

Beckermat Nursery



Policies & Procedures

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Policies & Procedures Rationale:

Beckermat Nursery's policies and procedures aim to explicitly define structure and to materialise its philosophies and vision; they are defined guidelines to be followed and to be referred back to when necessary.

Nonetheless, it is paramount to understand that they are not exhaustive and there are implicit expectations of a *common sense* nature which may not be mentioned, but they are expected from all staff, students, parents and community in general.

In trying to organise the policies by sections, we aim to facilitate its reading flow, but it is important to understand that the area that each policy covers might be appropriate and common to other sections as well. Thus, they are to be understood within a flexible reasoning.

In order to keep these policies and procedures relevant, they are reviewed annually by management, or earlier if necessary.

The triggers for a new policy and/or procedures may include:

- Changes to the external operating environment;
- Changes to government policy or legislation;
- Review of the strategic directions of Beckermat Nursery;
- New initiatives within or across pedagogical/educational or management areas;
- Need for consistency across areas of service delivery.

These policies do not affect your statutory rights.

Careful consideration is given to the parents and carers who use this nursery and their input is vital to the organisation and development of it. Policy documents are always available for parents and carers to look at; comments, opinions and explanations are always received and given with interest and respect.

Beckermat Nursery will notify Ofsted of any changes:

- In the address of the nursery, to the premises which may affect the space available to children and the quality of childcare available to them, in the name or address of the provider, or any of the providers other contact information or the person who is managing the early years provision.

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- Any proposal to change the hours during when childcare is provided; or to provide overnight care
- Where the early years provision is provided by a company, any change in the name or registered number of the company
- Where the early years provision is provided by a charity, any change in the name or registration number of the charity
- Where the childcare is provided by a partnership, body corporate or unincorporated association, any change to the 'nominated individual'
- Where the childcare is provided by a partnership, body corporate or unincorporated association whose sole or main purpose is the provision of childcare, any change to the individuals who are partners in, or a director, secretary or other officer or members of its governing body

Where we are required to notify Ofsted about a change of person except for managers we will give Ofsted the new person's name, any former aliases, date of birth and home address. If we have a change of the manager, we will notify Ofsted that a new manager has been appointed. We will do so in advance if reasonably practicable. If it is not reasonably practicable, we will do it within 14 days.

Prospectus:

Dear Parents/Carers

Welcome to Beckermat Nursery. We have been established since 1976, are registered with OFSTED to provide nursery Educare and members of the pre-school learning alliance.

Our nursery aims to:

1. Provide a safe and stimulating environment in which children feel happy and secure;
2. Encourage the emotional, social, physical, creative and intellectual development of the children;
3. Encourage positive attitudes to self and others and develop confidence and self-esteem;
4. Create opportunities for play both indoors and outdoors;
5. Encourage children to explore the world;
6. Provide opportunities to stimulate interest and imagination;
7. Extend the children's abilities to communicate ideas and feelings in a variety of ways.

How do we achieve our aims?

We have a highly committed nursery team comprising of Manager (BSc Hons Child and Family Studies) together with several fully qualified and experienced nursery nurses (Level 2,3,4 & 5) who are responsible for the welfare of the children during each session. The nursery team work together to plan activities for your child. Observations are made on a regular basis and through these we can assess and plan the "next step" for your child.

Playing

When children are asked, "What were you doing at nursery today?" often the reply is "I was playing!". That is exactly what the children have been doing. However, there is more to play than meets the eye! Play is natural to the children and is the means by which they learn. Through play, children learn new skills, develop new interests and encounter new experiences.

In nursery, we provide a secure, caring, happy and structured environment where the children learn through meaningful and constructive play using materials and equipment, which have been carefully selected by the staff.

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Each of the activities in the nursery provides a learning experience for children, e.g. they are preparing for reading by becoming used to seeing their names on painting and drawings. This, and other types of labelling, together with books in the book corner and storytelling enable the children to become familiar with the printed word and encourage an interest in books.

The children are preparing for writing by expressing ideas through drawings and learning how to hold and control pens and pencils.

There is preparation for mathematics by sorting, matching, selecting and ordering as they play with materials such as sand, water and construction toys. Jigsaws, games, painting, drawing, and computer programs all encourage recognition of colour and shape.

The children acquire knowledge about the world and participate in physical education and outdoor play. They sing songs and rhymes daily, and also have opportunities to play musical instruments.

The children's increasing attention span is catered for both individually and in groups. Opportunities are provided for discussing, describing, questioning, listening and recalling so that the children's language skills are increased. Many practical skills are taught and encouraged during the daily nursery routine e.g. washing and drying dishes, going to the toilet (and washing hands!) and tidying.

In nursery, the children make new friends and learn to respect and care for each other. They learn to share and take turns and they become more independent.

They also learn to follow routines and obey rules and instructions which helps prepare them for school.

As there are so many activities in the nursery, your child may not always take home evidence of his/her play (e.g. paintings, drawings or gluing). However, whatever they do take home is always their own work.

We firmly believe that children learn more when they are allowed to create their own pictures, models etc. but they do need encouragement and praise. What looks like scribbles to us could be a work of art to a child and we must value their efforts.

So when your child tells you he/she has been "playing" in nursery, please bear in mind that they have been very busy participating in numerous activities and learning many new skills through their play.

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Special Educational Needs

If children attending the nursery have special educational needs. Where necessary they will receive additional support from a qualified member of staff.

Assessment

All children are individual and progress at different rates. Our assessment involves establishing what each child can do and planning the next step through the keyworker system. We observe all the children regularly and, throughout the year we build up a profile for each child. This is presented to you at the end of each full term, to include a 0-2 or 3+ progress check. A summary is passed on to the relevant reception teacher to ensure continuity of learning and progression. Any concerns about your child would be raised with you during the term. However, each keyworker is available for a chat on a daily basis.

The Management of our Nursery

A voluntary management committee – whose members are elected by the parents of the children who attend the nursery - manage the nursery. The elections take place at our Annual General Meeting. The Trustees are responsible for:

- Managing the nurseries finances;
- Employing and managing the staff;
- Making sure that the nursery has – and works to – policies that help to provide a high quality service (these can be found on the main notice board or website www.beckermetsnursery.co.uk);
- Making sure that the nursery works in partnership with the children's parents and maintains a safe and healthy nursery.

The Annual General Meeting is open to all parents of the children who attend the nursery and includes relatives and friends who may be interested in joining our committee. It is our shared forum for looking back over the previous year's activities and shaping the coming year's plan.

Starting at our Nursery

We want your child to feel happy and safe with us. To make sure the transition from home to nursery is a smooth process the staff will work with you to decide on how to help your child to settle in. All children are dealt with on an individual basis to ensure the best transition possible.

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Clothing

We provide protective aprons for the children when playing with messy activities, although we reserve the right to change children into dry/clean clothes if during the course of an activity etc. they need changing - to do this we follow our safeguarding procedures. We encourage children to gain the skills that help them to be independent and look after themselves. These include taking themselves to the toilet and taking off and putting on outdoor clothes. Clothing that is easy for them to manage will help them to do this. A sweatshirt and polo shirt embroidered with our nursery logo is available at a small cost and is worn by ALL children in their preschool year. For reasons of health and safety, it is the policy of the nursery that no jewellery should be worn by children during the school day. When your child starts with us, we ask you to provide slippers, wellies and a waterproof suit which will stay in nursery. These are laundered on a regular basis.

Baby Unit at Beckermat Nursery

The Baby Unit has a homely atmosphere with comfortable cots and lots of soft cushions. It is a self-contained area providing dedicated care for babies from 3 months to approx. 18/24 months old. They will then move to the 'tiddler area' specifically for children aged 18/24 months to 33/36 months. After this they will move into the 'main area' designed for children rising 3 and over. All children will transition from each area based on stage of development rather than their age. The areas are brightly decorated with colourful displays; there are mirrors on the walls and mobiles. The baby unit, tiddler area and main area are resourced with age-appropriate play equipment which includes soft play toys, multi-activity centres, push-around toys, heuristic, and sensory equipment.

There is a basic daily routine, but it is very flexible and always takes into account each baby's familiar feeding and sleeping patterns. As well as providing physical care for your baby, time is also devoted to playing actively with the babies to encourage them to explore and discover new experiences for themselves. Baby's day includes activities such as painting, sticky activities, messy play, playing action games, singing nursery rhymes and imaginary play.

In the Baby Unit we provide a safe, stimulating environment to encourage baby's senses, giving them the freedom and space to move around and the opportunity to explore their environment and encourage their development.

The unit has its own Senior Nursery Nurse who is fully qualified with a great deal of experience in the running of a day nursery, assisted by nursery assistants who specialise in the care of babies. The children in the Baby

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Unit are usually cared for on a ratio of one member of staff to a maximum of three babies. This ensures excellent quality care in a stimulating environment, (OFSTED requirement Statutory Framework for EYFS - Appendix 2 No.5 states "there must be at least one member of staff for every three children).

Each child has a baby information sheet which is given to the parents/carers for them to write in their child's daily routine and any other information the baby unit staff might need to know from time to time. Each day staff complete a log (Blossom) for the individual child to inform parents/carers as to how their child's day has gone, including their sleep times, what food and milk they have consumed, and times of nappy changes. This helps ensure good communication between staff and parents/carers. The partnership between parents/carers and staff is crucial to the child's well-being, development and progress. We aim to foster a trusting and mutually supportive partnership, in which individuals feel welcome.

We also have a separate area where you can gather information regarding different issues e.g. child development and a room for which to have any confidential discussions with staff. The babies have their own separate quiet sleeping room, and their sleep is monitored every 10 minutes. A sleep chart is signed when the children have been checked and records of nappy changes are also kept during the day.

When the children are fully weaned on to adult food, they have the option of having nursery meals, which can be blended to the right consistency. Sample menus are issued through Blossom at the start of each academic year for parents to see.

Hygiene

We make the baby area as sterile and hygienic an environment as possible to help keep your child healthy. All feeding items are cleaned thoroughly each session, we recommend that all feeding bottles supplied are sterilised until your child is one year old. The Baby Unit toys and equipment are cleaned at the end of each week (or earlier if necessary) and recorded.

Sleep

Each baby will have their own separate bed linen which will be washed at the end of their week or earlier if necessary. The sleep room temperature is maintained at a comfortable level and regularly checked via a wall thermometer. Sleeping babies are checked every ten minutes, monitored and this is then recorded via wall chart.

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Nappy changing

We have three routine nappy changes each day, plus extra if needed. Sometimes bottoms become sore, so please provide a tub of cream (e.g. Sudocreme) labelled with your child's name (see medicine policy at www.beckermetsnursery.co.uk).

Feeding

During the first few weeks of your Baby's time in Nursery we fit in with his/her own daily routine, however we hope that gradually he/she will move on to our regular Nursery routine, where the children all eat at the same time. All feeding matters will be discussed with parents, we recommend that young babies are able to accept a cup or bottle prior to starting Nursery to aid settling and help maintain their feeding routine. At lunch times we aim to have all the nursery children eating together with the staff. If bottle-feeding, you will need to provide formula milk and bottles to enable staff to prepare their feeds. Breast fed babies are also catered for i.e. expressed bottle mothers' milk can be stored in our fridge. Parents are more than welcome to come into Nursery to bottle or breast-feed their baby if they are able to. All bottles should be provided daily, and any excess will be returned at the end of each day and labelled as used. We have cooled boiled water available for the babies to drink in compliance with the Statutory Framework for the EYFS specific legal requirement for 'food and drink'. Diluted juices, of any kind, are not recommended.

Dietary requirements

We also cater for most dietary requirements. The staff are made well aware of all the babies individual needs with any allergies clearly displayed in the kitchen.

Development through play

We communicate with the babies as much as possible, to develop early listening/language skills and play with them using a variety of toys to encourage them to develop control over their body and to be alert and interested. We regularly play with water, paint, dough and whenever we can we go for walks in the fresh air. The children have regular access to the outside play area.

Daily Records

We provide all children with a record of daily needs. Messages are written in their Blossom diary. Any relevant information that they feel you would like to know about your baby's day. Any information you feel you need to let us know about, can also be passed this way through the parent app e.g. times of their last feed and nappy change or any problems that would be

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useful for us to know about. This information exchange ensures that parent/carers receive all relevant information regarding their child.

Multicultural awareness

We are a multicultural nursery. Each child is treated as an individual and we make ourselves aware of and share each other's festivals and customs. We are always keen for parents to help develop our own knowledge in this area, by talking to us of any activities they may be celebrating at home which we could continue in our Baby Unit and throughout the nursery. We feel it is important for each child to be aware of cultural differences and preferences and to respect the beliefs of others in a friendly and fun way.

An example of items required:

- Milk formulae
- Food (if baby food)
- Change of clothes x 2
- Nappies (pack)
- Nappy cream (optional)
- Baby wipes
- Nappy Sacks
- Wellington's
- High Factor Sun cream
- Waterproof suit

All items should come clearly labelled with baby's name

Sickness

Any child suffering from infectious illnesses should be kept at home. For illnesses such as sickness, diarrhoea or conjunctivitis the child should be kept at home for at least 48 hours, sometimes it may be necessary to up this time to 72 hours in cases of a high volumes of illness. If you need advice on the incubation period of infectious diseases you should contact your GP. Should a child become ill, efforts will be made to contact the parents or nominated carer.

We hope that you and your child will enjoy being involved with our nursery and that you find taking part in our activities and events interesting and stimulating. Staff are always ready and willing to talk with you about your ideas, views or questions.

