existing contract contains specific notice provisions relating to dismissal or termination under the disciplinary procedure, these will be considered together with statutory requirements.

Gross Misconduct

Gross misconduct is conduct of such seriousness that it may justify dismissal without notice or payment in lieu of notice, following a fair investigation and disciplinary process.

Examples may include, but are not limited to:

- abuse, deliberate harm or serious ill-treatment of a child;
- a serious safeguarding breach;

- serious breach of professional boundaries;
- theft, fraud or deliberate falsification of records;
- physical violence or serious threatening behaviour;
- serious bullying, harassment or discrimination;
- serious insubordination;
- deliberate or reckless conduct creating a serious health and safety risk;
- serious negligence;
- serious breach of confidentiality or data protection;
- attending work seriously impaired by alcohol or illegal drugs;
- serious misuse of nursery property or information systems;
- deliberately concealing information relevant to safeguarding or suitability to work with children; or
- other conduct which fundamentally undermines the relationship of trust and confidence between the employee and Rosslyn Nursery & Preschool.

This list is not exhaustive.

Where gross misconduct is established following a fair disciplinary process, the employee may be summarily dismissed without notice or payment in lieu of notice.

Appeals Against Disciplinary Action

An employee has the right to appeal against any formal disciplinary decision.

The appeal should normally be made in writing and should explain the reasons for the appeal.

Appeals will be heard without unreasonable delay and the employee will be given reasonable notice of the appeal meeting.

Wherever reasonably possible, the appeal will be considered by a person who has not previously been involved in the decision.

Where this is not practicable because of the size or management structure of the nursery, another member of the LLP or an appropriate independent adviser may be involved.

The employee has the right to be accompanied at the appeal meeting by a work colleague, trade union representative or trade union official.

The outcome of the appeal will be confirmed in writing without unreasonable delay.

The appeal decision will be final.

Grievance Procedure

A grievance is a concern, problem or complaint raised by an employee about their work, working conditions, duties, treatment or workplace relationships.

Rosslyn Nursery & Preschool encourages employees to raise concerns promptly so that they can be considered and, where possible, resolved at an early stage.

Informal Grievance

Where appropriate, an employee should initially discuss the matter informally with the Manager.

Many concerns can be resolved through discussion without the need for a formal procedure.

If the grievance concerns the Manager, or the employee reasonably feels unable to raise the matter with the Manager, it may be raised with another member of the LLP or management team.

Formal Grievance

Where the matter is serious, has not been resolved informally, or the employee wishes to raise it formally, the grievance should be submitted in writing.

The grievance should explain:

- the nature of the concern;
- relevant facts or circumstances; and
- where possible, what outcome or resolution the employee is seeking.

The employee will be invited to a grievance meeting without unreasonable delay.

The employee has the right to be accompanied at a formal grievance meeting by a work colleague, trade union representative or trade union official.

At the meeting, the employee will be given the opportunity to explain the grievance and how they believe it might be resolved.

Further investigation may be carried out where necessary before a decision is reached.

The outcome will be confirmed in writing without unreasonable delay.

Grievance Appeal

If the employee is dissatisfied with the outcome of the grievance, they may appeal.

The appeal should normally be made in writing and should explain the grounds of appeal.

An appeal meeting will be arranged without unreasonable delay.

Wherever reasonably possible, the appeal will be dealt with by a person who was not previously involved in the grievance decision.

The employee has the right to be accompanied by a work colleague, trade union representative or trade union official.

The outcome of the appeal will be confirmed in writing without unreasonable delay.

The appeal decision will be final.

Grievances Raised During a Disciplinary Process

Where an employee raises a grievance during a disciplinary process, Rosslyn Nursery & Preschool will consider whether:

- the disciplinary process should be temporarily suspended while the grievance is considered; or
- where the matters are closely related, both issues can reasonably be considered together.

Reviewed by: Rosslyn Nursery & Preschool LLP

Date reviewed: September 2026

Next review: September 2027, or sooner if legislation/guidance changes

2.4 Safer Recruitment

Policy statement

Safeguarding Statement

Rosslyn Nursery and Preschool is committed to safeguarding and promoting the welfare of all children in our care. We believe that children have the right to learn and develop in a safe and nurturing environment, free from harm and abuse. We recognise our responsibility to recruit staff, volunteers, assistants, and students who share our commitment to child protection and who are suitable to work with children. All recruitment decisions will be made with safeguarding as our highest priority, in line with the Early Years Foundation Stage (EYFS) statutory framework, relevant legislation, and best practice guidance.

Purpose

At Rosslyn Nursery and Preschool, we are committed to safeguarding and promoting the welfare of children in our care. We recognise that safer recruitment practices are essential in preventing unsuitable individuals from having contact with children. This policy outlines our approach to recruiting and selecting staff, volunteers, assistants, and students, ensuring compliance with the Early Years Foundation Stage (EYFS) statutory requirements and relevant legislation.

Scope

This policy applies to:

- All permanent and temporary staff
- Volunteers
- Childminding assistants
- Students on placement

Principles of Safer Recruitment

Our safer recruitment process is underpinned by the following principles:

1. **Robust pre-employment checks** to ensure the suitability of individuals to work with children.

2. **Transparency** in all recruitment procedures, with clear role descriptions and expectations.
3. **Consistency** in following safer recruitment practices for all positions, regardless of role type or working hours.
4. **Compliance** with the EYFS statutory framework and relevant safeguarding guidance.

Recruitment Process

We follow a structured recruitment process which includes:

- Preparing accurate job descriptions and person specifications
- Advertising roles through appropriate channels
- Using an application form to collect standardised information
- Conducting interviews with a focus on safeguarding and child protection
- Obtaining at least one reference before employment commences
- Completing relevant pre-employment checks, including identity verification, right to work in the UK, and an enhanced DBS check with barred list information where applicable

8. Staff, Volunteers, Assistants and Students 'Policy

8.1 Recruitment Checks – Obtaining References

As part of our commitment to safer recruitment, we obtain references from applicants for roles in our setting. Robust recruitment checks are essential to ensuring that unsuitable persons cannot have contact with children through employment with us.

References are an essential element of our recruitment process. We will always obtain a reference prior to employment commencing, in line with the requirements of the EYFS, as follows:

- Our application process requires candidates to supply contact details of a suitable referee from:
 - Their current employer, training provider, or early years education and care setting
 - A senior person within the organisation who is authorised to provide a reference

If the applicant is not currently employed, or is not currently working with children, we will:

- Obtain verification of the applicant's most recent relevant employment if they are not currently employed
- Obtain a reference from the applicant's most recent relevant employer from the last time they worked with children
- If the applicant has never worked with children, we will obtain a reference from their current employer, training provider, or education setting

We do not accept references from:

- Family members
- A generic reference (e.g., "To whom it may concern")

Once a reference is received:

- A reference received electronically will be checked to ensure that it originates from a legitimate source
- We will compare the information on the original application form against relevant information in the reference, for example:
 - Checking that employment dates align
 - Confirming that roles and responsibilities are consistent
- Where discrepancies are identified, we will take up any concerns directly with the applicant
- If information is incomplete or insufficient for us to make an informed decision, we will contact the referee for clarification
- Before an offer of employment is made, we will ensure that any concerns are resolved satisfactorily

Gaps in Employment:

In line with best practice, we will seek explanations for any gaps in employment and record the outcomes of these discussions in the recruitment file.

Additional Pre-Employment Checks

Alongside references, we will:

- Verify identity using official photographic identification
- Confirm the right to work in the UK
- Conduct an enhanced DBS check with barred list information for all staff engaged in regulated activity
- Verify relevant qualifications and professional registrations
- Require all staff to sign a declaration of their suitability to work with children

Record Keeping

All recruitment documentation, including references, interview notes, and pre-employment checks, will be stored securely and retained in line with our data protection policy.

Review of Policy

This policy will be reviewed annually or earlier if there are changes to legislation, statutory guidance, or safer recruitment best practice.

Reviewed by: Rosslyn Nursery & Preschool LLP

Date reviewed: September 2025

Next review: September 2026, or sooner if legislation/guidance changes

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

3.1 Induction of employees

Policy Statement

Rosslyn Nursery & Preschool provides a structured induction programme for all new employees to ensure that they understand their role, responsibilities and the policies and procedures necessary to safeguard children and support high-quality early years practice.

Volunteers, students, work-experience placements, agency and supply staff receive an induction appropriate to their role and the length and nature of their placement.

Procedures

All new employees complete a structured induction programme which begins on or before their first day of employment and continues during their probationary period.

The induction includes the information, training and guidance necessary for the employee to carry out their role safely and effectively.

This includes, as appropriate:

- safeguarding and child protection procedures;
- emergency evacuation and health and safety arrangements;
- professional conduct and the Staff Code of Conduct;
- key nursery policies and procedures;
- the employee's role, responsibilities and daily routines;
- Rosslyn Nursery & Preschool's curriculum, the Early Years Foundation Stage and fundamental British values;
- the key-person role and expectations when working with children and families; and
- any role-specific training or information required.