These policies go into a great amount of detail so continue reading for more information.

Overarching Principles

We use four guiding principles to shape our settings practice.

These are:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured;
- Children learn to be strong and independent through positive relationships;
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers;
- Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities.

Charter of Partnership with Parents:

Our commitment to you:

We believe that children benefit the most when parents and staff work together in partnership to ensure quality care and learning development. The nursery welcomes parents as partners and this relationship needs to be built on trust and understanding. It is important that we, as carers, are able to support parents in an open and sensitive manner. A two way sharing of information is key to this.

If we become aware that we are going to be inspected by Ofsted, we will notify parents and/or carers. After an inspection by Ofsted we will supply a copy of the report to parents and/or carers of the children attending on a regular basis.

Each child has a key worker and significant other. This will benefit the child, parent/carer and Beckermat Nursery since the child has one particular person that they can relate to where possible; this provides a stable and consistent relationship for the child. At the same time, a high standard of individual quality care and play is achieved, fulfilling in this way, Beckermat Nursery ethos.

We will:

- Recognise and support parents as their child's first and most important educators, and to welcome them into the life of the nursery;
- Generate confidence and encourage parents to trust their own instincts and judgement regarding their own child;
- Involve parents in shared record keeping about their own child/ren, both formally and informally, ensuring that parents have access to all written records on their own child/ren. They will also become familiar with and work with the key worker and significant other assigned to their child.
- Ensure that parents are given information on a regular basis about their child/ren's progress and have an opportunity to discuss it with their child's key worker, or other staff when appropriate. The nursery will hold parent consultation evenings at yearly (occasionally more often if necessary) intervals.
- Ensure that all new parents are aware of and can contribute to the nursery's systems and policies.
- Encourage parents and carers to actively contribute to their child's development profile and other planning.

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- Emphasise and demonstrate to parents and carers the importance of play to children and how they are instrumental in their children's learning both within the setting and at home.
- Ensure that all parents are fully informed about meetings which are held in venues which are accessible and appropriate for all.
- Make known to all parents/carers the systems for registering queries, complaints or suggestions.
- Provide opportunities for parents/carers to contribute to the nursery's curriculum and the learning of young children.
- Provide support and guidance, signposting where necessary to ensure parents feel able to improve their own lives and their family's lives.
- Be discreet about information obtained when discussing issues and family circumstances. Confidentiality will be maintained unless we feel that the welfare of the child is at risk.
- Ask your permission for outings and special events.
- Provide a written contract between the parent(s) and the nursery regarding conditions of acceptance and arrangements for payment;
- Respect the family's religious and cultural backgrounds and to accommodate any special requirements wherever possible and practicable to do so;
- Identify any special educational needs, to monitor and record these, liaising with parents/carers and outside specialists if needed.
- Find out the needs and expectations of parents. We will do this through regular feedback via questionnaires and encouraging parents to review working practices. We will evaluate any responses and use these to promote nursery practice, policy and staff development.

Your commitment to us

- Book and pay for childcare in advance.
- Notify us as soon as possible if your child will not be attending.
- Inform us of any important events and changes in your child's life.
- Read all letters sent home and sign forms where appropriate.
- Pick up your child from the nursery no later than the arranged time.
- Provide notice of one month if you are reducing sessions or withdrawing your child from the nursery.

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Open Door Policy

At Beckermat Nursery we aim to involve parents as much as possible as we believe, as the main carers, they are of extreme importance to the child's well-being and development. To do this we aim to develop an effective partnership with each family that uses the nursery. Within the nursery we promote positive relationships between parents/carers and practitioners.

'Parents and practitioners should work together in an atmosphere of mutual respect within which children can have security and confidence' as stated in the early years guidance.

Parents/carers are free to visit at any time that the child is in attendance, other times need to be arranged with management so that we can ensure all children's needs are met.

Parents can stay and join in with the activities when they drop off or return early to play with their child or simply stay for the whole session.

Security is obviously a very high priority to us so all parents who are staying or visiting must sign in the visitor's book.

The open door policy allows parents:

- To see the child has made friends and settled;
- To see how the children learn through play and what the 'early year's foundation stage' means to see what we do and why;
- Work closely with staff and build up the relationship.

Whilst parents are in the nursery on visits they are expected to follow these simple rules. Parents must not:

- Intervene on disputes between children;
- Be left alone with the children or used as part of the ratios;
- Have or been given access to information about other children including profiles or individual planning;
- Bring their mobile phone or camera;
- Have access to the staff room, office and children's bathrooms (without being accompanied by a staff member).

All parents/carers must be briefed on any health and safety issues i.e. fire exits, wet floor signs and cleaning things. All parents/carers must be reminded about the importance of confidentiality and that anything you

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hear or see regarding other children must remain confidential and must not be discussed with any parents.

During the session we try to use the skills that all parents have from doing music with the children, playing on the computer or cooking; children love to do anything different and with different people so new ideas are greatly appreciated.

Abusive Parents

Here at Beckermat Nursery we believe that we have a strong partnership with our parents and an open door policy to discuss any matters arising. In the unlikely event that a parent starts to act in an aggressive or abusive way at the nursery, our policy is as follows:

- Direct the parent away from the children and into a private area such as the office;
- Ensure that a second member of staff be in attendance, where possible, whilst ensuring the safe supervision of the children;
- Act in a calm and professional way, ask the parent to calm down and make it clear that we do not tolerate aggressive or abusive language or behaviour;
- Contact the police if the behaviour does not diffuse;
- Once the parent calms down, the member of staff will then listen to their concerns and respond appropriately;
- An incident form will be completed detailing the time, reason and action taken;
- With incidents like this staff may require support and reassurance following the experience, management will provide this and seek further support where necessary;
- Management will also signpost parents to further support if applicable.

Zero Tolerance Behaviour Policy:

Harassment takes many forms ranging from tasteless jokes, abusive remarks, threatening behaviour, intimidation and actual physical abuse. Whatever form it takes, personal harassment from parents/clients is always taken seriously and is totally unacceptable.

Harassment can seriously affect employee's working lives by interfering with their job performance or by creating a stressful, intimidating and unpleasant working environment.

As mentioned personal harassment takes many forms and people may not always realise that their behaviour constitutes harassment. Personal harassment is unwanted behaviour by one person towards another and examples of this include:

- Insensitive jokes and pranks
- Lewd or abusive comments about appearance
- Deliberate exclusion from conversations
- Displaying abusive or offensive writing or material
- Unwelcome touching
- Intimidating or aggressive behaviour
- Verbal abuse (e.g. raised voices, aggressive tones)

NB: These examples are not exhaustive

Any parent/client displaying examples of the above behaviour will be asked to calm down, and once calm the situation will be dealt with. Any parent/client who refuses to calm down will be asked to leave the premises and will be told they can make an appointment with the Manager or Director to continue the discussion so long as they do not display any more of the mentioned types of behaviour. If the parents refuse to leave then the member of staff is well within their rights to call the police. The parent will be informed of this. The parent may be asked to remove their child from the nursery if management feel this is the most appropriate course of action.

This similarly applies to any other individual and course of actions will be circumstantial.

Key Person Policy:

At Beckermert Nursery we recognise that parent/carers are by far the most important people in the lives of their children. We see that it is of vital importance that there is an identified member of staff that both the child and parent/carer can develop a close professional relationship with, which allows warm attachments to develop and gain continuity, security and significance to their present lives.

The key person is the first person that the child learns to relate to in the setting. In time they build relationships with other staff members working in the nursery. The role of the key worker is to develop with both the child and parent/carer a trusting, caring and sensitive relationship.

The key worker will build an emotional attachment with each child in their group. They will know their individual routine as well as their likes and dislikes.

The key person takes on many important functions such as easing separation from parent/carer, meeting the individual needs of the child, relaying information to parents, assessment and record keeping.

Your child's key person is also there to answer any questions or concerns you may have alongside senior staff.

Complaints & Compliments Policy:

The aim of this policy is to make parents and carers fully aware of what to do if they have a complaint or compliment and what steps management will take to ensure that a complaint is managed. We believe children and their families are entitled to expect courtesy and prompt, careful attention to their needs and wishes. Our intention is to work in partnership with parents and the community generally and we welcome suggestions on how to improve our services.

Comments

We welcome comments from parents about our setting and recognise that parents are the prime educators of their child and that comments, whether negative or positive, about our setting are made with the child's interests at heart. Positive comments are a good way for parents to let settings know their work is valued and appreciated, give everyone concerned the chance to build on good practice which promotes children's development, parents are encouraged to praise where appropriate.

Procedures

Many concerns can be resolved quickly by an informal approach to the Manager admin@beckermatnursery.co.uk. However, if this approach does not achieve the desired result the following procedures should be used.

How to Complain

A parent who is unhappy about any aspect of the nursery's provision, concerns should first be raised with the Supervisor on duty at the time. At this stage the following information will be recorded:

- The nature of the complaint including date and time
- Action taken initially
- The subsequent action

Everyone involved with the discussion and outcome of a complaint will be expected to treat information as confidential and will not discuss the situation with anyone else.

If the issue remains unresolved or parents feel they have received an unsatisfactory outcome, then they must present their concerns in writing as a formal complaint to the nursery manager. The manager will then investigate the complaint and report back to the parent within 28 days. The manager will document the complaint fully and the actions taken in relation to it in the Complaints Summary Record as well as kept in the child's personal file. If parents prefer, there is a template form for recording

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complaints held in the office which may be completed by the nursery manager and signed by the parent.

If the problem is still not resolved to the parent's satisfaction, the parent/carer should again contact the manager. A formal meeting will be arranged and the nursery will make a record of the meeting and document any actions. All parties present at the meeting will be asked to review the accuracy of the record, sign to agree it and will receive a copy.

If the nursery feels necessary, an external mediator may be appointed who is agreeable to both parties, to listen to both sides and offer advice. A mediator has no legal powers but can help to define the problem, review the action that has already been taken and suggest further ways in which the issue might be resolved. The mediator will keep all discussions confidential. They will keep an agreed written record of any meetings that are held and any advice which may be given. The involvement of the mediator represents the final stage in the complaints procedure.

The role of the registering authority (Ofsted)

Details of how to contact OFSTED are available from the nursery office and displayed in our reception area.

OFSTED Contact Details:

Piccadilly Gate
Store Street
Manchester
M1 2WD

Registration Number; EY382153

Telephone Number; 0300 123 1231

We ensure that our Complaints Summary Record is available to Ofsted.

In some circumstances, it will be necessary to contact the registering body regarding a complaint. Ofsted has a duty to ensure legislation and requirements are adhered to in order to encourage high standards.

We believe that most complaints are made constructively and can be resolved at an early stage. We also believe that it is in the best interests of the parents and the nursery, that complaints are taken seriously and dealt with fairly, in a way which respects confidentiality.

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Confidentiality Policy:

It is a legal requirement for the nursery to hold information regarding the children and staff using the setting. All confidential information regarding staff, parents/carers and children is stored in a locked cupboard inside the nursery office.

Beckermat Nursery will seek to ensure that confidentiality is maintained. However, we may disclose information where necessary for the discharge of duties/as required by law.

Disclosure of Information Relating to a Member of Staff

In all but defined cases (e.g. disciplinary procedures), the ultimate reference point for deciding who should be informed of a piece of confidential information is the individual to whom it applies.

It is important, however, that where consent is given that it is informed consent. For this to be the case it is necessary to tell the person concerned why there is a need to disclose information and to whom. The person should also be told of the likely consequences of their agreeing or not agreeing to this (in some instances, for example, non-disclosure could mean that the persons need for a service could not be identified).

Disclosure of confidential information may require written authorisation by the individual concerned. This should be dated and specify to whom disclosure is authorised; for example if you are requesting information from one person's GP. Once consent has been obtained, it is the responsibility of the person passing on any information to ensure that this is only done on the terms agreed.

Safeguarding

In cases where there are concerns relating to suspected abuse or neglect of children, Beckermat Nursery's Safeguarding Policy will apply. Where it is possible to involve the other parent in addressing concerns around their children's welfare every effort will be made to do so.

Confidentiality between Clients

Beckermat Nursery cannot guarantee that other clients will maintain each other's confidentiality but we will take every reasonable step to ensure that they do so.

When clients meet each other in group settings the issue of confidentiality will be discussed with them and clients will be asked to maintain each

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other's confidentiality. The fact that Beckermat Nursery cannot guarantee confidentiality will be raised.

Information about Staff

A request for an employee's home address and telephone number will always be referred to the individual concerned before any information is disclosed. This is done via the manager.

There are some agencies who may have an automatic right of access to certain parts of personnel information e.g. inland revenue or tax queries. The manager will notify any staff member of any legal requirements whereby Beckermat Nursery is obliged to provide such information.

Staff should never divulge a colleague's personal circumstances, including their address, future work place etc without permission of the worker.

Information within Beckermat Nursery

This section gives guidance where staff are discussing clients amongst themselves, discussing a client with another agency on the telephone or when clients visit Beckermat Nursery's office:

- Make sure any discussion happens in an appropriate place, e.g. not in an office where other staff are working or where people are coming in and out of the place;
- Do not gossip about clients with other clients, staff or members of your management. Information shared should be on a need to know basis;
- Do not discuss personal facts about one client with another client or in the presence of another client;
- Do not write derogatory comments about clients in their files (or anywhere else);
- Do not leave information lying around or on screen but replace it in the appropriate place (locked office)..