The detailed content of induction is recorded on the nursery's induction documentation and checklist.

Employees are given opportunities throughout induction to ask questions and clarify their responsibilities.

Relevant policies, procedures and guidance are discussed and made available to employees. Staff are expected to read, understand and follow those that apply to their role.

New employees complete and sign the nursery's induction documentation to confirm that the relevant induction items have been completed and explained and that they have had the opportunity to ask questions.

Induction is a progressive process and may be completed in stages according to the employee's role, experience and working pattern.

Essential safeguarding, child protection, emergency, health and safety and professional conduct information is covered at the beginning of employment. Other elements of induction are introduced and reviewed as the employee becomes familiar with the setting and their responsibilities.

The induction programme is normally completed during the employee's probationary period and includes opportunities for discussion, review and identification of any additional support or training required.

A review will normally take place during the probationary period, with a formal review at the end of the 12-week probationary period.

Successful completion of induction forms part of the employee's probationary period.

Induction is not regarded as a one-off process. Staff continue to receive appropriate support, supervision, training and professional development throughout their employment.

The Manager or another suitably experienced senior member of staff is responsible for overseeing the induction of new employees. New managers will receive appropriate induction and support from members of the LLP.

Volunteers, students, work-experience placements, agency and supply staff receive a proportionate induction before undertaking duties with children. This will always include the essential safeguarding, emergency, professional conduct and reporting information relevant to their role.

Records of induction and relevant signed acknowledgements are retained on the employee's staff file.

Reviewed by: Rosslyn Nursery & Preschool LLP

Date reviewed: September 2026

Next review: September 2027, or sooner if legislation/guidance changes

3.2 First Aid

Policy Statement

Rosslyn Nursery & Preschool is committed to ensuring that appropriate first aid can be provided promptly in the event of an accident, injury or medical emergency involving a child or adult.

At least one person who holds a current full paediatric first aid certificate is on the premises and available at all times when children are present, and at least one person with a current full paediatric first aid certificate accompanies children on outings, in accordance with the Early Years Foundation Stage requirements.

Rosslyn Nursery & Preschool normally aims to have more than one member of staff with a current paediatric first aid qualification available whenever reasonably practicable.

Paediatric first aid qualifications are renewed as required, and staff who obtained a relevant Level 2 or Level 3 early years qualification on or after 30 June 2016 must hold the required paediatric first aid qualification in order to be counted in the relevant staff ratios, in accordance with EYFS requirements.

Procedures

- Our first aid kit is easily accessible to adults but kept out of the reach of children.
- The first aid kit is checked regularly and replenished as necessary. Items are replaced after use and expired items are removed.
- A named member of staff, Catherine Sharaf, is responsible for overseeing the checking and replenishment of the first aid kit.
- Information about which members of staff hold current paediatric first aid certificates, and the location of the first aid kit, is made known to staff and volunteers.
- A list of staff who hold current paediatric first aid certificates is displayed within the setting.
- While children are eating meals or snacks, there will always be a member of staff in the room who holds a valid full paediatric first aid certificate, so that an appropriately trained adult is immediately available in the event of choking or another medical emergency.
- Medication is administered only in accordance with our Administering Medicines Policy (6.1).
- In the event of a minor accident or injury, appropriate first aid will be given by a suitably qualified member of staff.

- Parents or carers will be informed of any accident or injury sustained by their child and of any first aid treatment given, on the same day or as soon as reasonably practicable.
- Where a child suffers a bump or injury to the head, the child will be assessed and monitored appropriately. Parents or carers will be informed and contacted promptly where necessary. If staff have concerns about the child's condition, appropriate medical advice or emergency assistance will be sought.
- Where emergency medical treatment is required, an ambulance will be called without delay. Parents or carers will be contacted as soon as possible and informed of what has happened and, where applicable, where their child has been taken.
- Parents give consent as part of the registration process for appropriate emergency medical treatment to be sought for their child where necessary.
- Where emergency treatment is required and a parent or carer is not immediately available, an appropriate member of staff may accompany the child to hospital and remain with them until the parent or carer arrives.
- Accidents and injuries are recorded in the nursery's accident records.
- Serious accidents, illnesses, injuries or other notifiable incidents will be reported to OFSTED and any other relevant authority in accordance with statutory requirements.
- Where safeguarding concerns arise from an injury, accident or explanation provided, the nursery's safeguarding procedures will be followed.
- If a child arrives at nursery with a pre-existing injury, the parent or carer will be asked to provide details of how the injury occurred. This will be recorded in accordance with the nursery's procedures.
- Pre-existing injuries and patterns of injury are monitored appropriately. Where there are concerns that a child may be at risk of harm, the Designated Safeguarding Lead will follow the nursery's safeguarding procedures and local safeguarding partnership arrangements.
- First aid arrangements are reviewed regularly to ensure that sufficient appropriately trained staff are available, taking account of the number and needs of children, staffing arrangements, outings and the layout of the premises.

Legal Framework

- Early Years Foundation Stage Statutory Framework
- Health and Safety (First-Aid) Regulations 1981

Further Guidance

- Department for Education: First Aid in Schools, Early Years and Further Education
- Health and Safety Executive guidance on first aid at work
- Current Early Years Foundation Stage guidance

Reviewed by: Rosslyn Nursery & Preschool LLP

Date reviewed: September 2026

Next review: September 2027, or sooner if legislation/guidance changes

4. Safeguarding and Welfare Requirement: Key Person

4.1 The Role of the Key Person and Settling-In

Policy Statement

Rosslyn Nursery & Preschool recognises that children settle and thrive best when they develop secure, consistent relationships with familiar adults.

Each child is allocated a key person who helps them become familiar with the setting, supports their wellbeing, care, learning and development, and develops a positive relationship with their parents or carers.

We aim to ensure that children feel safe, secure, valued and happy within the nursery and that parents have confidence in their child's care and development.

Settling-in arrangements are planned around the individual needs, experiences and circumstances of each child and family.

Procedures

- A key person is allocated to each child before they start at the nursery.
- A second familiar member of staff is also identified so that continuity of care can be maintained when the child's key person is absent.
- The key person develops a warm, responsive and secure relationship with the child and supports them in becoming familiar with the nursery, its routines, staff and other children.
- The key person acts as an important point of contact for parents and works in partnership with them to support the child's wellbeing, care, learning and development.
- The key person contributes to the child's developmental records and shares relevant information with parents on a regular basis.
- Where appropriate, and with parental consent, the key person works with other professionals or carers involved with the child to support continuity of care and development.
- The key person supports the child in developing positive relationships with other adults and children within the setting.

Settling-in

Before a child starts, parents are given information about Rosslyn Nursery & Preschool's settling-in arrangements and are encouraged to share relevant information about their child's routines, interests, needs and previous experiences.

Where a home visit forms part of the child's settling-in arrangements, this provides an opportunity for the child and family to meet familiar members of staff and for relevant information to be discussed.

Children and their parents or carers are invited to attend settling-in sessions before the child attends independently.

During settling-in sessions:

- parents or carers are asked to remain seated in the agreed area so that staff can observe whether, and at what pace, the child feels able to move away from them and engage with the nursery environment;
- staff explain the purpose of this approach clearly and confidently to parents;
- where a child is not yet ready to move away from their parent, staff will bring activities and resources closer and gradually support the child in building confidence;
- parents must not leave without saying goodbye to their child or attempt to 'sneak away';
- parents and visitors must not move around the nursery unaccompanied by a member of staff; and
- staff remain responsible for explaining and managing the settling-in process.

When a parent leaves, they are encouraged to say goodbye clearly and reassure the child that they will return.

The length and number of settling-in sessions will depend upon the individual child. Some children may settle quickly, while others may benefit from additional or shorter sessions.

A child's first independent sessions may be shortened where appropriate. The key person will discuss progress with the parent and agree any further settling-in arrangements.

If a child becomes significantly distressed and is unable to settle with the support of familiar staff, the parent or carer may be contacted and asked to collect the child. Arrangements for subsequent sessions will then be reviewed.

A child is considered to be settling when they are increasingly able to seek comfort and reassurance from familiar adults, explore the environment, engage with other children and activities, and separate from their parent or carer with appropriate support.

We will not require a child to remain at nursery where doing so is causing significant or prolonged distress. Settling-in arrangements will instead be reviewed with the family.

Parents are encouraged to allow sufficient flexibility during the settling-in period so that they can collect their child early if necessary.

Children's learning and development are recorded and shared with parents through the nursery's learning-record arrangements in accordance with our current practice.

Progress Check at Age Two

Where a child attends Rosslyn Nursery & Preschool between the ages of two and three, we complete the statutory progress check at age two in accordance with the Early Years Foundation Stage.

The progress check provides parents with a short written summary of their child's development in the three prime areas of learning:

- communication and language;
- personal, social and emotional development; and
- physical development.

The check identifies:

- areas in which the child is progressing well;
- areas where progress may be less than expected; and
- any actions or support that may be appropriate.

The progress check is discussed with the child's parents or carers and takes account of their knowledge and observations of their child.