Personnel Records

- All staff will be given a copy of the confidentiality procedure as part of their induction. The implications of the procedure for their work will be explained.
- Access to personnel files can be arranged with the line manager who should make clear the following:
 - Who has access to files and procedure for gaining access

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- How the information is stored, e.g. Locked office
- Application forms, interview records, medical information and monitoring forms are confidential to Beckermat Nursery.
- Equal opportunity monitoring forms will be detached from application forms on receipt and kept separate from application forms.
- Unsuccessful applicants – we may wish to monitor applications and keep information about applicants. Only relevant information should be kept, e.g. race, sexuality, sex and the rest destroyed.
- References – when seeking references for a new employee it is made clear to the referees that information is sought in confidence.
- Probationary reviews and appraisals. The line manager should make clear who receives information on the review.
- Medical records will be held on personnel files in a sealed envelope. Copies of medical certificates and self-certification forms will be placed on personnel files after action for payroll purposes.
- Breaches of confidentiality by staff will normally be treated within the remit of Beckermat Nursery's disciplinary and grievance procedure. The nature of any breaches of this procedure will determine the level of disciplinary action, e.g. disclosure of unauthorised staff details would be gross misconduct.

Children's Files

We keep two kinds of records on children attending Nursery:

Developmental recording

We use a secure online platform called Blossom to record the development of your child. Through Blossom we track and understand your child's learning more effectively and build strong, trusting parent partnerships by sharing their development with you, allowing you to be more involved in your child's journey through nursery with us.

Personal records:

These include registration and admission forms, signed consents, and correspondence concerning the child from other agencies, an ongoing record of relevant contact with parents, and observations by employees on any confidential matter involving the child, such as developmental concerns or child protection matters.

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The information recorded will be factual and where an opinion is recorded it will be clear that this is opinion and what this is based on. This information is kept in the office and locked away. All clients are protected under the General Data Protection Regulation 2018. Information will be kept for six years once the child has left Beckermat Nursery. It will then be destroyed or archived. Where records refer to children, this information will be kept until the child is 21.

Parents may request access to any records held on their child and family following the procedure below:

- Any request to see the child's personal file by a parent or person with parental responsibility must be made in writing to the Nursery Manager.
- The Nursery Manager informs the chairperson of the management committee and sends a written acknowledgement.
- The Nursery commits to providing access within 14 days - although this may be extended.
- The Nursery Manager and Committee Chairperson prepare the file for viewing.
- All third parties are written to, stating that a request for disclosure has been received and asking for their permission to disclose to the person requesting it. A copy of these letters is retained on the file.
- 'Third parties' include all family members who may be referred to in the records. It also includes workers from any other agency, including social services, the health authority, etc. It is usual for agencies to refuse consent to disclose, preferring the individual to go directly to them.
- When all the consents/refusals to disclose have been received these are attached to the copy of the request letter.
- A photocopy of the complete file is taken.
- The Nursery Manager and Committee Chairperson go through the file and remove any information which a third party has refused consent to disclose. This is best done with a thick black marker, to score through every reference to the third party and information they have added to the file.

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- What remains is the information recorded by the Nursery, detailing the work initiated and followed by them in relation to confidential matters. This is called the 'clean copy'.
- The 'clean copy' is photocopied for the parents who are then invited in to discuss the contents. The file should never be given straight over, but should be gone through by Nursery Manager, so that it can be explained.
- Legal advice may be sought before sharing a file, especially where the parent has possible grounds for litigation against the Nursery or another (third party) agency.

All computer records will be password protected and compliant with Beckermat Nursery's IT security procedures.

We use the parents provided e-mail addresses for nursery related communication and for administration purposes only. The e-mails' contents are used for internal training and service improvement where/when applicable and when confidentiality is not specifically requested. However, e-mail addresses and/or contents are not passed or/and published on to third parties or used for marketing purposes, unless there is a written consent from the sender.

Partnerships with other Organisations

Beckermat Nursery may be working in partnership with other bodies. Where specific information sharing protocols exist that affect a particular client, all agencies should be aware of this. Beckermat Nursery will give all partnership agencies a copy of the confidentiality procedure and will explain the requirements it places on the partnership organisation that will have access to information and in what circumstances. Management agreements will state that breaches of confidentiality by either party will be treated as a breach of the agreement.

Data Protection Policy & Procedure:

The Nursery is committed to protecting personal data and ensuring that we comply with the data protection principles as listed below:

- Personal data shall be processed fairly and lawfully;
- Personal data shall be obtained for one or more specified and lawful purposes, and shall not be further processed in any manner incompatible with that purpose or those purposes;
- Personal data shall be adequate, relevant and not excessive in relation to the purpose or purposes for which they are processed;
- Personal data shall be accurate and, where necessary, kept up to date;
- Personal data processed for any purpose or purposes shall not be kept for longer than is necessary for that purpose or those purposes;
- Personal data shall be processed in accordance with the rights of data subjects under the General Data Protection Regulation 2018, appropriate technical and organisational measures shall be taken against unauthorised and unlawful processing of personal data and against accidental loss or destruction of, or damage to, personal data;
- Personal data shall not be transferred to a country or territory outside the European Economic Area unless that country or territory ensures an adequate level of protection for the rights and freedoms of data subjects in relation to the processing of personal data.

In addition the Nursery will meet their legal obligations as laid down by the General Data Protection Regulation 2018 by:

- Ensuring that any data is collected is used fairly and lawfully;
- Processing personal data only in order to meet our operational needs or fulfil legal requirements;
- Taking steps to ensure that personal data is up to date and accurate;
- Establishing appropriate retention periods for personal data;
- Ensuring that data subjects' rights can be appropriately exercised;
- Providing adequate security measures to protect personal data;

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- Ensuring that a named Nursery employee is responsible for data protection compliance and provides a point of contact for all data protection issues;
- Ensuring that all employees are made aware of good practice in data protection;
- Providing adequate training for all employees responsible for personal data;
- Ensuring that everyone handling personal data knows where to find further guidance;
- Ensuring that queries about data protection, internal and external to the Nursery, are dealt with effectively and promptly;
- Regularly reviewing data protection procedures and guidelines within the Nursery.

Information recorded on paper format such as staff details, children's details, child protection and special needs forms are stored in the office and only management have access to these, to protect confidentiality. On the computer, data is password protected and only Managers, Deputy Managers and Directors are entitled to access it.

All information on staff and children is updated regularly by way of **data collection sheets**. All children have individual personal record and development files, stored in the office.

Staff members' files

Members of staff are allowed to have access to all personal data about them held under the General Data Protection Regulation 2018. This Act requires the provider to respond to requests for access to personal data within one month (this can be extended to two months if the request is complex). We will aim to provide such data electronically. Members of staff are required to read this information carefully and inform head office at the earliest opportunity if they believe that any of their personal data is inaccurate or untrue, or if they are dissatisfied with the information in any way. The data will be rectified and if it is not rectified for any reason, we will explain to the individual why we have not done so and inform them of their right to complain to the supervisory authority or judicial remedy.

The General Data Protection Regulation 2018 gives data subjects the right to have access to their personal data, free of charge, at reasonable intervals, with some exceptions, such as certain information relating to job

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applications. In certain circumstances, such as if the requests for personal data are unfounded, excessive or repetitive; we may charge a reasonable fee or refuse to provide the data. The fee will be based on administrative costs. The member of staff will be informed whether or not the request is to be granted. If it is, the information will be provided within one month of the date of the request.

In the event of a disagreement between a member of staff and Beckermat Nursery regarding personal data, the matter should be taken up under our formal grievance procedure.

Access and Storage of Information Policy:

We believe that an open access policy is the best way of encouraging parent/carers and nursery partnerships. Parents/carers are welcome to view the policies and procedures file which governs the way in which the nursery works. These can be viewed at www.beckermetnursery.co.uk

Parents are also welcome to see and contribute to all the records that are kept on their child; however the nursery will adhere to the Data Protection laws.

The nursery ensures that it is registered in regard to data protection and all parent, child and staff information is stored securely according to the data protection registration ensuring confidentiality is maintained at all times. This includes all contact details, permissions, certificates and photographic images.

The nursery's records and documentation are kept and stored in accordance to the minimum legislative archiving time. This will be reviewed and amended according to any change in legislation. Records relating to individual children are retained for a reasonable period of time after they have left the provision.

Record Keeping

The record keeping systems employed by this nursery are comprehensive and are up-dated regularly, and consist of the following:

Register – The daily register is taken on Blossom.

Registration forms – Are completed by the parents/carers and contain details of home address, date of birth, contact telephone numbers, allergies and long term medical conditions, health problems, G.P's address and telephone number, immunisation record and previous early years experience e.g. parents and toddler groups.

Accident forms – recorded on Blossom. These detail all the accidents that occur during the nursery session and describe – the name of the casualty, the date, time and place of the accident. Also the circumstances in which it occurred, the nature of the injury, treatment given, medical aid sought (if any), the name of the person treating the accident (must hold a current First Aid qualification). The information will also contain the name of any witness, the approval of the parent or carer on collecting the child from the group, and layout of the accident if it is of a serious nature.

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If the child receives a bump to the head, a “bump note” is given to the parent/carer explaining that the child must continue to be observed for a period of 24 hours, and that any concerns must be reported to the child’s GP. The nature of the accident will also be noted in the accident form.

Incident forms – This is recorded on Blossom and completed when an incident occurs not an accident whilst at the nursery. Its purpose is to identify how the incident occurred and how we can prevent future incidents occurring. Parents/carers are asked to sign the form to say they have been informed of the incident.

Medication record – Details administration (with a letter of parental consent) of any life saving/maintaining medicines. The report also contains the child’s name, name of the child’s G.P, dosage, time of administration, circumstances of administration, parent’s signature, and signature of member of staff administering the medication (must hold a current First Aid certificate).

Functional medications can be given to the children, providing the parent/carer has given consent and that it has been prescribed by the doctor (with the exception of calpol). Parents/Carers must sign the medication form, with the name of the medicine and the dosage and time to be given. If the name of the medication and/or dosage on the bottle does not match that which is written in the medication book, staff will **not** administer the medicine.

Cause for Concern Form – If a member of staff have any concerns about a child attending nursery, this form will be completed and returned to the manager. A cause for concern may be any of the following:

- Significant changes in children’s behaviour
- Deterioration in their general well being
- Unexplained bruising, marks or signs of possible abuse
- Signs of neglect
- Comments children make which give cause for concern

Pre – existing injury form – will be completed if a child comes into the nursery with an injury which has occurred at home or on the way to nursery. The form should be completed and signed by the parent when signing the child in at the beginning of the session.

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Staff appraisals (Annual and more often if necessary) – Regular monitoring by the manager of staff training records for the past year, and future training planning, with the wishes of the member of staff and the organisation taken into consideration.

Staff training records – are completed by the individual staff member undertaking the training. They must provide a brief evaluation of the course, and must always feedback to the other members of staff once training is completed.

Equal Opportunities:

At Beckermat Nursery we follow the guidance under the Equality Act 2010 and we are committed to:

- Promoting equal opportunities;
- Promoting good relations between members of different racial, cultural and religious groups and communities;
- Eliminating unlawful discrimination which includes any discrimination towards: Age, Disability, Gender reassignment, Marriage and civil partnership, Race, Religion/belief, Sex, Sexual orientation, Pregnancy/maternity.

Guiding Principles

In fulfilling these duties listed above, we are guided by three essential principles:

- Every child should have opportunities to achieve the highest possible standards and the best possible experiences for the next stages of their development and education.
- Every child should be helped to develop a sense of personal and cultural identity that is confident and open to change, and that is receptive and respectful towards other identities.
- Every child should develop the knowledge, understanding and skills that they need in order to participate in Britain's multi-ethnic society and in the wider context of an interdependent world.

Addressing racism and xenophobia

The nursery is opposed to all forms of racism and xenophobia, including those forms that are directed towards religions and communities.

Responsibilities

The management is responsible for ensuring that the nursery complies with legislation and that this policy and its related procedures and strategies are implemented continuously.

The managers are responsible for implementing the policy, for ensuring that all staff are aware of their responsibilities and are given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination.

All staff are expected to deal with racist incidents that occur and to be aware of how to identify and challenge racial and cultural bias and

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stereotyping, to support children in their nursery for whom English is an additional language and to incorporate principles of equality and diversity into all aspects of their work.

Information and Resources

We ensure that the content of this policy is known to all staff and appropriate to all children and parents. All staff have access to a selection of resources which discuss and explain concepts of race equality cultural diversity in appropriate detail. All children will have access to a diverse range of cultural resources.

Religious Observance

We respect the beliefs and practice of all staff, children and parents/carers and comply with all reasonable requests to religious observance and practice.

Breaches of the Policy

Breaches of this policy will be dealt with in the same ways that breaches of other nursery policies are dealt with, as determined by the management. The severity of the breach may determine the outcome.

Monitoring and Evaluating

We collect information using quantitative and qualitative data relating to the implementation of this policy making adjustments where appropriate.

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Equality & Diversity:

Beckermat Nursery is committed to promoting equality for all. This is reflected throughout all our policies and the nursery works in accordance with current legislation. Policies and practices are regularly reviewed to ensure that children, families, staff members, visitors and nursery users are treated with respect and included in all aspects of nursery life.

The nursery will encourage recognition of the value of each individual and will not discriminate on grounds of nationality, gender, ethnicity, colour, sexual orientation, disability culture, language, religion, marital or parental status or age. This applies to children, parents, employees, visitors and during the process of recruitment of new staff.

All forms of discrimination will be treated seriously and it will be made clear to any offenders that such behaviour is unacceptable. Contracts of employment set out procedures to be followed when discriminatory language or behaviour is used.

We aim to develop a non-judgmental, easily accessible, safe learning environment where difference is celebrated and all children and adults are valued as individuals.

All children will be given opportunities to develop their full potential and a positive identity. We believe that the children's activities and resources should be open to all children and families and to all adults who are committed to their care.

We recognise that:

- Very young children may imitate a label and its associated emotion without even knowing the group referred to by the label.
- As the child develops s/he begins to understand what group the label refers to, the child's negative emotion becomes crystallised into a negative attitude toward that group.
- That attitude becomes ingrained with their whole personality and becomes stabilised and hard to change.
- That child has developed prejudice toward a whole group of people without ever knowing an individual associate with the 'group'.
- As Early Years Practitioners, we have a professional responsibility to unpick that process.

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- All children are harmed through prejudice and discrimination.

We are aware of the impact adults behaviour has on children's development as they form opinions of the world around them and we therefore use the following guidelines:

Training

Professional Development of all staff members is encouraged with the aim to raise awareness of equality for all and the role we play in developing an approach to life-long learning.

We organise annual training events for all staff members around equal opportunities and use reflective practice to evaluate the nursery's performance through staff meetings.

Staff

All staff vacancies are advertised widely. Beckermat Nursery will appoint the best person for each position and will treat all applicants fairly and with respect. In this respect, the nursery will ensure that no job applicant or employee receives less favourable treatment because of age, sex, gender reassignment, disability, marriage or civil partnership, race, religion or belief, sexual orientation, pregnancy or maternity which cannot be justified as being necessary for the safe and effective performance of their work or training.

Staff are encouraged to be mindful of their behaviour and conduct within the nursery and act in a way that is non-judgemental and does not stereotype individuals.

We encourage staff to challenge stereo-typical and judgemental behaviour in a sensitive but pro-active way. This includes attitudes which may be held by other colleagues, children and adults who use the setting.

The Curriculum

All children will be respected and their individuality and potential recognised, valued and nurtured.

Activities and the use of resources offer children opportunities to develop in an environment free from prejudice and discrimination.

Management of resources within the nursery will ensure that both girls and boys have full access to all kinds of activities and equipment and are equally encouraged to enjoy and learn from them.

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Appropriate opportunities will be given to children to explore, acknowledge and value similarities and differences between themselves and others.

Activities and resources

Children have access to a wide range of resources and we display non-stereo typical, positive images of groups and individuals throughout the nursery. Resources will be chosen to give children a balanced view of the world and an appreciation of the rich diversity of our multi racial society. Materials will be selected to help children develop their self respect and to respect other people by avoiding stereotyping and using images and words, which reflect the contribution of all members of society.

We read stories from a range of different cultures to celebrate diversity and listen to music from all around the world. We use long, medium and short term planning to explore the diversity in cultures, dance, music and communications.

Additional Needs

Beckermat Nursery recognises that children have a wide range of needs which differ from time to time and will consider what part the nursery can play in meeting these needs as they arise.

Children with additional needs are recognised as enriching the nursery environment and we actively encourage their inclusion in the provision.

We aim to provide a childcare place, wherever possible, for children who may have learning difficulties and/or disabilities or are deemed disadvantaged taking into account their individual circumstances, and the nursery's ability to provide the necessary standard of care. We make necessary reasonable adjustments for all children with special educational needs and disabilities.

Language

Basic information, written and spoken, will be clearly communicated in as many languages as possible.

Bilingual and multi-lingual children and adults are an asset to the whole group. Parents will be encouraged to speak to children in their first language at home, and children will be encouraged to use their first language within the setting.

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Food

Working in partnership with parents, children's medical, cultural and dietary needs will be respected and met throughout the nursery.

Family Diversity

The nursery recognises that many different types of family group can, and do successfully love and care for children. We aim to offer support to all families. The nursery offers a flexible payment system for families with different means.

We offer information in a range of languages to ensure all families are kept informed and updated.

Festivals

Our aim is to show respectful awareness of all major events in the lives of the children and families who attend the nursery and in society as a whole, and welcome the diversity of backgrounds from which they come.

In order to achieve this we:

- Aim to acknowledge all of the festivals which are celebrated in our area and/or by families who use our nursery.
- Provide information without indoctrination of faiths and festivals which are being celebrated by their own families and the families of others. Children will be introduced, where appropriate, to the stories behind the festivals.
- Before introducing a festival with which the adults in the nursery are not familiar, appropriate advice will be sought from parents and other people who are familiar with that festival.
- Children and families who celebrate festivals at home which the rest of the children in the nursery is not familiar, the family will be invited to share their festival with the rest of the children if they wish to do so.
- Children will become familiar with and enjoy taking part in a range of festivals, together with the stories, celebrations and special food and clothing they involve, as part of the diversity of life.

Dealing with Discrimination:

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

Types of discrimination

- Direct discrimination – occurs when someone is treated less favourably than another person because of a protected characteristic.
- Discrimination by association - occurs when there is a direct discrimination against a person whom is associated with as person who has protected characteristic.
- Discrimination by perception - occurs when there is a direct discrimination against a person because they are perceived to have a protected characteristic.
- Indirect discrimination - can occur where a provision or criterion is in place which applies to everyone in the organisation but particularly disadvantages people who share a protected characteristic.
- Harassment - is defined as 'unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual'.
- Victimisation – occurs when an employee is treated less favourably or put to detriment because they have made or supported a complaint or raised a grievance under the Equality Act 2010 or have been suspected of doing so.

Protected Characteristics

The nine protected characteristics under the Equality Act 2010 are:

- Age
- Disability
- Gender reassignment
- Race
- Religion or belief
- Sex
- Sexual orientation

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- Marriage and civil partnership
- Pregnancy or maternity

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

Examples of discriminatory behaviour are:

- Physical assault against a person or group of people
- Derogatory name calling, insults and discriminatory jokes
- Graffiti and other written insults
- Provocative behaviour such as wearing badges and insignia and the distribution of discriminatory literature
- Threats against a person or group of people relating to of the nine protected characteristics listed above
- Discriminatory comments including ridicule made in the course of discussions
- Patronising words or actions

Our procedures

We tackle discrimination by:

- Expecting all staff in the nursery to be aware of and alert to any discriminatory behaviour or bullying taking place;
- Expecting all staff to intervene firmly and quickly to prevent any discriminatory behaviour or bullying. This may include behaviour from parents and other staff members;
- Expecting all staff to treat any allegation seriously and report it to the nursery manager. Investigating and recording each incident in detail as accurately as possible and making this record available for inspection by staff, inspectors and parents where appropriate, on request. The nursery manager is responsible for ensuring incidents are handled appropriately and sensitively and entered in the record book. Any pattern of behaviour should be indicated. Perpetrator's/victim's initials may be used in the record book as information on individuals is confidential to the nursery;

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- Informing the parents of the child(ren) who are perpetrators and/or victims of the incident and of the outcome, where an allegation is substantiated following an investigation;
- Excluding or dismissing any individuals who display continued discriminatory behaviour or bullying but such steps will only be taken when other strategies have failed to modify behaviour. This includes any employees, where any substantiated allegation, after investigation, will instigate our disciplinary procedures.

We record any incidents of discriminatory behaviour or bullying to ensure that:

- Strategies are developed to prevent future incidents;
- Patterns of behaviour are identified;
- Persistent offenders are identified;
- The behaviour has been addressed and dealt with appropriately;
- Effectiveness of nursery policies are monitored;
- A secure information base is provided to enable the nursery to respond to any discriminatory behaviour or bullying.

Nursery Staff

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

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

It is incumbent upon all members of staff to ensure that they do not express any views or comments that are discriminatory; or appear to endorse such views by failing to counter behaviour which is prejudicial in a direct manner. We expect all staff to use a sensitive and informed approach to counter any harassment perpetrated out of ignorance.

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Mental Health and Wellbeing Policy:

Mental ill health and stress are associated with many of the leading causes of disease and disability in our society. Promoting and protecting the mental wellbeing of staff and children here at Beckermat Nursery is important for the physical health, social wellbeing and development of each individual. Addressing workplace mental wellbeing can help promote the employment of people who have experienced mental health problems and support them once they are at work. Important aspects of mental health and wellbeing include providing information, raising awareness, developing management skills, providing a supportive environment, and offering advice and support.

Our Aims

- To create a workplace environment that promotes and supports the mental wellbeing of all employees and children.
- To help children and staff to feel happier, more confident and more motivated.
- To contribute positively to priorities such as enhancing teaching and learning, raising standards, promoting social inclusion and improving behaviour.
- To involve children and staff in the operation of the nursery.
- To help everybody to achieve their full potential.
- To hold good recruitment and retention levels.

Policy Actions:

- Reduce discrimination and stigma by increasing awareness and understanding.
- Give information on and increase awareness of mental wellbeing.
- Give non-judgemental and proactive support to individuals who experience mental health problems.
- Provide opportunities for employees and children to look after their mental wellbeing, for example through physical activity, stress reducing activities and social events.
- Offer employees flexible working arrangements where practicable.

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- Manage conflict effectively and ensure Beckermat Nursery is free from bullying and harassment, discrimination, and racism by putting into action our anti-bullying policy and our dealing with discrimination policy.
- Ensure individuals suffering from mental health problems are treated fairly and consistently.
- In cases of long-term sickness absence, put in place, where possible, a graduated return to work.
- Treat all matters relating to individual mental health problems in the strictest confidence and share on a 'need to know' basis only with consent from the individual concerned or their parent/carer.
- Ensure all line managers have information and training about managing mental health in the setting.
- Employees participating in any of the mental wellbeing activities will be regularly asked for feedback.
- Ensure that every child has a key worker and follows a well-planned settling-in procedure. The key worker and the parent will have regular, ongoing consultations to discuss any concerns.
- Encourage children to create daily diaries.
- Develop a strong outdoor learning environment.
- Recognising the background of individual children and their physical, social and emotional needs.
- Establish clear rules, routines and expectations about behaviour for learning and social cohesion.

Good quality nursery and pre-school education helps prepare children for school and assists with their cognitive and social development so Beckermat Nursery will ensure that this policy is fulfilled to the best of our ability to help give children the best possible start in life. If any staff member or parent/carer has any concerns, they are advised to contact the manager to enable us to help provide effective support when necessary.

Admissions Policy:

Beckermat Nursery opened in 1976 and is Ofsted registered for no more than 43 children at any one time. Our unique Ofsted registration number is: EY382153. The certificate of registration is displayed in the nursery.

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A £50 non-refundable registration fee is payable to guarantee a place.

Opening times:

- Nursery - 7.00am to 6.00pm. (Except Fri 5.00pm closure).
- Breakfast Club – 7.00am – 9.00pm (children escorted to school via walking bus, minimum of two sessions required per week).
- Lunchtime meals are nutritious and well balanced and cooked on site.
- After School Club – 3.00pm – 6.00pm (children collected from school via walking bus, minimum of two sessions required per week).
- We also run a summer programme 7.00am – 6.00pm (numbers permitting).
- Hours to suit individual needs can be catered for.
- We are open 50 weeks per year, closing for Christmas, Bank Holidays, trip day (end of term in July) and staff x 2 inset days (August usually). Planned closures are usually posted in the cloakroom. We reserve the right to implement unexpected closures, if circumstances warrant.

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 and accessible to all sections of the community through our website, open days which are advertised in the free local newspaper, prospectus of the nursery and an open-door policy for perspective parents to look around.

The nursery operates an open-door policy which provides opportunities for families to visit the nursery at a time that is convenient. However, for the comfort of the children who already attend the nursery we ask that families do not visit at lunch time (11.30 am – 1.00 pm) when children are eating and resting.

Parents and carers are provided with information about the services the nursery offers. We also have access to translation services as and when it is necessary.

Parents are required to complete a Nursery Registration Form before being allocated a place. A copy of the child's birth certificate must also be provided to keep in the child's file. The Nursery Registration Form includes a copy of the terms and conditions which must be signed and dated. The

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following information must also be provided on the Nursery Registration Form:

- Child's full name and date of birth
- Address and telephone number of family
- Immunisation history
- Medical details including allergies, dietary requirements or medication
- Details of all individuals who have permission to collect the child from nursery
- Emergency contact details
- Details of any special educational needs the child may have
- Ethnicity
- Name and address of doctor & dentist
- Details of sessions required and preferred start date

Parental rights are given to the individuals stated on a child's birth certificate. If a parent has been relinquished of their parental rights, we require official written notice such as a court order or similar.

We will always strive to provide a place for a child at the nursery; however there are additional factors to be taken into account. These include:

- Availability of spaces, taking into account the staff/child ratios, the age of the child and the registration requirements;
- When the application is received;
- The nursery's ability to provide/adapt the facilities for the welfare of the child;
- In the instance of a child requiring a full-time place, they may have preference over a child requiring a part-time place. This is dependent upon work commitments, occupancy and room availability;
- Extenuating circumstances affecting the child's welfare or the welfare of his/her family;
- Children who have siblings who already attend the nursery.

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

Free Early Education Entitlement (FEEE)

FEEE places are available from the term after a child's 2nd birthday if the criteria are met – the family living on benefits, in receipt of Child Tax Credits, child with SEN etc (please ask at the office), and universally after a child's 3rd birthday, providing children with up to 15 hours free childcare per week term time only. These sessions can be booked as follows:

2 year FEEE sessions

Term time only

- Between 9.00 am and 3.00 pm

- 3 year FEEE sessions

Term time only

- Between 9.00 am and 3.00 pm

30 hour FEEE sessions are available for 3 and 4 year olds whose parents meet the criteria specified. Parents must apply for this online via the digital childcare service on the government website and produce the code given to Beckermat Nursery. We will check the validity of the code and secure a place for the child. No session on this scheme is to be longer than 10 hours and only a maximum of two sites can be used in a single day. Up to 30 hours per week will be made available term time only.