Where concerns are identified, the key person will work with parents, the SENCO and other relevant professionals as appropriate to agree suitable support and next steps.

Where possible, the progress check should support information-sharing with the child's health and development review at age two. Parental consent will be obtained before information is shared directly with other professionals where required.

The key person will continue to plan experiences and support that respond to the child's individual needs and will work in partnership with parents to support development both at nursery and at home.

Reviewed by: Rosslyn Nursery & Preschool LLP

Date reviewed: September 2026

Next review: September 2027, or sooner if legislation/guidance changes

5. Safeguarding and Welfare Requirement: Staff: Child Ratios

5.1 Staffing

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.

Reviewed by: Rosslyn Nursery & Preschool LLP

Date reviewed: September 2025

Next review: September 2026, or sooner if legislation/guidance changes

6. Safeguarding and Welfare Requirement: Health

6.1 Administering Medicines

Policy Statement

Rosslyn Nursery & Preschool is committed to promoting the health and wellbeing of children in our care.

Children should normally attend nursery only when they are well enough to participate comfortably in the nursery day. We recognise, however, that some children may require prescribed or non-prescribed medication while attending the setting, including children with long-term medical conditions, allergies or other health needs.

We work in partnership with parents and carers to ensure that children's medical needs are understood and that medicines are administered safely and appropriately.

Procedures

- Parents and carers must provide the nursery with relevant information about their child's medical needs, medication and any special care or treatment required, and must keep this information up to date.
- Medication will only be administered where written permission has been obtained from the child's parent or carer for that particular medicine.
- Prescription medicines will only be administered where they have been prescribed specifically for the child by a doctor, dentist, nurse or pharmacist.
- Medicines containing aspirin will only be administered where they have been prescribed by a doctor.
- Non-prescription medicines may be administered where appropriate, provided written parental permission has been obtained and the nursery is satisfied that administration is appropriate.
- Medicines must be supplied in their original container, where applicable, and clearly labelled with the child's name and appropriate instructions.
- Staff will check that medication is in date and suitable for the current need before administration.
- A written record will be completed each time medication is administered. This will include the child's name, medicine, dose, date and time of administration and the name/signature of the member of staff administering it.

- Parents or carers will be informed on the same day that medication has been administered, or as soon as reasonably practicable.
- Where administration of a medicine requires medical or technical knowledge, staff undertaking the procedure will receive appropriate training before administering it.

Storage of Medicines

- Medicines are stored safely and securely, in accordance with the manufacturer's instructions, and are inaccessible to children.
- Medicines requiring refrigeration will be stored appropriately and securely.
- Emergency medication, such as inhalers or adrenaline auto-injectors, will be stored so that it is safe but readily accessible to authorised staff when required.
- Medication held at the nursery will be checked periodically to ensure that it remains in date.
- Out-of-date or no-longer-required medication will be returned to the parent or carer.

Children with Long-Term or Significant Medical Conditions

Where a child has a long-term or significant medical condition, the nursery will work with the child's parents or carers and, where appropriate, relevant health professionals to ensure that the child's needs can be met safely.

An individual healthcare plan and/or risk assessment may be put in place where appropriate.

This may include:

- details of the child's condition;
- medication and administration requirements;
- signs and symptoms staff should be aware of;
- action to be taken in an emergency;
- any necessary staff training;
- arrangements for activities and outings; and
- any other information necessary to keep the child safe and well.

The plan will be reviewed whenever the child's needs, medication or circumstances change and otherwise as appropriate.

Emergency Medication

Where a child may require emergency medication, such as an inhaler, adrenaline auto-injector or other prescribed emergency treatment:

- relevant staff will know where the medication is kept;
- staff will receive appropriate training where required;
- the medication will accompany the child on outings;
- emergency procedures will be clearly recorded; and
- parents will be informed if the medication is administered.

Managing Medicines on Outings

Where a child who requires medication attends an outing:

- the medication will accompany the child and be stored safely;
- an appropriate member of staff will be aware of the child's needs and how to administer the medication;
- relevant consent and medical information will be available;
- any administration of medication will be recorded in the usual way; and
- emergency arrangements will be included within the outing risk assessment where appropriate.

This policy should be read alongside the nursery's policies and procedures relating to illness and infection, allergies, first aid and outings.

Legal Framework

- Early Years Foundation Stage Statutory Framework
- Human Medicines Regulations 2012

Reviewed by: Rosslyn Nursery & Preschool LLP

Date reviewed: September 2026

Next review: September 2027, or sooner if legislation/guidance changes

6.2 Managing Children who are Sick, Infectious, or with Allergies

Policy Statement

Rosslyn Nursery & Preschool aims to protect the health and wellbeing of children and staff by reducing the risk of infection, responding appropriately when children become unwell, and managing allergies safely.

We follow current UK Health Security Agency guidance on infection prevention, exclusion periods and outbreak management.

Children Who Become Unwell

If a child becomes unwell while attending nursery:

- they will be monitored and kept comfortable;
- where appropriate, they will be moved away from the main group while remaining appropriately supervised;
- their temperature may be checked using a suitable digital thermometer;
- the parent or carer will be contacted where the child is not well enough to continue comfortably at nursery or where there is concern about their condition; and
- emergency medical assistance will be sought where necessary.

Parents are responsible for ensuring that children attending nursery are well enough to participate in the normal nursery day.

We may ask a parent to keep a child at home where they have symptoms of an infectious illness or are otherwise too unwell to participate safely and comfortably.

Infectious Illness and Exclusion

Rosslyn Nursery & Preschool follows current UKHSA guidance on exclusion periods for infectious diseases.

In particular:

- children with diarrhoea and/or vomiting must remain away from the setting until at least 48 hours after the last episode;
- children with a high temperature or more than mild symptoms of a respiratory infection should remain at home until they are well enough to return and no longer have a high temperature;

- exclusion periods for specific infections will follow current UKHSA guidance; and
- head lice do not require exclusion from nursery.

We do not apply a blanket exclusion period simply because a child has started antibiotics. Any exclusion will depend on the underlying condition and current public-health guidance. Where there is an outbreak or increased risk of infection, additional hygiene measures or temporary changes to activities may be introduced.

Notification and Public Health Advice

Where appropriate, we will seek advice from the local UKHSA Health Protection Team and follow any instructions or recommendations given.

Medical practitioners have responsibility for notifying UKHSA of notifiable diseases.

Rosslyn Nursery & Preschool will notify OFSTED of any serious illness or incident where this is required under the Early Years Foundation Stage and OFSTED notification requirements.

Infection Prevention and Body Fluids

Staff follow standard infection-control precautions when dealing with blood, vomit, urine, faeces or other body fluids.

This includes:

- appropriate use of disposable gloves and aprons;
- safe disposal of contaminated waste;
- appropriate cleaning and disinfection of affected surfaces and equipment; and
- bagging soiled clothing securely for return to parents where appropriate.

Allergies

Parents are asked to provide full information about any known allergies when their child joins the nursery and to notify us promptly of any changes.

Where a child has a significant allergy, particularly one that may cause anaphylaxis, we will put appropriate arrangements in place before the child attends independently.

These may include:

- an individual healthcare plan and/or allergy risk assessment;

- details of the allergen and known triggers;
- signs and symptoms of the child's allergic reaction;
- measures to reduce the risk of exposure;
- clear instructions about medication and emergency treatment;
- appropriate staff training; and
- arrangements for outings and other activities.

Relevant information will be shared with staff who need to know in order to keep the child safe.

Emergency medication such as an adrenaline auto-injector must be readily accessible to authorised staff and will accompany the child on outings.

Where emergency medication requires specific knowledge or skills, relevant staff will receive appropriate training before administering it.

If anaphylaxis is suspected, the child's emergency plan will be followed and emergency medical assistance sought immediately.

Food Allergies and Intolerances

Children's known food allergies and intolerances are clearly communicated to relevant staff.

Reasonable measures are taken to reduce the risk of exposure to known allergens, including appropriate supervision of food and snack times, avoiding food sharing and following any individual allergy risk assessment or healthcare plan.

Parents are responsible for providing accurate and up-to-date information about their child's dietary requirements and allergies.

Rosslyn Nursery & Preschool does not claim to provide a completely allergen-free environment. Where a child has a serious allergy, specific control measures will be agreed with the child's parents or carers and, where appropriate, relevant healthcare professionals.

Insurance and Specialist Medical Needs

Where a child has a complex medical condition or requires specialist or invasive treatment, Rosslyn Nursery & Preschool will ensure that appropriate risk assessments, parental permissions, professional advice and staff training are in place.

Where necessary, we will check any specific insurance requirements before agreeing arrangements.

This policy should be read alongside:

- 6.1 Administering Medicines
- First Aid procedures
- Food and Snack procedures
- Outings and Visits Policy
- Health and Safety Policy

Reviewed by: Rosslyn Nursery & Preschool LLP

Date reviewed: September 2026

Next review: September 2027, or sooner if legislation/guidance changes

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 Safety General Standards' policy. Child protection matters or behavioural incidents between children are not regarded as incidents and there are separate procedures for this.

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, and ambulance – if those services are needed.
- If an incident occurs before any children arrive, our manager/assistant manager, risk assesses this situation and decides if the premises are safe to receive children. Our manager/assistant 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. 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 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) 2013 (As Amended)

Further guidance

- Ofsted Common Inspection Framework (2021)
- Early Years Inspection Handbook for Ofsted registered provision (Ofsted 2021)
- RIDDOR Guidance and Reporting Form: www.hse.gov.uk/riddor

Reviewed by: Rosslyn Nursery & Preschool LLP

Date reviewed: April 2025

Next review: April 2026, or sooner if legislation/guidance changes

6.4 Nappy Changing

Policy statement

No child is excluded from participating in our setting because they are not yet toilet trained or require support with toileting or intimate care.

We work in partnership with parents and carers to support children with toilet training when they are developmentally ready, taking account of each child's individual needs, including any medical, developmental or additional needs.

We provide appropriate nappy-changing and toileting facilities and maintain high standards of hygiene. Nappy changing and intimate care are treated as important care routines in which children's dignity, privacy, wellbeing and safety are respected at all times.

We recognise that intimate care provides staff with an opportunity to support children's growing independence and self-care skills while also remaining alert to any safeguarding concerns.

Procedures

- Staff are aware of children who require nappies or assistance with toileting and ensure that their needs are monitored and responded to appropriately.
- Parents and carers provide nappies, wipes and any other products required for their child. The nursery keeps an appropriate supply of nappy sacks and other changing materials.
- Before changing a child, staff prepare the changing area and ensure that everything required is within reach.
- Staff use appropriate personal protective equipment, including disposable gloves and aprons, when changing nappies.
- A fresh disposable liner is placed on the changing mat for each child.
- Children are never left unattended on a changing surface.
- Staff explain what they are doing in an age-appropriate way and encourage the child to participate in their own care wherever possible.
- Children's privacy and dignity are respected during nappy changing and toileting, while ensuring that appropriate safeguarding and supervision are maintained.

- Staff are gentle and respectful when carrying out intimate care. They do not make negative comments, pull faces or make inappropriate comments about a child's body, genitals or nappy contents.
- Staff encourage children to develop independence in dressing, undressing, toileting and handwashing according to their age and stage of development.
- Soiled nappies, disposable gloves, aprons and liners are securely disposed of in the designated nappy waste bin.
- The changing surface is cleaned and disinfected appropriately after every use.
- Staff wash their hands thoroughly after changing a child and support children to wash their hands after toileting.
- Children who are able to use the toilet independently are encouraged to do so, with appropriate supervision and assistance available when required.

Safeguarding during intimate care

All staff receive induction and safeguarding training appropriate to their role. This includes recognising possible signs and indicators of abuse or neglect and understanding the action they must take if they have a concern about a child.

Nappy changing and intimate care can provide opportunities for staff to observe a child's physical and emotional wellbeing.

If, during intimate care, a member of staff observes an unexplained injury, mark, soreness or other physical sign, notices a significant change in a child's behaviour, receives a disclosure from a child, or has any other reason to be concerned about the child's welfare, they must:

- respond calmly and appropriately to the child;
- not investigate or question the child beyond what is necessary to clarify what the child is communicating;
- record the concern accurately in accordance with the nursery's safeguarding procedures; and
- report the concern promptly to the Designated Safeguarding Lead (DSL) or Deputy DSL.

The nursery's Safeguarding and Child Protection Policy must then be followed.

If a concern relates to the conduct of a member of staff, volunteer or other adult working with children, the nursery's procedures for managing allegations or concerns about adults working with children must be followed.

Working with parents

We work in partnership with parents and carers regarding children's nappy changing, toileting and toilet training.

Any individual care requirements, medical needs or additional support required will be discussed with parents and, where appropriate, recorded in an individual care plan.

We recognise that children develop toileting independence at different rates and support children in a positive, patient and non-judgemental way.

Reviewed by: Rosslyn Nursery & Preschool LLP

Date reviewed: September 2026

Next review: September 2027, or sooner if legislation/guidance changes

6.5 Food and drink

Policy statement

We regard snack and mealtimes as an important part of the nursery day. Eating together provides a social and learning opportunity and supports children in developing healthy eating habits, independence and appropriate mealtime behaviours.

Children bring their own snacks and, where applicable, packed lunches from home. The nursery provides drinking water and milk and may occasionally offer a simple food item, such as fruit, where appropriate.

Procedures

Before a child starts at the nursery, we obtain information from parents and carers about:

- dietary requirements and preferences;
- food allergies and intolerances; and
- any relevant health or medical requirements.

This information is recorded on the child's registration documentation and kept up to date through ongoing communication with parents and carers.

Relevant information about children's dietary requirements, allergies and intolerances is shared with staff who supervise children while eating.

Where a child has a known food allergy or intolerance, we work with parents and carers and, where appropriate, health professionals to develop an individual allergy action plan. Staff are made aware of the symptoms and treatment of allergies and anaphylaxis and understand the difference between an allergy and an intolerance.

At each snack or mealtime, staff take reasonable steps to ensure that the food and drink being given to each child is appropriate for their known dietary requirements and allergies.

A member of staff who holds a current full paediatric first aid certificate is present in the room whenever children are eating.

Children wash their hands before eating.

Children bring their own snack box containing an appropriate healthy snack, for example fruit, vegetables, breadsticks or similar foods.

Parents and carers are asked not to send nuts or foods containing nuts into the nursery. As we cannot guarantee that all food brought in from home is completely free from traces of nuts, we continue to manage individual allergy risks carefully and follow each child's allergy action plan where applicable.

We provide water and semi-skimmed milk. Where a child cannot have cow's milk because of an allergy, intolerance or dietary requirement, parents and carers may provide a suitable alternative for their child.

Snack time is used to encourage children to develop independence and healthy eating habits. Children are encouraged to eat the healthiest parts of their snack first, feed themselves independently and put their own snack boxes away afterwards.

Children also take turns to collect food waste from each table using the compost container, supporting their understanding of recycling, food waste and caring for the environment. Children bring their own named water bottles, which are available throughout the session at the water station.

Fresh drinking water is also available throughout the session for children who do not bring a water bottle.

Where the nursery occasionally provides a food item, such as fruit, staff check that it is suitable for the children receiving it and take account of any known allergies, intolerances or dietary requirements.

Packed lunches

Where children bring a packed lunch for the lunch club, parents and carers are asked to:

- provide an appropriate, healthy and balanced lunch;
- ensure that any perishable food is kept suitably cool, including by using an ice pack where necessary;
- follow the nursery's guidance regarding foods that present an allergy risk; and
- inform the nursery of any changes to their child's dietary requirements, allergies or intolerances.

Staff remain alert to the safety of children while eating and follow the nursery's safer-eating and first-aid procedures.

Reviewed by: Rosslyn Nursery & Preschool LLP

Date reviewed: September 2026

Next review: October 2027, or sooner if legislation/guidance changes

6.6 Food hygiene

Policy statement

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

Procedures

- The children bring their own small snack box containing a healthy snack.
- Children bring in their own named water bottle.
- Milk is stored in a fridge and is checked to ensure it is in-date and not subject to contamination by pests, rodents or mould.
- Packed lunches for on or 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;
 - 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.

Reviewed by: *Rosslyn Nursery & Preschool LLP*

Date reviewed: *April 2025*

Next review: *April 2026 or sooner if legislation/guidance changes*

6.7 Healthy Eating and Food Safety

Policy statement

At Rosslyn Nursery & Preschool, we are committed to supporting the health, wellbeing and development of every child. We promote a positive attitude towards healthy eating and encourage families to work in partnership with us to establish good nutritional habits from an early age.

Children bring their own snacks and, where applicable, packed lunches from home. This policy sets out our expectations for food brought into the nursery and the measures we take to support healthy eating and safe mealtimes.

Healthy eating commitment

We actively promote a balanced and nutritious diet and ask parents and carers to support this by providing snacks and lunches in line with the following guidance:

- Snacks and lunches should include fresh fruit and/or vegetables.
- Ultra-processed foods such as crisps, sweets, chocolate bars, processed meat sticks and sugary snacks should not be included.
- High-sugar items, including cakes, biscuits and sugary yoghurts, are not permitted.
- Children should bring still water to drink. Squash, juice and fizzy drinks should not be included.
- To support sustainability, we encourage families to minimise the use of single-use plastics such as cling film, disposable yoghurt pouches and individually packaged snacks.

Food storage and safety

- We do not refrigerate or reheat food brought from home.
- Parents and carers are responsible for ensuring that food remains safe and suitable to eat until snack or lunchtime.

- Where necessary, an insulated lunch bag and/or cool pack should be used to keep perishable food appropriately cool.

Labelling

- Snack boxes, lunchboxes and water bottles should be clearly labelled with the child's name.
- Where an item cannot be safely identified as belonging to a particular child, staff may withhold it until its ownership can be confirmed, particularly where allergy considerations apply.

Choking prevention

Our choking-prevention procedures are informed by current Department for Education guidance for early years providers on preparing food safely for children under five.