Places are allocated on a first come first served basis with the exception of children attending the pre-school for FEEE sessions. When the nursery reaches maximum capacity children are placed on a waiting list which is reviewed periodically. Parents will be contacted when a place becomes available.

The nursery has two priorities when allocating 3 year old FEEE only places:-

1. Priority is given to children already attending and paying for childcare within the nursery as we rely on this income to function as a childcare provider.
2. Vulnerable, at risk and looked after children as well as children with Special Educational Needs.

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Once all places have been allocated, children will be placed on a waiting list which will again be in birth order. Children on the waiting list may be given priority in the following year.

Attendance patterns of children accessing the nursery for FEEE places will be monitored. Any sessions which are not being used regularly will be re-allocated to children on the waiting list.

Further information about FEEE funding is available through the children's nursery office.

Nursery Fees:

The fees are payable monthly on or about the 15th of each month. Invoices submitted **must** be paid within 7 days of receipt.

Parents/carers will be entitled to four weeks holiday per academic year (full day care only (FDC) – min 16 hours per week all year) when they will not be charged. Two of these weeks are to be taken at Christmas, when the nursery is closed, and the other two weeks can be taken when they choose. These weeks are deducted from an invoice, usually in October. At least one month's notice must be given, in writing, of any planned holidays or changes to avoid any extra charges ie: lunches. Unfortunately, we cannot make any reductions for unplanned absences ie: sickness or days out with parent/carers. FDC granted children (EYE free entitlement) will be eligible for one week wraparound, if used, and one week FDC non term time pro rata.

Those children using Breakfast and Afterschool Clubs who wish to guarantee a holiday place must book throughout the year. Entitlements will then be one-week FDC and one week BC/AS. To reserve a place for your child a £50.00 administration fee is payable and non-refundable (£20 credit added to your child's account once child has completed settling in times).

For a child to keep his/her place the parents/carers must pay the fees. If they experience difficulties paying their child's fees, they should speak to the nursery manager as soon as possible as we aim to find a solution to any problem they may be incurring.

We are in receipt of free entitlement nursery funding for two-, three- and four-year-olds, where funding is not received then fees apply.

- Babies under 2 years – our staff ratio is 1 adult: 3 children. Ofsted legal requirements are 1 adult: 3 children. Therefore, we ensure excellent quality care.

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- There is a minimum charge for breakfast and after school and minimum sessions required. There is a 10% reduction for second and subsequent children.
- Any late collections or drop offs (not during nursery opening hours) will be charged at one full hour every 15 minutes
- We accept several different childcare vouchers.
- Standing Orders and bacs transfers preferred, please ask for bank details.

Loss or Damage to Property Policy:

Beckermat Nursery accepts that on occasion, children and staff members may bring personal belongings into the setting. The purpose of this policy is to inform parents/carers and staff of the level of responsibility that Beckermat Nursery accepts when personal belongings are brought into the setting.

Staff Member Personal Belongings

All staff members have a responsibility to ensure that any personal possessions brought into the setting are kept safe. Beckermat Nursery will take as much care of these items as is reasonably possible and will provide a lockable area for such belongings, but it is the responsibility of the staff member to ensure that their belongings are placed appropriately in the locked area.

All members of staff will be asked to sign an agreement stating that Beckermat Nursery accepts no responsibility for their belongings if they have not been locked away in the designated place. If belongings have been stored securely and an incident occurs where they have gone missing, Beckermat Nursery will investigate and, in certain circumstances, replace the missing items on completion of a claim form. An example of such a circumstance would be if the possessions were stolen by a child or another staff member.

Children's Personal Belongings

Beckermat Nursery would prefer that children did not bring their own toys and games into the setting but we accept that this is sometimes inevitable and unavoidable. Beckermat Nursery will take as much care as is reasonably possible with the belongings but parents and children are ultimately responsible for the possessions that they bring into the setting and parents/carers send these items in at their own risk.

All parents/carers will be asked to sign an agreement when registering a child stating that Beckermat Nursery accepts no responsibility for children's belongings. A sign will also be displayed on the setting notice board.

Staff members and children should avoid bringing expensive or irreplaceable items to the setting.

Settling into the Nursery:

Here at Beckermat Nursery we strive to ensure all children are given the same opportunity to settle into our nursery environment. We aim to make

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the Nursery a welcoming place where children settle quickly and easily because consideration has been given to individual needs and circumstances of children and their families.

Once a family has returned their child's registration form & registration fee, a letter/email will be sent confirming the place and providing the following information:

- Times of booked sessions and start date
- Settling in procedure
- Invoice procedure

On average we have a 6 week settling in period. The first session will be for one hour when other dates and times will be decided on an individual basis (usually added to Blossom Profile). This will give the child time to become familiar with the nursery environment before being left for the first time. The length, number and timing of settling in sessions is left flexible to ensure we meet the needs of individual children and their families.

During these visits parents will be informed of:

- The key person system and who their child's key person is
- EYFS profiles and daily record sheets
- Meal time routines and menus
- What to bring to nursery
- Medication and first aid practices
- The contact number for nursery
- Drop off and collection procedure
- What to do if they have a complaint or compliment
- Details of child's likes/dislikes and routines will be collected

Before a child's first session, parents will be required to complete additional information sheets (starting point) which will inform key workers of children's daily routines. These will vary depending on the age of the child. Written permission will be sought from parents on the following:

- Has permission to seek medical attention in an emergency.
- Has permission to administer an emergency dose of paracetamol suspension in the event of a high temperature ie. in babies and children over 37.2 degrees
- Has permission to administer basic first aid to include the use of plasters & adhesive dressings
- Has permission to use face paints
- Has permission to consume food with nut traces
- Has permission to go on external outings

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- Has permission to take a bus
- Has permission to use sun cream which I will provide (unopened) and nappy cream
- Has permission to check my child's hair for lice.
- Has permission to take photographs/digital images of my child to be used in & around the nursery, for promotional work including the use of our website and social media sites
- Has permission to carry out observations and on-going assessments which will/may be shared with other agencies and/or during transitions and promotional material
- Permission to administer medication as and when required. (prescribed medicine only).

The parent/carer is also given the opportunity to raise any comments with the staff which would benefit their child's care and development.

We judge a child to be settled when they have formed a relationship with their key worker; for example, the child looks for the key person when he/she arrives, goes to them for comfort, and seems pleased to be with them. The child is also familiar where things are and is pleased to see other children and participate in activities. When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when. We also recognise that some parents do not want to say goodbye therefore we adapt the situation to the individual.

It is recognised that some children take longer to settle than others, especially younger children. We work with parents on an individual basis to ensure their child copes well with the change and parents feel supported throughout the settling in process. If a child is finding it very difficult to settle, we work with parents to identify if there is anything else which can be done, such as:

- Bringing a favourite toy from home or set up activities that we know the child particularly likes.
- Developing a star chart for either coming in smiling or small achievements the child achieves whilst in nursery.
- Attempting to have the same member of staff meet the child and work alongside them and their parent/carer.
- Encourage parents to phone throughout the day to reassure them and let them speak to the child's own key person, try and get the parent/carer to collect their child a little earlier so as to observe the child playing.

If a child continues to be distressed after attending nursery for some time, a review with parents/carers would be arranged to see how they feel and

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what everyone agrees to be the best next step for the child. We reserve the right not to accept a child into the nursery without a parent or carer if the child finds it distressing to be left.

During the settling in time, the child's key person will take photos and make observations in the child's profile about their first few visits to nursery. Formal assessments will take place approximately six weeks after the child has started to give them time to fully settle in.

Transition Policy:

As a general rule, children move rooms at ages 2 and 3. However this is dependent on the child's level of development. It may be that a child is ready to move up sooner or later than peers and this decision will be made on an individual basis after a discussion between the parents and the key person has taken place.

The transition process

A meeting between key persons takes place to share information about the child and their needs. The child's current key person is responsible for introducing the Parents/carers to the new key person who will then introduce the new room and routine. Parents and the current key person will provide information to the child's new key person to ensure the new key person is familiar with the child's likes and dislikes etc.

A celebration of this stage is recorded in the child's profile including information about the child's achievements to date and the next steps of learning and development.

Settling in visits are organised between rooms; the number of visits depends on the progress made when settling into the new routine. The child's key person will go with the child on these initial visits to enable a familiar person to be present at all times.

Wherever possible groups of friends will be moved together to enable these friendships to be kept intact and support the children with the peers they know.

Parents will be kept informed of all visits and the outcomes of these sessions e.g. through photographs, discussions or diary entries.

Only when the child has settled in through these taster sessions will the permanent room move take place. If a child requires more support this will be discussed between the key person, parent, manager and room leader of the new room to agree how and when this will happen.

Starting school or moving to another setting

Starting school is an important transition and some children may feel anxious or distressed. We will do all we can to facilitate a smooth move and minimise any potential stresses. This process is also applied where children move to another setting.

We work very closely with Beckermets School to enable an easy transition from nursery to the reception class. Nursery practitioners are also able to

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take the pre-school children to Beckermat C of E School in the summer term before they start in September, providing that they are attending that school and parents' consent to this. This enables the children to become familiar with their new surroundings and makes the transition process much easier for the child. This does not ensure a child's place at Beckermat C of E School. For further information about the school and their intake procedure please contact Mrs L Thomson 01946 841221. If your child will be attending another school we would welcome visits from that school's reception teacher.

Where possible we plan visits to the school with the key person. Each key person will talk about the school with their key children who are due to move to school and discuss what they think may be different and what may be the same. They will talk through any concerns the child may have and initiate activities or group discussions relating to any issues to help children overcome these.

We produce a comprehensive report on every child starting school to enable teachers to have a good understanding of every child received. This will include their interests, strengths and level of understanding and development in key areas. This will support continuity of care and early learning.

Children/Sibling Interaction Policy:

All the children in the nursery are actively encouraged to interact with each other during the day. The children play together in their groups within their areas during the play sessions; they are also given the opportunity to interact with the other children who are not in their groups on a regular basis.

The children come together at outdoor play times and spend some time socialising and interacting with each other. Siblings who are not in the same groups at nursery regularly interact with each other during the day at specific times and are also given the opportunity during the play sessions to play with or comfort each other if upset.

If a child is new to the nursery, but has a sibling who already attends it, then arrangements will be made in order for the children to be together for however long needed on their settling in week.

Arrivals and Departures Policy:

It is our policy at Beckermert Nursery that every child and parent will be welcomed in a pleasant and professional manner on their arrival.

On arrival to the nursery the parents/carers will liaise with their child's key person where any issues regarding the child will be discussed. On departure from the nursery the relevant key person will liaise with the parent/carer and discuss the child's day and any problems that have arisen.

All children within the building have a communication diary, which has details recorded regarding the child's day including mealtimes, sleep times, nappies etc. The communication diary will be relayed to the parent/carer at the end of each session.

All children's daily activities are recorded on a large white board and children's individual routines are evident within the individual rooms.

Registers:

All children attending the nursery and groups are signed in and out on the daily register. Daily registers are kept in each room and kept up to date by the room leader and assistant room leader. Staff, visitors, students and volunteers are asked to sign in and out in the main entrance.

Registration Forms:

Every child who attends the nursery for childcare has their own file which includes a registration form. This form is completed by the child's parent/carer and includes the following information:

- Home address and telephone number. If the parents do not have a telephone, an alternative number must be given where we can contact them.
- We ask for the contact details of at least another 3 adults who may be contacted if the parents are unavailable.

A copy of the registration form is kept in the office to ensure all staff are aware of who is allowed to collect each child. If the staff are in any doubt, they are advised to seek advice from the manager.

On occasions when parents are aware that they will not be at home or in their usual place of work, they must inform a senior member of nursery staff before they leave their child at the nursery.

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Parents/carers are asked to complete a new registration form every year to ensure we have up to date information. If a child's family details change throughout the year, a new registration form will be completed.

If any information regarding the collection of a child changes, this is passed on to the child's key person who will make a note of it on the child's registration form.

For reasons of health and safety and in line with Local Education Authority recommendations, it is the policy of the nursery that children should not wear jewellery during the nursery day. There are two exceptions:

- For newly pierced ears, studs may be worn. These should be removed for P.E sessions.
- Jewellery may be worn in exceptional circumstances, e.g. where they have a religious/cultural significance or are worn for medical reasons. Parents should discuss this with the nursery manager.

Collection:

Children can only be collected from the nursery by the persons named on the child's registration form. We ask parents to provide a password which is known only to the individuals authorised to collect the child, so we can identify them upon arrival.

If a member of staff has any concerns about who has arrived to collect a child the following procedure will be adhered to:

- The manager will be informed of their concerns.
- The registration form will be checked for the names of those authorised to collect the child.
- Parental responsibility rights will also be verified by referring to the child's birth certificate or court papers relating to access and custody which are kept within the child's file.
- The parents will be contacted to confirm the arrival of the person collecting the child and gain a physical description if necessary.
- If we are unable to contact the parents to confirm the identity of the individual the child will remain in the nursery until contact is made.

If a parent is unable to collect their child, parents are asked to contact the nursery and inform the manager of the alternative arrangements which have been made.