To reduce the risk of choking, parents and carers are asked to prepare food in an age-appropriate and safe way.

At Rosslyn Nursery & Preschool:

- Grapes and cherry tomatoes are not permitted because of their particular choking risk.
- Raw apple should be cut into thin slices rather than chunks.
- Raw carrot should be cut into thin, narrow pieces rather than rounds or chunks.
- Stones and hard pips should be removed from fruit.
- Popcorn, whole nuts, hard sweets, marshmallows and similar choking hazards should not be included.

Food that staff consider to present a choking risk will not be given to a child in that form. Where appropriate and practical, staff may prepare the food more safely before serving it. Otherwise, the item will be withheld and returned to the parent or carer.

Where a child would otherwise have insufficient food, the nursery may offer a simple safe alternative, such as fruit, provided the child's known allergies, intolerances and dietary requirements have been checked.

Where unsafe food preparation becomes a repeated issue, staff will speak with the parent or carer and remind them of the nursery's food-safety requirements.

Children are appropriately seated and supervised while eating and are never left alone while eating.

A member of staff with a current full paediatric first aid certificate is present in the room whenever children are eating.

Any choking incident requiring staff intervention is recorded and parents or carers are informed.

Celebrations and birthdays

We understand that birthdays and celebrations are special occasions for children. In keeping with our healthy eating approach, sweets, cakes, crisps and other high-sugar or salty snacks should not be brought into nursery for celebrations.

Families who wish to mark a child's birthday or another special occasion may instead choose a non-food alternative such as:

- stickers;
- pencils or crayons;
- small books;
- party hats; or
- a simple themed craft activity.

Any celebration arrangements should be discussed with staff beforehand so that they are suitable and inclusive for the children attending.

Role modelling and mealtimes

Mealtimes and snack times are social and educational experiences.

Staff sit and eat alongside the children during snack and mealtimes. This provides positive role modelling and helps create a relaxed, social atmosphere around food. Staff talk with children about the foods they are eating, encourage healthy choices, discuss where food comes from and support children to develop positive attitudes towards trying and enjoying a varied diet.

Children are encouraged to feed themselves independently and to try unfamiliar foods in a positive and pressure-free environment.

Children are encouraged to eat the healthiest parts of their snack first and to put their own snack boxes away when they have finished.

Children also take turns to collect food waste from each table using the compost container, supporting their understanding of food waste, recycling and caring for the environment.

Allergies and management of risk

We work closely with parents and carers to obtain information about any known food allergies or intolerances before a child starts at the nursery and to keep this information up to date.

Where appropriate, an individual allergy or healthcare plan is agreed with parents and carers and, where relevant, health professionals. This identifies the child's allergy, possible symptoms, precautions and emergency procedures.

Staff are made aware of children's allergies and dietary requirements and understand the action they must take in the event of an allergic reaction.

Parents and carers are asked not to send nuts or foods containing nuts into the nursery. As we cannot guarantee that all food brought from home is completely free from traces of nuts, individual allergy risks are carefully managed and each child's allergy plan is followed where applicable.

Food sharing between children is not permitted.

Where a child has a significant food allergy, we may ask families to avoid particular foods in addition to nuts where this is necessary following an individual risk assessment.

Staff supervise children while eating and take reasonable steps to ensure that food is appropriate for each child's known allergies and dietary requirements.

Working together to help children expand their food choices

We work in partnership with parents and carers to support children who may be selective or reluctant eaters.

We recognise that eating can be challenging for some children and aim to provide a positive, calm and pressure-free environment in which children can become familiar with a wider variety of healthy foods.

Parents and carers who have concerns about their child's eating habits are encouraged to speak to a member of staff so that we can agree a consistent and supportive approach.

Review and monitoring

This policy is monitored in practice and reviewed in accordance with the nursery's policy review schedule, or sooner where legislation, statutory guidance or nursery procedures change.

Reviewed by: Rosslyn Nursery & Preschool LLP

Date reviewed: September 2026

Next review: November 2027, or sooner if legislation/guidance changes

6.8 Safer Sleeping

Policy Statement

Rosslyn Nursery does not routinely provide sleeping facilities and children attending the setting are normally aged two years and over.

If a child falls asleep unexpectedly during the nursery session, staff will ensure that:

- the child is placed in a safe and appropriate sleeping environment;
- the child is not left sleeping on a sofa, chair or other unsuitable soft surface;
- the child remains within sight and hearing of staff and is checked regularly;
- coats, hats or excessive clothing are removed or adjusted where necessary to prevent overheating;
- parents/carers are informed where appropriate.

On the rare occasion that Rosslyn Nursery admits a child under two years of age, the relevant EYFS safer-sleep requirements for that age group will be followed if the child falls asleep while attending the setting.

All staff must be aware of this procedure and raise any concerns about a sleeping child immediately with the Manager or Designated Safeguarding Lead.

New Policy Introduced September 2026

Reviewed by: Rosslyn Nursery & Preschool LLP

Date reviewed: September 2026

Next review: September 2027, or sooner if legislation/guidance changes

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 behaviour.

As children develop, they learn about boundaries, the difference between right and wrong, and how to consider the views, feelings, needs and rights of others. They also begin to understand the impact that their behaviour may have on people, places and objects.

The development of these skills requires sensitive adult guidance. Staff model appropriate behaviour and provide support when children find it difficult to manage conflict, strong emotions or social situations.

We recognise that behaviour is a form of communication. Where behaviour causes concern, staff will seek to understand what may be influencing it, taking into account the child's age and stage of development, communication skills, individual needs, SEND, EAL, temperament, home circumstances and any significant changes or events in the child's life.

Key staff will support children to recognise and name emotions, develop self-regulation and learn appropriate ways of expressing their feelings and needs.

We have a named Behaviour Coordinator, Marie-Louise, who oversees and advises on the team's approach to supporting children's behaviour. The Behaviour Coordinator keeps up to date with relevant legislation, guidance, research and good practice and shares appropriate information with staff through training, supervision and staff meetings.

Procedures

We encourage positive behaviour through:

- appropriate and respectful use of language;
- positive adult role modelling;
- supporting positive relationships between children;
- clear and developmentally appropriate expectations;
- partnership with parents and carers; and

- working with other professionals and services where appropriate.

Appropriate use of language

- We will never shout at children or raise our voices in a threatening or intimidating manner.
- We will talk with children about appropriate behaviour using positive language wherever possible, for example, "We walk inside."
- We will refer to the behaviour rather than labelling the child. For example, we may say, "Hitting hurts. Look at your friend's face; they look sad." We will not tell children that they are "naughty", "bad" or use other negative labels.
- We will support children to identify, name and understand their own emotions and, as appropriate, those of other people. For example, "I can see that you are feeling sad."
- Staff will avoid making assumptions about a child's motivation or intention. Terms such as "attention-seeking", "jealous", "manipulative" or similar labels will not be used as explanations for behaviour without careful consideration of the child's age, development, needs and circumstances.
- We will provide positive role models for children in terms of courtesy, kindness, respect and politeness.
- We will support children to develop positive relationships, including learning how to negotiate, share, take turns, communicate their needs and resolve disagreements with adult support.

Positive adult role models

- It is our responsibility to provide clear, consistent and developmentally appropriate expectations so that children feel safe and secure at nursery.
- Students, supply staff, volunteers and other adults working within the setting will be supported to follow a consistent approach to children's behaviour.
- Staff will notice and reinforce positive behaviour and will use distraction, redirection and changes to the environment where appropriate.
- We will ensure that children receive appropriate adult attention, interaction and support.
- Physical punishment, including smacking, is never acceptable and has no place within our nursery.
- Staff must not use physical intervention, or the threat of physical intervention, as a punishment.

- Physical intervention will only be used where it is necessary to avert immediate danger of personal injury to the child or another person, or where it is absolutely necessary to manage the child's behaviour. Any physical intervention must be reasonable, proportionate and used for the minimum time necessary.
- A record will be made whenever physical intervention is used. Parents or carers will be informed on the same day, or as soon as reasonably practicable.
- Where a child is upset, angry or distressed, staff will respond calmly and support the child to express and regulate their emotions safely. This may include remaining close to the child, acknowledging their feelings, offering reassurance, reducing demands, redirecting their attention or providing an appropriate quiet space.

Encouraging good relationships between the children

- We encourage children to support, help and show kindness towards one another.
- We encourage children to respect themselves and others and support the development of positive self-esteem.
- Children are supported to develop self-regulation and, gradually and according to their developmental stage, to take increasing responsibility for their actions.
- Where appropriate, a child may benefit from comfort and reassurance from a trusted adult, including physical comfort such as a cuddle where this is welcomed by the child.
- Children will be supported to calm and regulate their emotions and, when developmentally appropriate, reflect on what has happened with a trusted adult.
- Behaviour that causes concern for the child and/or others will initially be discussed between the key person, Behaviour Coordinator, SENCO and/or Manager as appropriate.
- During these discussions, staff will use their knowledge and assessments of the child to consider factors that may be influencing the behaviour. These may include the child's age and stage of development, communication skills, SEND, EAL, personality, illness, tiredness, changes at home, the arrival of a new sibling or other significant events.
- Appropriate adjustments to practice or the environment will be agreed. If these are successful, normal observation and monitoring will continue.
- If a pattern of behaviour continues and remains a concern, the key person and Behaviour Coordinator will liaise with the child's parents or carers to discuss possible influences and agree appropriate next steps.