Collection by an unknown adult

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On occasions when parents or a person authorised to collect the child are not able to collect the child the following procedure will be followed:

- The parents will contact the nursery to give details of who will be collecting the child.
- The name and relationship to the child of the person collecting the child is noted.
- A way of identifying the individual is agreed with parents such as a password or form of identification.
- When the named individual arrives this information is checked and parents may be contacted if any discrepancies occur.
- Under no circumstances will a child be allowed to leave with an adult who is not known by the nursery.
- If an unknown adult arrives to collect a child without the parent/carer contacting the nursery first they will be asked to wait in the reception area until we have contacted the parents to confirm their identity.
- If the parent cannot be contacted then the child will remain in nursery until we are able to contact the parent/carer.
- If the parent/carer cannot be contacted then we will telephone the emergency contacts on the registration form to seek advice on the location of the parent/carer and ask for one of them to come and collect the child.
- The unknown adult will be advised on the situation and reminded of our duty to safeguard all the children in our care.

Young people collecting siblings from nursery

We do not allow any child to leave the nursery with any young adult under the age of 16 years.

Other Matters on Collection

- All medication will be signed for by parents/carers before leaving the building.
- Soiled clothes will be given to the parent/carer to be taken home.
- Any newsletters, invoices, fee reminders and parent/carer information will be distributed efficiently.

Late/Non-Collection Procedure:

Parents /carers are informed that if they are unable to collect the child as planned, they must inform a member of nursery staff on our contact telephone number provided so that we can initiate back up procedures. If it happens without genuine reason more than 3 times in two weeks parents will be advised they risk losing their child's place. (See the arrivals and departures policy for the process to be followed to permit another person to collect the child).

Parents are informed that in the event that their child is not collected from the nursery by an authorised adult and the staff can no longer supervise the child in our premises then we apply our child protection procedures as follows:

- Information is checked about changes to normal collection routines.
- If no information is available parents/carers are contacted at home or at work.
- If this is unsuccessful, the adults who are authorised by the parents to collect their child from the nursery – and whose telephone numbers are recorded on the registration form – are contacted.
- All reasonable attempts are made to contact the parents/carers or emergency contacts on the registration form. This will be done as often as every 10 minutes.

The child will remain at the nursery in the care of two staff until the child is safely collected. The child will not leave the premises with anyone other than those named on the registration form unless contact has been made with parents and alternative arrangements are made.

If the child is still on the premises one hour after the end of the session we contact our local authority safeguarding hub on 0333 240 1727 and inform Ofsted on 0300 123 1231. Our Children's Services Link Advisor may also be informed on 07812972966.

A full written report is recorded and depending on the circumstances we reserve the right to charge parents for the additional hours worked by our staff. An extra charge is applicable for the late collection of a child. We charge in half hour slots for late pick-ups during normal nursery hours but one full hour out of hours i.e. after 5.30pm/5.00pm on Fridays.

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Attendance & Punctuality Policy:

Attendance at pre-school is an important pre-requisite for children to be successful at school and achieve their full potential. Irregular attendance and punctuality can serve to undermine educational achievement and disadvantage children in the long term.

Attendance and punctuality will be monitored and supported for every child in nursery regardless of race, religion, ability, ethnicity or gender. Action will be taken to support attendance but ultimately responsibility lies with parents to ensure that their children attend, and if they don't their place can be withdrawn and reallocated to another child.

What should you do?

- Make sure your child attends agreed nursery sessions.
- If your child will not be attending their agreed nursery session(s) you should inform the nursery on the first day of your child's absence or prior to their first day of absence if this is appropriate.
- Ensure you inform the nursery of any changes to your contact details specified on your parent/carer contract to ensure we can contact you regarding any absences.

What we will do:

- Record and monitor your child's attendance at nursery.
- Record notifications of absence of a child.
- Where notification of absence of a child is not received we will follow the Attendance Procedure.

Procedure:

For when children are absent from their nursery session.

- If a call is received informing the nursery of a child's absence, the person taking the call from parent/carer will inform the room where the child is based, the staff in that room will make a note of the absence on the register;
- Nursery staff will also record absence of a child where no phone has been received, and inform the Deputy or Manager;
- If the child has missed ten sessions and parents/carers still haven't been in contact with the nursery then the nursery manager/deputy will attempt to contact the parent/carer by phone or letter. If there

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is no response, the nursery manager/deputy will phone emergency contact details listed on the child's contract;

- If the nursery manager/deputy is unable to contact the parent/carers and the emergency contacts by phone to establish the reason for absence, they will complete a Cause for Concern Form with all details of attempted contact and pass immediately to the Designated Safeguarding Co-ordinator;
- The Designated Safeguarding Co-ordinator will determine the next course of action and record it on the Cause for Concern Form in accordance with the Cause for Concern Policy and Procedure;
- The Designated Safeguarding Co-ordinator or Manager must arrange for a wellbeing visit to be made to the family's home address as appropriate to the circumstances but within 10 working days of no contact being made.

The purpose of the home visit will be to:

- Establish the reason for the child's absence.
- Agree with parents/carers a date for return to nursery sessions;
- Establish whether further support is required;
- Establish whether the nursery place is not required. If the place is not required, the family will be asked to provide written notice in accordance with the Admissions Policy and the Parent/Carer Contract.

Following the home visit we will ensure that:

- The person making the home visit will complete the Cause for Concern Form with details of the reasons for the child's absence and pass immediately to the Designated Safeguarding Co-ordinator;
- The person making the home visit will inform nursery staff of the reason for the child's absence and inform them of the date the child is expected to return to their nursery session;
- If the nursery place is no longer required the nursery manager is informed;
- If the funded nursery place is no longer required by the family we will complete relevant paperwork and submit it to the Local Authority.

If the home visit is unsuccessful

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If the nursery is unable to make contact and see the child to establish their well-being, the Cause for Concern Policy and Procedure will be followed which may result in:

- Attempting further visits;
- Contacting other professionals;
- Referring to Social Care.

Identification

Initial stages of identifying poor class attendance or patterns of absence or lateness will be identified through the daily class registers. This will be undertaken initially by the room staff who will then inform the nursery manager/deputy. Families will always be contacted to find out the reasons for non-attendance.

If a child is absent for any reason parents and carers should notify the nursery on the first day of absence. The circumstances which the nursery will accept as constituting acceptable absences are: illness, medical appointments which must be taken in term time and bereavement.

Holidays in term time

Parents and carers with children in school will know that attendance policies require parents and carers to book family holidays during the school holidays. We follow the same policy and request that notice is always given to the nursery of any impending time away from nursery within term time and if holidays overrun, that the nursery is informed.

Monitoring attendance and punctuality patterns

It is now essential that the children's nursery monitors attendance throughout the nursery but most importantly in the pre-school room (3-4 year olds) for reasons described above. Our target attendance figure for each week during term time is 95% (national average), which is in line with school attendance targets.

Cause for Concern:

The nursery has a key role in ensuring priority is given at all times to safeguarding children in our care. The Cause for Concern Policy and Procedure states what action will be taken by nursery employees to ensure all concerns are addressed and action taken immediately.

The Cause for Concern Form must be completed if a concern is raised regarding a child, (no matter how minor the concern may be). This form must be completed immediately and the concern raised with the Designated Safeguarding Co-ordinator whilst the child is still on site. If support is required regarding completion of the Cause for Concern Form, this can be obtained from the Designated Safeguarding Co-ordinator. The Designated Safeguarding Co-ordinator will then act upon the concern appropriately, giving feedback to the member of staff. If the staff member is not happy with the feedback received, they are advised to contact the Local Safeguarding Arrangements Team themselves if this was not already the action taken by the Designated Safeguarding Co-ordinator.

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Child Protection (Safeguarding Policy):

Our nursery wants to work with children, parents and the community to ensure the safety of children and to give them the very best start in life. Beckermat Nursery recognises that safeguarding means protecting children from maltreatment, preventing impairment to a child's mental or physical health or development, and ensuring children are growing up in circumstances consistent with the provision of safe and effective care, modelled through nursery practices. Child protection is a part of safeguarding and welfare promotion, but is an activity undertaken to protect specific children who are suffering or likely to suffer harm.

Beckermat Nursery recognises its moral and statutory responsibility to safeguard and promote the welfare of all children. It endeavours to provide a safe and welcoming environment where children are respected and valued. The nursery is committed to providing an environment which ensures children are safe from potential abuse and will respond to any suspicion of abuse in a way that protects the child's rights and reinforces the adult's responsibilities to the children.

Children learn best when they feel healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them. Here at Beckermat Nursery we take all necessary steps to keep all children in our care safe and well. We make sure that all practitioners who have contact with the children in our care promote good health, manage behaviour, maintain records accurately and abide by all of our policies and procedures.

Safeguarding is a much wider subject than the elements covered within this single policy, therefore this policy should be used in conjunction with the nursery's other policies and procedures contained within the document.

Safeguarding and promoting the welfare of children is defined in 'Working Together to Safeguard Children 2018' as:

- Protecting children from maltreatment
- Preventing the impairment of children's mental or physical health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes.

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Beckermat Nursery will always be on alert to any issues that may be of concern in a child's life at home or elsewhere. We have policies and procedures that we implement to safeguard all children in our care. These are in line with the guidance and procedures of the Local Safeguarding Arrangements Team.

We have regard to the government's statutory guidance 'Working Together to Safeguard Children 2018'. If we have any concerns about children's safety or welfare, we will notify agencies that have statutory responsibilities without delay. These include: Local Safeguarding Arrangements Team, local children's social care services and, in emergencies, the police.

We will contact the LADO if we have a concern or allegation regarding any professional who works with a child including foster carers or volunteers. This must be done within one working day.

We will inform Ofsted of any allegations of serious harm or abuse by any person living, working or looking after children at the nursery. We will also inform Ofsted of the action taken in respect of the allegations; these notifications will be made as soon as reasonably practicable, but at the latest within 14 days of the allegations being made.

Significant Events must also be reported to Ofsted within 14 days via the online reporting system. We cannot list all possible events that we may need to tell Ofsted about, but we have listed some examples that may count as a significant event. If something happens that is likely to affect an individual's continued suitability to care for or be in regular contact with children, it should count it as a significant event.

Examples of significant events may include:

- involvement with safeguarding partners and statutory agencies about incidents or concerns that might affect someone's suitability, for instance child protection, welfare or safety investigations. These agencies and organisations could include: the police, your local authority (and services within it), mental health services, drug/alcohol services, fire services, environmental health, and building control and planning departments
- a device containing children's information being stolen
- an incident where a child or children may have been at risk of harm, for example:

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- you were involved in a car accident when transporting children and the police are investigating a possible offence
- a child was able to leave a setting or was missing for any period
- a child was not adequately supervised (such as being left unattended in a car)
- an unauthorised person gained access to the childcare premises
- if you have been the victim of a crime that occurred on the childcare premises, such as assault, harassment or vandalism
- any incidents of domestic abuse
- any incidents of self-harm or overdose
- any one-off or ongoing incidents on or around your premises that may affect children, such as violence, criminal or sexual exploitation and gangs, county lines activity, grooming and child trafficking
- the disqualification of an employee or any person who lives or works on the premises where childcare is provided (see applying to waive disqualification)
- changes to health

Important Contact Details

Local Safeguarding Arrangements Team –

Safeguarding Hub: 0333 240 1727

Local Authority Designated Officer (LADO) –

Multi-agency Business Support Team: 01768 812267

Emergency Duty Team (Out of hours): 0333 240 1727

Ofsted Telephone: 0300 123 1231

Aims

- To ensure that the welfare of children is given paramount consideration when developing and delivering all activities.
- To ensure that all children, regardless of age, gender, disability, culture, race, language, religion or sexual identity have equal rights to protection.

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- To encourage the children in our care to develop a positive self-image and a sense of autonomy and independence through adult support in making choices and in finding names for their own feelings and acceptable ways to express them.
- To work with children, staff, parents/carers and the community to ensure the safety of children and to create a safe environment for all.
- To ensure staff are trained to understand safeguarding and child protection training and procedures; are alert to identify possible signs of abuse; understand what is meant by child protection; and are aware of the different ways in which children can be harmed, including by other children through bullying or discriminatory behaviour. Staff will be provided with a copy of this policy and will be given refresher training on this annually.
- To provide an environment where practitioners are confident to identify where children and families may need intervention and seek the help they need.
- To make any referrals in a timely way, sharing relevant information as necessary in line with procedures set out by the Local Safeguarding Arrangements Team.
- To ensure that information is shared only with those people who need to know in order to protect the child and act in their best interest.
- To ensure parents are fully aware and provided with a copy of child protection policies and procedures when they register with the nursery and are kept informed of all updates when they occur.
- To regularly review policies, especially where an incident or new legislation/guidance suggests the need for a review to be undertaken.

Good Practice Guidelines

To meet and maintain our responsibilities towards children, the setting's staff agree to adhere to the following standards of good practice:

- Treat all children with respect;
- Set a good example by conducting ourselves appropriately and being a positive role model;
- Involve children in decision-making which affects them and equip children with the skills they need to keep themselves safe (taking age and development of children into account);

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- Encourage positive and safe behaviour among children;
- Always listen to children;
- Be alert to changes in a child's behaviour;
- Recognise that challenging behaviour may be an indicator of abuse;
- Ask the child's permission before doing anything for them which is of a physical nature, such as assisting with dressing or administering first aid (where age appropriate);
- Maintain appropriate standards of conversation and interaction with and between children and avoid the use of sexualised or derogatory language;
- Be aware that the personal and family circumstances and lifestyles of some children lead to an increased risk of neglect and or abuse;
- Raise awareness of child protection issues in a timely manner.