- Where developmentally appropriate, the child's views and feelings will be sought and considered.
- Where it would be helpful, the Behaviour Coordinator may introduce an individual behaviour support plan to help staff and parents identify patterns, triggers, unmet needs and effective strategies.
- Where relevant, approaches that may also be useful at home will be discussed and agreed with parents or carers.
- Relevant members of the staff team, including the SENCO, will be informed of agreed strategies so that children receive a consistent approach.
- Any individual support plan will be monitored and reviewed regularly by the key person, Behaviour Coordinator, SENCO and parents or carers as appropriate.
- Where behaviour continues to cause significant concern despite appropriate support and adjustments, the Behaviour Coordinator, SENCO and key person will meet with the parents or carers to discuss whether advice or support from an external professional or service would be beneficial.
- The setting will make reasonable adjustments and provide appropriate support for children with SEND in accordance with our SEND procedures and statutory responsibilities.
- Incidents involving behaviour that causes significant concern, and any interventions used, will be recorded clearly and appropriately.

Bullying and behaviour that may resemble bullying

Bullying involves repeated behaviour intended to hurt, intimidate or upset another person.

In very young children, behaviour that appears similar to bullying may instead reflect the child's developmental stage, difficulties with communication or self-regulation, learned behaviour, strong emotions or an unmet need.

Staff will therefore avoid labelling a young child as a "bully".

All incidents will be addressed promptly. Staff will support any child who has been hurt or upset, while also seeking to understand what may be influencing the behaviour of the child displaying it.

Patterns of behaviour will be monitored and discussed with parents or carers where appropriate. Children will be supported to develop empathy, communication, emotional regulation and positive ways of interacting with others.

Repeated or concerning behaviour will be addressed through the procedures set out in this policy.

Partnership with parents, carers and other services

- We work closely with parents and carers to develop consistent and supportive approaches to children's behaviour.
- We recognise that some patterns of behaviour may be linked to a child's developmental stage, communication needs, SEND, emotional wellbeing or other individual circumstances.
- Parents and carers will be given the opportunity to discuss concerns about their child's behaviour at the earliest appropriate opportunity.
- Where there is a recurring pattern of behaviour that causes concern, the Behaviour Coordinator, management team, SENCO and key person will work in partnership with the child's parents or carers.
- Where appropriate and with parental involvement, we will seek advice from other professionals or services to help us understand and support the child's needs.
- In exceptional circumstances, support from other professionals, such as an educational psychologist, Early Years SEND professional or other relevant specialist service, may be appropriate.
- Where necessary, an individual support or behaviour plan may be developed setting out the child's needs, agreed strategies, reasonable adjustments and intended outcomes.

Discriminatory or prejudicial behaviour by adults

Rosslyn Nursery & Preschool will not tolerate behaviour from an adult that demonstrates prejudice, discrimination, harassment or hostility towards an individual or group.

This includes behaviour related to protected characteristics, nationality, ethnic or cultural background, religion or belief, disability, sex or any other discriminatory or prejudicial attitude.

Allegations of discriminatory or prejudicial remarks or behaviour by any adult within the setting will be taken seriously.

- The adult will be asked to stop the behaviour immediately.
- Where appropriate, the incident will be recorded and reported to the Manager.

- Where the adult is a member of staff, the matter may be addressed under the Staff Code of Conduct and disciplinary procedures.
- Where the adult is a parent, carer, visitor or other person, the setting will explain that discriminatory or prejudicial behaviour is unacceptable.
- Where concerns continue, an escalatory approach may be taken. This may include a formal written warning or agreement about expected conduct.
- In serious or persistent cases, the setting may consider restricting an adult's access to the premises or, where appropriate and after careful consideration, withdrawing the child's place.

Any such action will take account of the welfare and best interests of the child.

This section should be read alongside our Equality, Inclusion and Diversity Policy, Staff Code of Conduct, Complaints Procedure and other relevant safeguarding policies.

Reviewed by: Rosslyn Nursery & Preschool LLP

Date reviewed: September 2026

Next review: September 2027, or sooner if legislation/guidance changes

7.2 Biting

Policy statement

Biting can occur as part of young children's development and can be upsetting for the child who has been bitten, the child who has bitten and their families.

Young children may bite for a variety of reasons. These can include teething, frustration, difficulty communicating their needs, sensory exploration, tiredness, hunger, excitement, seeking interaction or becoming overwhelmed.

We respond calmly and consistently to biting incidents. Our priority is to keep children safe, comfort the child who has been bitten and help the child who has bitten to develop safer ways of communicating and managing their feelings.

We follow our Behaviour Policy and use positive approaches to support children's behaviour and emotional development.

If a biting incident occurs

The child who has been bitten is attended to first and is comforted and reassured.

The affected area is checked carefully.

If the skin is not broken:

- the area is cleaned as necessary;
- a cold compress may be used if there is swelling or bruising; and
- the child is comforted and monitored.

If the skin is broken:

- staff wear appropriate personal protective equipment when dealing with blood or other bodily fluids;
- the wound is washed thoroughly with soap and warm running water;
- bleeding is managed using a clean dressing or cloth;
- the wound is covered with a clean waterproof dressing; and
- the parent or carer is contacted promptly and advised to seek medical advice.

Human bites that break the skin can carry a risk of infection and should be medically assessed.

If the wound is large or deep, bleeding cannot be controlled or the injury is otherwise serious, urgent medical assistance will be sought.

The incident is recorded in accordance with the nursery's accident and incident procedures and the parent or carer of the child who has been bitten is informed.

Supporting the child who has bitten

The member of staff responds calmly and clearly. For example:

“Biting hurts. Look, they are upset. We do not bite.”

The child is supported to understand what has happened in a way that is appropriate for their age and stage of development.

Staff do not shame, label or punish a child for biting. Once the immediate situation has been dealt with, staff support the child to return positively to play and interaction.

Where appropriate, staff help the child to find alternative ways to communicate what they need, for example using words, gestures, asking an adult for help or moving away from a difficult situation.

Informing parents and maintaining confidentiality

The parent or carer of the child who has bitten will be informed sensitively, usually when the child is collected unless circumstances require earlier contact.

Staff may discuss with parents whether they have noticed similar behaviour at home and whether there may be relevant factors such as teething, tiredness, changes at home or communication difficulties.

The identity of the other child involved will remain confidential. If a parent asks who the other child was, staff will explain that information about another child cannot be disclosed.

Staff will also ensure that incidents are not discussed openly in front of other parents, carers or children.

Understanding why biting may occur

Staff consider what may have contributed to an incident. Possible factors can include:

- **Exploration and sensory development** – young children explore the world through their senses and may not yet understand the effect of biting another person.
- **Teething** – sore or swollen gums may create a strong urge to bite or chew.
- **Cause and effect** – young children may repeat an action because they are interested in the reaction it produces.
- **Communication** – a child who does not yet have the language to express what they want or feel may use biting as a form of communication.
- **Frustration** – waiting, sharing, transitions or difficulty completing a task can sometimes lead to biting.
- **Independence** – young children may bite during disputes over toys, space or control.
- **Emotional or sensory overload** – busy, noisy or challenging situations may contribute to some children becoming overwhelmed.

- **Unmet physical needs** – tiredness, hunger, discomfort or illness may affect a child's ability to regulate their behaviour.
- **The environment** – staff consider whether routines, the physical environment or the level of stimulation may be contributing to incidents.

Repeated biting

If biting becomes repeated or develops into a pattern, staff will observe the circumstances surrounding incidents to help identify possible triggers.

This may include considering:

- when and where incidents occur;
- what happened immediately beforehand;
- who was present;
- what the child appeared to be communicating or needing; and
- what helped prevent or resolve the situation.

Staff will work with parents or carers to agree consistent strategies and will review the child's environment, routines, communication needs and emotional support.

Where appropriate, the child's key person, Behaviour Coordinator and/or SENCO may become involved.

Where biting may be associated with a child's additional needs or developmental differences, appropriate support will be considered in accordance with our SEND procedures. The child will not be disadvantaged or excluded simply because biting forms part of their current developmental or communication needs.

Recording and monitoring

Biting incidents are recorded appropriately.

Where incidents are repeated, records may also be used to identify patterns, evaluate strategies and determine whether further support is required.

Information about individual children remains confidential and is shared only with those who need it in order to support the child and maintain safety.

Reviewed by: Rosslyn Nursery & Preschool LLP

Date reviewed: September 2026

Next review: December 2027, or sooner if legislation/guidance changes

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

8.1 Health and general safety 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.
- 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' disease 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; parents can also provide the nursery with a named sun screen for us to apply as necessary. Our garden is heavily shaded by trees.
- We always supervise outdoor activities.

Hygiene

- 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 as 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, 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)

Reviewed by: Rosslyn Nursery & Preschool LLP

Date reviewed: October 2025

Next review: October 2026, or sooner if legislation/guidance changes

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.
- 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.
- The garden gates are kept locked during the sessions except at morning registration (decking gate) and going home time (garden gate).
- 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.

Reviewed by: Rosslyn Nursery & Preschool LLP

Date reviewed: October 2025

Next review: October 2026, or sooner if legislation/guidance changes

8.3 Supervision of children on outings and 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.
- 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.

Reviewed by: *Rosslyn Nursery & Preschool LLP*

Date reviewed: *October 2025*

Next review: *October 2026, or sooner if legislation/guidance changes*

8.4 Risk Assessment

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, cleaners, visitors 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

- 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)

Reviewed by: Rosslyn Nursery & Preschool LLP

Date reviewed: October 2025

Next review: October 2026, or sooner if legislation/guidance changes

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 term. Records are kept.
- An emergency evacuation drill with the whole building takes place annually.
- We undertake a 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 emergency evacuation procedure 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 'BSEN' standards, are fitted in appropriate high-risk areas of the building and checked as specified by the manufacturer 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 emergency 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)

Reviewed by: Rosslyn Nursery & Preschool LLP

Date reviewed: October 2025

Next review: October 2026, or sooner if legislation/guidance changes

9. Safeguarding and Welfare Requirement: Equal Opportunities

9.1 Valuing Diversity, Inclusion and Equality

Policy statement

Rosslyn Nursery & Preschool is committed to providing an inclusive environment in which every child and family is welcomed, valued and treated with dignity and respect.

We recognise that children and their families come from a wide range of backgrounds and may have different family structures, cultures, languages, beliefs, abilities, needs and life experiences.

Children may live with one or more parents or carers, including same-sex or different-sex parents, extended family members, foster carers or other significant adults. Families may experience disability, financial hardship, discrimination, social disadvantage or other circumstances that can affect their wellbeing and children's experiences.

We are committed to promoting equality of opportunity, valuing diversity and challenging discrimination.

We aim to:

- ensure that all children and families feel welcomed, respected and included;
- promote equality of opportunity and positive relationships;
- recognise and value individual differences;
- provide an environment in which children feel safe, secure and able to participate;
- promote children's understanding of difference, fairness and respect;
- challenge stereotypes, prejudice and discriminatory behaviour;
- make reasonable adjustments for disabled children and adults where required;
- ensure that our curriculum, resources and practice reflect the diversity of children, families and wider society; and
- continually develop staff knowledge and understanding of inclusive and anti-discriminatory practice.

Equality Act 2010

We do not discriminate unlawfully against children, families, staff, applicants, volunteers or others because of a protected characteristic.

The protected characteristics under the Equality Act 2010 are:

- age;
- disability;
- gender reassignment;
- marriage or civil partnership;
- pregnancy and maternity;
- race, including colour, nationality and ethnic or national origin;
- religion or belief;
- sex; and
- sexual orientation.

We also recognise that discrimination can arise because someone is associated with a person who has a protected characteristic, or because they are perceived to have a particular protected characteristic.

Admissions

Our setting is open and accessible to families within the community, subject to our Admissions Policy and available places.

We:

- operate a fair and transparent admissions procedure;
- do not unlawfully discriminate against a child or family in relation to admission or the provision of our service;
- provide information clearly and accessibly and, where reasonably practicable, support families who require information in another language or format;
- seek to understand children's individual needs before admission so that appropriate support can be considered;
- make reasonable adjustments for disabled children in accordance with our legal responsibilities; and
- work with parents, carers and relevant professionals where a child requires additional support.

Discrimination, harassment and prejudice

Discriminatory, prejudicial, harassing or victimising behaviour is not acceptable within the nursery.

This includes:

- **direct discrimination** – treating someone less favourably because of a protected characteristic;
- **indirect discrimination** – applying a rule or practice that places people sharing a protected characteristic at a particular disadvantage without objective justification;
- **discrimination arising from disability** – treating a disabled person unfavourably because of something arising as a consequence of their disability where this cannot be justified;
- **discrimination by association** – treating someone unfavourably because of their association with someone who has a protected characteristic; and
- **discrimination by perception** – treating someone unfavourably because they are believed to have a protected characteristic.

We will challenge racist, xenophobic, sexist, homophobic, transphobic, ableist or other discriminatory language or behaviour appropriately.

Discriminatory or threatening material, name-calling, harassment or intimidating behaviour by adults on or around the nursery premises will be addressed promptly.

Where appropriate, an adult may be asked to stop the behaviour and reminded of the nursery's expectations and relevant policies. Serious or repeated behaviour may result in further action, including restricting an individual's access to the premises where this is necessary to protect children, staff or other families.

Communication with families

We aim to communicate with parents and carers in ways that enable them to access important information about their child and the nursery.

Communication may take place verbally, electronically or in writing.

Where reasonably practicable, we will seek appropriate ways of supporting families who require translation, interpretation or an alternative means of communication.

Employment and recruitment

We are committed to fair and inclusive recruitment and employment practices.

We:

- welcome applications from people from a wide range of backgrounds;
- advertise and recruit against clear and relevant criteria;
- assess applicants fairly against the requirements of the role;
- make reasonable adjustments for disabled applicants and employees where required;
- undertake the necessary safer-recruitment and suitability checks before appointment; and
- do not unlawfully discriminate in recruitment, employment, training or progression.

Appointments are made on the basis of suitability for the role, subject to satisfactory references and required safeguarding and suitability checks.

Curriculum and practice

Our curriculum and everyday practice encourage children to develop positive attitudes towards themselves and others.

We support children to understand that people may look, live, communicate, worship, learn and experience the world in different ways.

We promote inclusion by:

- creating an environment based on mutual respect, kindness and fairness;
- modelling inclusive and respectful behaviour;
- helping children understand that hurtful or discriminatory words and actions are unacceptable;
- challenging stereotypes in an age-appropriate way;
- providing books, images, toys and other resources that positively reflect a diverse range of people, families and communities;
- avoiding stereotypical or derogatory representations;
- introducing children to different cultures, traditions, celebrations and ways of life in meaningful and age-appropriate ways;

- ensuring that children learning English as an additional language can participate fully in the curriculum;
- recognising and valuing children's home languages;
- supporting children with SEND to participate as fully as possible in nursery life; and
- adapting activities, resources and the environment where appropriate to meet individual needs.

Accessibility and reasonable adjustments

We seek to make our environment, curriculum and activities accessible to children and adults using the nursery.

Where a disabled child or adult may otherwise be placed at a substantial disadvantage, we consider what reasonable adjustments can be made.

This may include adjustments to:

- activities and teaching approaches;
- resources and equipment;
- communication;
- routines; and
- the physical environment, where reasonably practicable.

We work with parents, carers and relevant professionals when planning support for a child with additional needs.

Valuing diversity in families

We welcome and value the diversity of family life.

We:

- encourage children to share experiences from their home and family life;
- encourage parents, carers and other significant family members to contribute to nursery life where appropriate;
- respect different family structures, cultures, traditions and beliefs;
- support families who speak languages in addition to English to participate fully in nursery life; and

- seek to ensure that our communication, resources and activities do not assume that all families look or live in the same way.

Food and cultural diversity

We help children to learn about different foods and cultural approaches to food and mealtimes and encourage children to respect these differences.

Individual dietary requirements relating to allergy, health, religion, belief or other needs are considered in accordance with our Food and Drink and Healthy Eating and Food Safety policies.

Responding to discriminatory behaviour

Where a child uses discriminatory language or displays prejudicial behaviour, staff respond calmly and in a way appropriate to the child's age and understanding.

Staff help the child understand why the words or behaviour may be hurtful and support them to develop empathy, respect and more appropriate ways of expressing themselves.

Where incidents are repeated or significant, staff consider whether further support, discussion with parents or carers, or monitoring is required.

Incidents involving adults are addressed in accordance with the nursery's relevant procedures, including safeguarding, staff conduct, complaints or disciplinary procedures where applicable.

Monitoring and review

We monitor our practice to ensure that this policy is reflected in the day-to-day operation of the nursery.

We consider whether:

- children and families are able to participate fully in nursery life;
- our resources and curriculum appropriately reflect diversity;
- reasonable adjustments are being identified and implemented where required;
- discriminatory behaviour is being challenged appropriately; and
- our recruitment, admissions and communication practices remain fair and inclusive.

This policy will be reviewed in accordance with the nursery's policy review schedule and sooner if legislation, statutory guidance or nursery procedures change.

Legal and statutory framework

This policy has regard to:

- Equality Act 2010;
- Children Act 1989;
- Children Act 2004;
- Children and Families Act 2014;
- Early Years Foundation Stage statutory framework;
- Special Educational Needs and Disability Code of Practice: 0 to 25 years.

Reviewed by: Rosslyn Nursery & Preschool LLP

Date reviewed: September 2026

Next review: January 2028, or sooner if legislation/guidance changes

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 SEND.
- 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
- We, where appropriate, take into account children's views and wishes in decisions being made about them, relevant to their level understanding.