Designated Safeguarding Co-Ordinator

We have a named person within the nursery who takes lead responsibility for safeguarding and co-ordinates child protection and welfare issues, known as the Designated Safeguarding Co-ordinator (DSCO). The Designated Safeguarding Co-ordinator (DSCO) at the nursery is Patricia Gallagher.

The nursery DSCO liaises with the Local Safeguarding Arrangements Team and the local authority children's social care team; undertakes child protection training every 2 years and ensures their skills and knowledge are up to date at least annually, which shows them how to identify, understand and respond appropriately to signs of possible abuse and neglect; and receives regular updates to developments within this field. They also:

- Provide advice, support and guidance to other staff on an ongoing basis and on any specific safeguarding issue. They must be available for staff to discuss concerns at all times during operating hours, or an appropriately trained deputy Safeguarding Co-ordinator available instead;
- Share information about child protection and good practice with parent/carers, staff and volunteers;

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- Keep written records of all concerns when noted and reported by staff or when disclosed by a child, ensuring that such records are stored securely and reported onward in accordance with this policy guidance, but kept separately from the child's general file;
- Refer cases of suspected neglect and/or abuse to children's social care, the Local Safeguarding Arrangements Team or police in accordance with this guidance and local procedure.

Types of Abuse

To ensure that our children are protected from harm, we need to understand what types of behaviour constitute abuse and neglect. We will ensure all staff understand their responsibilities in being alert to indicators of abuse and their responsibility for referring any concerns to the designated person responsible for child protection.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

1. Physical abuse

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

Many children will have cuts and grazes from normal childhood injuries. These should also be logged and discussed with the nursery manager or room leader.

Female Genital Mutilation - This type of physical abuse is practised as a cultural ritual by certain ethnic groups and there is now more awareness of its prevalence in some communities in England including its effect on the child and any other siblings involved. Symptoms may include bleeding, painful areas, and acute urinary retention, urinary infection, wound infection, septicaemia, and incontinence, vaginal and pelvic infections with depression and post-traumatic stress disorder as physiological concerns. If you have concerns about a child in this area, you should contact children's social care team in the same way as other types of physical abuse.

Fabricated/induced illness is also a type of physical abuse. This is where a child is presented with an illness that is fabricated by the adult carer. The

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

2. Emotional abuse

Action should be taken under this heading if the staff member has reason to believe that there is a severe, adverse effect on the behaviour and emotional development of a child, caused by persistent or severe ill treatment or rejection.

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

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

3. Sexual abuse

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

The physical symptoms may include genital trauma, discharge, and bruises between the legs or signs of a sexually transmitted disease (STD). Emotional symptoms could include a distinct change in a child's behaviour. They may be withdrawn or overly extroverted and outgoing. They may withdraw away from a particular adult and become distressed if they reach out for them, but they may also be particularly clingy to a potential abuser

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so all symptoms and signs should be looked at together and assessed as a whole.

Child sexual exploitation (CSE)

Working Together to Safeguard Children 2018 defines CSE as "...a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology."

We will be aware of the possibility of CSE and the signs and symptoms this may manifest as. If we have concerns, we will follow the same procedures as for other concerns and we will record and refer as appropriate.

4. Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's mental and physical health or development. Action should be taken under this heading if the staff member has reason to believe that there has been persistent or severe neglect of a child (for example, by exposure to any kind of danger, including cold, starvation or failure to seek medical treatment when required on behalf of the child), which results in serious impairment of the child's mental or physical health or development, including failure to thrive.

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

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

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Peer Abuse:

Practitioners should be alert for signs of children being abused (physically, emotionally or sexually) by other children. This may not necessarily be from a child attending the nursery; it may be by an older sibling for example. Where peer to peer abuse occurs it can also be an indication of abuse that the perpetrator has experienced previously and practitioners should be wary of this.

Should any behaviour occur between children at nursery that may indicate peer abuse, the behaviour management procedures and anti-bullying procedures should be followed initially. Where it is felt that there are greater concerns of a more serious nature the matter should be referred to the DSCO and the normal child protection (safeguarding) procedures followed. This may be the case for both the 'victim' and the 'perpetrator' as the perpetrator may well also be a victim of abuse.

Indicators of abuse and what you might see

Beckermat Nursery trains all staff to understand their safeguarding policies and procedures, and make sure that all our staff has up to date knowledge of safeguarding issues. Training that we provide to our staff enables them to identify signs of possible abuse and neglect at the earliest opportunity, and how to respond in a timely and appropriate way. They are aware that it is their responsibility to report concerns. It is **not** an employees responsibility to **investigate or decide** whether a child has been abused. Signs may include:

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who don't want to change clothes in front of others or participate in physical activities;
- Children who are having problems at nursery, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers;

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- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- Children who are reluctant to go home after nursery;
- Children with poor attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They will be viewed as part of a jigsaw, and each small piece of information will help the Designated Safeguarding Co-Ordinator to decide how to proceed. It is very important that concerns are reported – 'absolute proof' that the child is at risk is not needed at this stage.

It is important that staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem, however, staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour and education.

Children who may be particularly vulnerable

To ensure that all of children receive equal protection, we will give special consideration and attention to children who are:

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- Disabled or have special educational needs (they may have difficulty in communicating what is happening, may have an impaired capacity to resist or avoid abuse, or may not understand what is unacceptable);
- Living in a known domestic abuse situation;
- Dealing with a parent/carer being in custody;
- Affected by known parental substance misuse;
- Asylum seekers;
- Living in temporary accommodation;
- Living transient lifestyles;
- Living in chaotic, neglectful and unsupportive home situations;
- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality;
- Do not have English as a first language.

Support for those involved in a child protection issue

Child neglect and abuse is devastating for the child and can also result in distress and anxiety for staff who become involved.

We will support the children and their families and staff by:

- Taking all suspicions and disclosures seriously;
- Responding sympathetically to any request from a member of staff for time out to deal with distress or anxiety;
- Maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies;
- Storing records securely;
- Offering details of helplines, counselling or other avenues of external support;
- Following the procedures laid down in our whistle blowing, complaints and disciplinary procedures;
- Co-operating fully with relevant statutory agencies.

Procedure to follow

If a member of staff notices something which indicates that a child may be suffering from abuse or neglect, they should report this to the Designated

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Safeguarding Co-ordinator. If they feel that a child is in immediate danger or is at risk of harm, they should refer to children's social care and/or the police.

They should then complete a Cause for Concern Form, supported by the nursery manager or Designated Safeguarding Co-ordinator (DSCO). This record should include:

- Child's name;
- Child's address;
- Age of the child and date of birth;
- Date and time of the observation or the disclosure;
- Exact words spoken by the child. (If a child starts to talk to an adult about potential abuse it is important not to promise the child complete confidentiality as this promise cannot be kept. It is vital that the child is allowed to talk openly and disclosure is not forced or words put into the child's mouth);
- Exact position and type of any injuries or marks seen;
- Exact observation of any incident including any other witnesses;
- Name of the person to whom any concern was reported, with date and time;
- The names of any other person present at the time;
- Any discussion held with the parent(s) (where deemed appropriate);
- Any other action taken.

These records should be signed by the person reporting this and the Manager / Designated Safeguarding Co-ordinator, dated and kept in a separate confidential file.

It is important that confidentiality is maintained and that information is only shared with those that 'need to know'. Staff must not make any comments either publicly or in private about a parent's or staff's supposed or actual behaviour. The member of staff should only discuss this with the Designated Safeguarding Co-ordinator and/or nursery manager. From this point the information will continue to only be shared on a 'need to know' basis. This may include the Local Safeguarding Arrangements Team, Local

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Authority Children's Social Care Team, the police and the parents, if this is deemed appropriate.

Where the concern is about suspected harm or risk of harm to a child, the referral should be made to the local authority for the area where the child lives. Where the concern is an allegation about a member of staff in a setting, or another type of safeguarding issue affecting children and young people in a setting, the matter should be referred to the local authority in which the setting is located. Where a child or young person is admitted to a mental health facility, practitioners should consider whether a referral to local authority children's social care is necessary.

The Designated Safeguarding Person will follow the referral procedures set out by the Local Safeguarding Arrangements Team if it is believed that a child is suffering or is at risk of suffering significant harm. When seeking advice the Safeguarding Officer will note the name of the individual they speak to, record exactly what advice is given and the date and time.

The child (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

Liasing with parents/carers

We will involve parents and carers wherever possible and ensure they have an understanding of the responsibilities placed on the setting for safeguarding children by setting out its statutory duty in the nursery policy and procedures, prospectus and notice board.

Parents must notify the nursery regarding any concerns they may have about their child and any accidents, incidents or injuries affecting the child, which will be recorded.

Where a safeguarding issue arises, parents are normally the first point of contact. If a suspicion of abuse is recorded, parents are informed at the same time as the report is made, except where the guidance of the Local Safeguarding Arrangements Team/local authority children's social care team/police do not allow this. This will usually be the case where the parent or family member is the likely abuser, or where a child may be endangered by this disclosure. In these cases the investigating officers will inform parents.

The nursery continues to welcome the child and the family whilst enquiries are being made in relation to abuse in the home situation. Parents and

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families will be treated with respect in a non-judgmental manner whilst any external investigations are carried out in the best interests of the child.

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

Allegations against Employees, students or volunteers of the nursery or any other person living or working on the nursery premises

The EYFS statutory framework states:

“Registered providers must inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere). Registered providers must also notify Ofsted of the action taken in respect of the allegations.

These notifications must be made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made. A registered provider who, without reasonable excuse, fails to comply with this requirement, commits an offence.”

When to refer:

- When an employee has harmed a child through their actions or inactions (relevant conduct) or,
- If the employee has received a caution, conviction or police warning for criminal offence against or related to a child
- Represent a risk of harm to a child (satisfied the harm test)

Harm Test

The harm test is when someone has not actually harmed but poses a risk of harm or they **may**;

- Harm a child
- Cause a child to be harmed
- Put a child at risk of harm
- Attempt to harm or a child
- Incite another to harm a child

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If a concern is raised or an allegation made, it must be reported immediately to the Designated Safeguarding Co-ordinator and the nursery manager. Staff are reminded that this is to be kept confidential and only shared with those who need to know. Staff must not make any comments either publicly or in private about a parent's or staff's supposed or actual behaviour.

The nursery manager or the most senior member of staff available will determine whether it is necessary for the person whom the allegation is against needs to be suspended and removed from the premises while the matter is investigated. The nursery will support and treat with respect the member of staff who is suspended. Suspension is not an indication of guilt. No disciplinary action will be taken until the outcome of the investigation is concluded.

The DSCO/manager will promptly contact Ofsted (within 14 days), Local Authority Designated Officer (LADO)/Multi-Agency Business Support Team (within 1 working day), and the Local Safeguarding Arrangements Team (Safeguarding Hub 0333 240 1727), providing details of the allegation, any further information and any action taken at that point. They will also record the name of the person and the advice obtained. LADO must be contacted via the Multi-agency Business Support Team on 01768 812267 for allegations against any professional who works with a child. Outside LADO's working hours (Monday – Thursday 9am - 5pm, Friday - 4.30pm), the Emergency Duty Team should be contacted on 0333 240 1727.

The parents/carers of the child/children concerned will be informed initially and informed as to the outcome of any investigation.

The external agencies (LADO, Ofsted, Local Safeguarding Arrangements Team) will investigate and the nursery will co-operate and provide assistance where necessary. The nursery will carry out thorough investigations which will be well documented and stored securely, maintaining confidentiality.

The nursery will co-operate fully with the process of any Local Childrens Social Care and/or Police investigations. However, if the Police, Social Services or Local Authority indicate that they do not feel that there is any need to investigate further but the setting feels there is a strong case against the individual based on witness statements or CCTV evidence, we will thank the authorities for their advice and continue with our in-house investigation.

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If the allegations are unfounded, the individual will be reinstated into the nursery setting.

If the concerns or allegations against the individual are found to be true on the balance of probabilities, disciplinary action will be taken against that individual which may result in dismissal. If the individual is dismissed, the Designated Safeguarding Co-ordinator will complete a Disclosure and Barring Referral form; a copy may be found in the appendix.

Once referred the individual will be subject to the DBS 5 Stage barring process; details may be found in the appendix.

Whistle Blowing

Please refer to our "Whistle Blowing Policy", and consider it within the context of the safeguarding children policy.

Safeguarding covers broader issues than those covered in this policy. The policies contained throughout this document should be read in line with safeguarding and promoting the welfare of the children of the nursery. Specifically regard should be had in relation to the mobile phone and camera policy, intimate care and nappy changing policy, preventing extremism and radicalisation policy.

Social Contact Outside of the Workplace Policy:

Here at Beckermat Nursery, we understand that staff may have genuine friendships with parents of pupils outside of the workplace and could be involved in social contact with them independent from a professional relationship. However, it is important that staff are aware that professionals who seek to sexually harm or 'groom' a child may aim to create contact outside of the setting with the child or with the parents of the child in order to create opportunities. Grooming can also be associated with purposes such as exploitation of a sexual nature but also for radicalisation. Staff must recognise that social contact outside of the workplace with children or their parents can be perceived as harmful and may bring the setting into disrepute. In the interest of complete openness, the following steps should be used by staff to minimise any perception of intending harmful behaviour:

- Inform senior management of a relationship with a parent which extends beyond a standard professional relationship;
- Always approve social contact outside of the workplace with senior management;
- Advise senior management of regular social contact outside of the workplace;
- Agree with senior management prior to sending personal communication outside of the workplace; and
- Advise senior management if you are concerned that a child may be becoming infatuated with you.