¹ This includes disabled children with special educational needs

- 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 SEND, referring where necessary children for further assessment e.g. 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 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)

Reviewed by: Rosslyn Nursery & Preschool LLP

Date reviewed: January 2025

Next review: January 2026, or sooner if legislation/guidance changes

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 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)

Reviewed by: Rosslyn Nursery & Preschool LLP

Date reviewed: January 2025

Next review: January 2026, or sooner if legislation/guidance changes

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 sections of the local community. We aim to ensure that all sections of our community have access to the setting through open, fair and clearly communicated procedures. We ensure that the existence of our setting is widely advertised in places accessible to all sections of the community. We ensure that information about our setting is accessible.

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/guardian 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, and 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/guardian 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.

Reviewed by: Rosslyn Nursery & Preschool LLP

Date reviewed: February 2025

Next review: February 2026, or sooner if legislation/guidance changes

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 notice 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 opportunities 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.

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)

Reviewed by: Rosslyn Nursery & Preschool LLP

Date reviewed: February 2025

Next review: February 2026, or sooner if legislation/guidance changes

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 and email addresses 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 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/Instagram. 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).
- 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.
- 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 the 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)

Reviewed by: Rosslyn Nursery & Preschool LLP

Date reviewed: February 2025

Next review: February 2026, or sooner if legislation/guidance changes

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 Partnership.

- 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 email 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 Partnership.
- In these cases, both the parent, our setting, manager and other members of the LLP work with Ofsted or the LSP 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 8547 5008) 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, manager and other members of the LLP work with Ofsted or the LSP to ensure a proper investigation of the complaint is carried out and 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.

Reviewed by: Rosslyn Nursery & Preschool LLP

Date reviewed: February 2025

Next review: February 2026, or sooner if legislation/guidance changes

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 Partnership.

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 a copy of our Privacy Notice. 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.
- 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.
 - The manager will seek advice if they 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.

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)

Reviewed by: Rosslyn Nursery & Preschool LLP

Date reviewed: February 2025

Next review: February 2026, or sooner if legislation/guidance changes

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 3.8 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 an 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 the following address:

<https://kr.afcinfo.org.uk/pages/community-information/information-and-advice/where-to-apply-for-childcare>

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

Reviewed by: Rosslyn Nursery & Preschool LLP

Date reviewed: March 2025

Next review: March 2026, or sooner if legislation/guidance changes

Staff Code of Conduct

Purpose

- This Code of Conduct sets out the expectations for all staff to ensure a safe, professional and high-quality environment for children, families and colleagues.
- All staff are expected to follow the principles below at all times.

Care

- Supervise children at all times and ensure their safety and wellbeing.
- Be aware of children's individual needs and respond appropriately.
- Provide a stimulating, inclusive and supportive learning environment.
- Treat all children with respect, warmth and consistency.
- Handle equipment and resources safely and respectfully.
- Take responsibility for your actions and professional practice.

Quality

- Reflect on your practice and seek to improve.
- Build on strengths and address areas for development.
- Contribute ideas to enhance the nursery provision.
- Engage in training and professional development.
- Maintain high standards in all aspects of your role.

Commitment

- Be reliable, punctual and prepared for your role.
- Maintain a positive and professional attitude.
- Promote the nursery's values and ethos.
- Work in partnership with parents and carers.
- Prioritise children's safety and wellbeing at all times.

Trust

- Act with honesty, integrity and professionalism.
- Maintain confidentiality at all times in line with GDPR.

- Respect the trust placed in you by families and colleagues.
- Follow safeguarding procedures and report concerns immediately.
- Maintain appropriate professional boundaries with children and families.

Teamwork

- Work collaboratively and support colleagues.
- Communicate clearly and respectfully with team members.
- Share responsibility for maintaining a safe environment.
- Contribute to a positive and inclusive team culture.
- Support others and seek support when needed.

Professional Expectations

(must be followed at all times)

- Follow all nursery policies and procedures.
- Adhere to safeguarding and child protection requirements.
- Do not use personal mobile phones in the nursery unless authorised.
- Do not take photographs or share information without permission.
- Do not undertake private babysitting, childminding or home-care arrangements for any child currently attending Rosslyn Nursery and Preschool, in accordance with the nursery's Babysitting/Childminding Policy.
- Report any safeguarding concerns, accidents or incidents immediately.
- Maintain professional conduct at all times.

Key Message

- The safety and wellbeing of children is everyone's responsibility.
- All staff must act in a way that protects children and upholds the reputation of the nursery at all times.

Reviewed by: Rosslyn Nursery & Preschool LLP

Date reviewed: September 2026

Next review: September 2027, or sooner if legislation/guidance changes

Privacy Notice

Rosslyn Nursery and Preschool

13 Rosslyn Road

Twickenham

Middlesex

TW1 2AR

Introduction

We are committed to ensuring that any personal data we hold about you and your child is protected in accordance with data protection laws and is used in line with your expectations.

This privacy notice explains what personal data we collect, why we collect it, how we use it and how we protect it.

What personal data do we collect?

We collect personal data about you and your child to provide care and learning that is tailored to meet your child's individual needs. We also collect information in order to verify your eligibility for free childcare as applicable.

Personal details that we collect about your child include:

- Your child's name, date of birth, address, health and medical needs, development needs, and any special educational needs.

Where applicable we will obtain child protection plans from social care and health care plans from health professionals.

We will also ask for information about who has parental responsibility for your child and any court orders pertaining to your child.

Personal details that we collect about you include:

- Your name, home and work address and occupation, phone numbers, emergency contact details, and family details.

This information will be collected from you directly in the registration form.

If you apply for up to 30 hours free childcare, we will also collect:

- Your national insurance number or unique taxpayer reference (UTR), if you're self-employed. We may also collect information regarding benefits and family credits that you are in receipt of.

Why we collect this information and the legal basis for handling your data

We use personal data about you and your child to provide childcare services and fulfil the contractual arrangement you have entered into. This includes using your data to:

- contact you in case of an emergency
- to support your child's wellbeing and development
- to manage any special educational, health or medical needs of your child whilst at our setting
- to carry out regular assessment of your child's progress and to identify any areas of concern
- to maintain contact with you about your child's progress and respond to any questions you may have
- to process your claim for up to 30 hours free childcare (only where applicable)
- to keep you updated with information about our service

With your consent, we will also record your child's activities for their individual learning record. This may include photographs and videos. You will have the opportunity to withdraw your consent at any time, for images taken by confirming so in writing. In addition, with your permission, we may use your child's image on our website and Instagram.

We have a legal obligation to process safeguarding related data about your child should we have concerns about their welfare. We also have a legal obligation to transfer records and certain information about your child to the school that your child will be attending. We do this in the form of a Transfer Summary Record which you will have a copy of.

Who we share your data with

For us to deliver childcare services we will also share your data as required with the following categories of recipients:

- Ofsted – during an inspection or following a complaint about our service
- banking services to process direct debit payments (as applicable)
- the Local Authority (where you claim up to 30 hours free childcare as applicable)
- the government's eligibility checker (as above)
- our insurance underwriter (if applicable)
- our setting software management provider (if applicable)
- the school that your child will be attending

We will also share your data if:

- We are legally required to do so, for example, by law, by a court or the Charity Commission.
- To enforce or apply the terms and conditions of your contract with us.
- To protect your child and other children; for example, by sharing information with social care or the police.
- It is necessary to protect our rights, property, or safety.
- We transfer the management of the setting; in which case we may disclose your personal data to the prospective buyer so they may continue the service in the same way.

We will never share your data with any other organisation to use for their own purposes

How do we protect your data?

We protect unauthorised access to your personal data and prevent it from being lost, accidentally destroyed, misused, or disclosed by:

Having hard copies securely filed in a locked cabinet, in a locked office. Having our managers computer and accountant's computer password protected, and only accessed by said person. Our nursery tablet for tapestry is password protected and all tapestry accounts only accessible via a personal passcode.
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How long do we retain your data?

We retain your child's personal data for up to 3 years after your child no longer uses our setting, or until our next Ofsted inspection after your child leaves our setting. Medication records and accident records are kept for longer according to legal requirements. Your child's learning and development records are maintained by us and handed to you when your child leaves.

In some instances (child protection, or other support service referrals) we are obliged to keep your data for longer if it is necessary to comply with legal requirements

Your rights with respect to your data

You have the right to:

- request access, amend or correct your child's personal data
- request that we delete or stop processing your child's personal data, for example where the data is no longer necessary for the purposes of processing; and
- request that we transfer you, and your child's personal data to another person

If you wish to exercise any of these rights at any time or if you have any questions, comments or concerns about this privacy notice, or how we handle your data please contact us. If you continue to have concerns about the way your data is handled and remain dissatisfied after raising your concern with us, you have the right to complain to the Information Commissioner Office (ICO). The ICO can be contacted at Information Commissioner's Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF or ico.org.uk/

Changes to this notice

We keep this notice under regular review. You will be notified of any changes where appropriate.