If a child or parent tries to establish contact further than that of a professional nature, or if this happens coincidentally, staff should exercise their own professional judgement cautiously. This can apply to contact made through external interests or even through the staff member's own family. As part of their role, some staff may be required to support a parent/carer. If that person comes to depend upon the staff member or asks for further help outside of the workplace, senior management should be informed of this and where necessary, referrals made to the appropriate support agency.

Preventing Extremism and Radicalisation Policy:

Introduction

This Preventing Extremism and Radicalisation Policy is just one element of our overall arrangements to Safeguard and Promote the Welfare of all children in line with our statutory duties.

From July 1st 2015 all schools, registered early years childcare providers and registered later years childcare providers are subject to duty under section 26 of the Counter- Terrorism and Security Act 2015, in the exercise of their functions, to have 'due regard to the need to prevent people from being drawn into terrorism'.

Our Promises:

Here at Beckermat Nursery we take safeguarding very seriously, therefore to ensure that we adhere to the Prevent Duty we will:

- Provide appropriate training for staff as soon as possible. Part of this training will enable staff to identify children who may be at risk of radicalisation.
- Build the children's resilience to radicalisation by promoting Fundamental British Values and by enabling them to challenge extremist views.
- Assess the risk, by doing a formal risk assessment of children being drawn into terrorism including support for extremist ideas that are part of terrorist ideology.
- Ensure that all our staff fully understands the risks so that they can respond in an appropriate and proportionate way.
- Manage our other safeguarding risks by making sure all our staff are alert to changes in children's behaviour which could indicate that they may be in need of help or protection. The key person approach we use means that we already know our key children well which makes it easier to notice any changes in behaviour, demeanour or personality quickly. Also by keeping in mind that children at risk of radicalisation may display different signs or seek to hide their views.
- Not carry out unnecessary intrusion into family life but we will take action when we observe behaviour of concern. The key person approach means that we already have a rapport with our families so we will notice any changes in their behaviour, demeanour and personality.

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- Work in partnership with our Local Safeguarding Arrangements Team for guidance and support.
- Build up an effective engagement with parents/carers and families.
- Assist and advise families who raise concerns with us, to get them the right support mechanisms.
- Ensure that our designed safeguarding officer's will undertake prevent awareness training so that they can offer advice and support to other staff members.
- Ensure resources in the nursery are age appropriate for the children in our care and that the staff have the confidence and knowledge to use the resources effectively.

Staff Responsibilities

All of our staff members must be able to identify children who may be vulnerable to radicalisation. There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology, but staff should be alert to changes in children's behaviour, including even very young children, which could indicate they may be in need of help or protection.

These behaviours may be evident during circle time, role-play activities and quiet times. The best time for children to make disclosures is a time when they are closest to their key person.

Any people from any walk of life can be drawn into radicalisation it is not necessarily connected to their religion or ethnicity. Terrorism is not promoted by any religion or ethnicity.

Staff must have regard for the 'Prevent Duty Guidance for England and Wales 2015'.

This policy does not require childcare providers to carry out unnecessary intrusions into family life but we are required to take action when we observe behaviour which causes concern.

Risk Assessments

The entire nursery staff, particularly the staff that work directly with the children are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology.

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This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and how to support them.

Staff should use their professional judgement in identifying children who may be at risk of radicalisation and act proportionately, which may include making a referral to the Channel Program.

Fundamental British Values

The best way of helping children resist extremist views or challenge views is to teach them to think critically and become independent learners, which is fundamental to the Characteristics of Effective Learning and Teaching embedded in the EYFS.

We will support our children through the EYFS by providing playful learning opportunities to help them develop positive, diverse and communal identities, as well as their well-being, empathy and emotional literacy all the while continuing to take action to eradicate inequalities, bullying, discrimination, exclusion, aggression and violence; all of which fosters and secures children's pro-social behaviours, responsible citizenship and real sense of belonging.

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 Early Years Foundation Stage.

Here are some examples based on the statutory guidance to demonstrate these values in practice that will hopefully be useful to you:

Democracy: making decisions together

As part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development;

- Staff can support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued.
- Managers and staff can encourage children to see their role in the bigger picture, encouraging children to know that their views count, value each other's views and opinions and talk about their feelings. For example, children sharing views on what the theme of their role-play area could be with a show of hands.

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Rule of Law: understanding rules matter as cited in Personal, Social and Emotional development

As part of the focus on managing feelings and behaviour:

- Staff can ensure children understand their own and others' behaviour and its consequences, and learn to distinguish between right and wrong.
- Staff can collaborate with children to create the rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand that rules apply to everyone.

Individual Liberty: freedom for all

As part of the focus on self-confidence & self- awareness and people & communities as cited in Personal, Social and Emotional Development and Understanding the World:

- Children should develop a positive sense of themselves. Staff can 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.
- Staff should encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand that we are free to have different opinions; for example in a small group discuss what they feel about transferring into reception class.

Mutual Respect and Tolerance: treat others as you want to be treated

As part of the focus on people & communities, managing feelings & behaviour and making relationships as cited in Personal, Social and Emotional development and Understanding the World:

- Managers and leaders should 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 a tolerance and appreciation of 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 and share and discuss practices, celebrations and experiences.
- Staff should encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions.

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- Staff should 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 and racial stereotyping.

A minimal approach, for example, having notices on the walls or multi-faith books on the shelf will fall short 'actively promoting'.

What is not acceptable is:

- Actively promoting intolerance of other faiths, cultures and races
- Failing to challenge gender stereotypes and routinely segregating girls and boys
- Isolating children from their wider community
- Failing to challenge behaviours (whether 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.

What to do if you suspect that children are at risk of radicalisation?

Follow the normal Safeguarding Procedures including discussing with the nursery Designated Safeguarding Co-ordinator, and where deemed necessary, with children's social care. In Prevent Priority Areas the local authority will have a prevent lead who can also provide support.

The Designated Safeguarding Co-ordinator can also contact the local police force or call 101 (the non-emergency number); they will then talk in confidence about the concerns and help them access support and advice.

The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff to raise concerns relating to extremism directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk. Please note that the helpline is not meant for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.

Radicalism

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism.

Protecting children from the risk of radicalisation is seen as part of Beckermat Nursery's wider safeguarding duties and similar in nature to protecting children from other forms of harm and abuse. During the process

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of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

Extremism

Extremism is vocal or active opposition to Fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism; calls for the death of members of our armed forces, whether in this country or overseas.

Channel

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

Local authorities have a duty to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism and, where considered appropriate and necessary, consent is obtained and arrangements are made for support to be provided to those individuals. Channel is available at:

<https://www.gov.uk/government/publications/channel-guidance>

Alcohol & Drugs:**Alcohol**

The bringing of alcohol onto the premises, without the prior written permission of the Manager, is strictly forbidden. We would ask that if you have purchased alcohol, maybe at the supermarket, you leave it in your car, or, give it to someone for safe keeping prior to entering the premises. If it is not possible, please inform the Beckermat Nursery manager or deputy on arrival that you have alcohol and they will make arrangements for its safe keeping until you depart.

The consumption of alcohol is not permitted in the nursery premises or on the area surrounding the nursery building. The management has the right to offer alcohol at certain social functions providing that an appropriate license is sought beforehand.

Anyone found to be under the influence of alcohol within the nursery will be asked to leave the nursery immediately. This will only be done if deemed safe to do so. If it unsafe to do so the police will be contacted for assistance.

If they are a member of staff, the nursery will investigate the matter and will initiate the disciplinary process as a result of which action may be taken, including dismissal.

If they are a parent, the nursery will judge if the parent is suitable to care for the child. The nursery may call the second contact on the child's registration form to collect them. If a child is thought to be at risk the nursery will follow the safeguarding children/child protection procedure and the police/children's social services may be called. If anyone arrives at the nursery in a car under the influence of alcohol the police will be contacted. All incidents of this manner will be recorded and monitored and dealt with on an individual family basis.

Drugs

Providing that medication is prescribed, or has been obtained over the counter from the pharmacy or similar establishment, in a sealed package or container and the medication is retained on your person, or in a handbag or similar whilst you are visiting Beckermat Nursery purely to pick up or drop off a child, then we would all accept that the risks involved are low and acceptable. However, on all other occasions, where you are staying on the premises for any period of time, then you must inform the Beckermat Nursery manager or deputy of the drugs you are carrying. You can then jointly agree any precautionary measures that need to be taken to ensure the safety of the children. Should you be taking medication which you are

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aware could have an adverse effect then you must inform the manager on arrival.

It is strictly forbidden to bring non-prescription drugs onto the premises. The use of illicit drugs and solvents is not permitted on the premises or in the area surrounding the building.

Any drugs found in the nursery will be stored in the office and the police will be informed. Any drug taking paraphernalia will be collected using a dust pan and brush which is swept away from the body and transferred into a metal or thick plastic container. The person doing the removal must wear heavy duty gloves and keep at arms length at all times. The local council will then be contacted where a collection time will be arranged.

Every parent/carer who arrives at the nursery is visually vetted by staff members to check they are suitable to collect the child. If a member of staff has concerns about the parent/carers ability to care for the child i.e. if they are heavily under the influence of alcohol, drugs or both; their concerns will be raised with the duty manager before the child leaves the building. Where safe to do so this issue will be raised with the parent/carer and an alternative adult will be sought from the child's registration form to come and collect the child. In the event of a parent/carer becoming aggressive we will follow our zero tolerance policy and contact the police for support.

All incidents of this manner will be recorded and monitored and dealt with on an individual family basis.

In the event of a staff member arriving at the nursery under the influence of illegal drugs, they will be sent home immediately and we will follow the procedures set out in the disciplinary policy outlined in the Employee Handbook which may result in dismissal. If they are prescribed medication that may affect their ability to care for the children or to carry out their role effectively then they are expected to inform the manager to discuss this and be risk assessed.

CCTV Policy:

Beckermat Nursery is securely monitored by a CCTV surveillance system. The nursery managers are responsible for the operation of the system for ensuring compliance with this policy.

Purpose of CCTV:

CCTV has been installed to assist in ensuring a safe and secure environment for the benefit of children in our care, staff, parents/carers and visitors. These purposes will be achieved by monitoring the system to:

- Ensure high standards of care are maintained
- Assist in the overall security of individuals, premises and equipment
- Act as an effective deterrent against criminal activity, such as vandalism
- Facilitate the identification of any incident which may necessitate disciplinary action being taken against a staff member and assist in providing evidence to the nursery manager
- Increase learning opportunities for staff

CCTV System

Cameras are located externally at strategic points, essentially: Front door, sides of building, rear of building & front entrance

The planning and placement of CCTV cameras has sought to ensure that the system will give maximum effectiveness and efficiency for its registered purposes, but it is not possible to guarantee that the system will cover or detect every single incident taking place in the areas of coverage.

Digital recordings will be kept for a maximum of 7 days, unless specific incidents have been recorded subject to further investigation. Signage stating the use of CCTV, as required by the Code of Practice of the Information Commissioner has been placed at all access points.

The nursery will comply with the terms of the General Data Protection Regulation 2018 and any subsequent legislation to ensure that the data is treated in a manner that is fair and lawful.

The system operates on digital recording technology and consists of both fixed mount and directional day cameras.

The system is operated by the managers and senior staff.

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Images may only be viewed by the nursery and deputy manager and the committee chairperson, except where it is necessary for a member of staff to view it during disciplinary proceedings.

Images may be disclosed to law enforcement agencies where a crime needs to be investigated. Details of such disclosure will be noted by the member of the Leadership team allowing the disclosure. Once an image has been disclosed to the law enforcement agency, they become the data controller for their copy of that image and it is their responsibility to comply with the General Data Protection Regulation 2018 in relation to any further disclosures.

Images will not be disclosed to the media or for internet purposes.

Images will not be disclosed to individuals.

The equipment will be maintained annually to a standard as recommended by the original equipment supplier.

Mobile Phones, Cameras, Computers & Social Media Policy:

Mobile Phones

We believe our staff should be completely attentive during their hours of working, to ensure all children in the nursery receive good quality care and education. This is why mobile phones and smart devices such as Smartwatches and FitBits are not to be used during work hours.

To protect and safeguard the children and all staff in their professional role, mobile phones and other similar equipment are to be locked in the office on arrival to nursery. Mobile phones can be collected at the end of your shift.

It is the responsibility of the staff member to safeguard themselves by ensuring their mobile phone(s) is locked away in the office throughout the day. Management will not accept any liability if a safeguarding issue is raised regarding any use of a mobile phone. Random checks on mobile phones will be carried out to ensure this policy is being adhered to. Any staff member known or seen to be using a mobile phone will be disciplined.

Parents and visitors are asked to not bring phones on to site. Do not be offended when we ask you to leave site or turn your phone off, this is part of our safeguarding children responsibility.

During outings, senior staff will use the designated phone.

If staff need to contact a child's parent or emergency contact, whilst on an outing, they will phone the nursery who will make the necessary arrangements.

Cameras

To ensure the safety and welfare of children in our care we operate a digital camera usage policy which stipulates that digital cameras cannot be used when in the presence of children, on the premises or when on outings with the exception of the named persons. Our named persons are the Nursery Manager and the Deputy Manager.

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place. To protect children we will:

- Only take photos for use within Beckermat Nursery for displays and children's learning journals and we have prior written consent from

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parents to do this. We will not use the photographs for any other reason, such as newspaper articles, website or other advertising materials, without seeking further consent. Consent is obtained when each child is registered and we update it on a regular basis to ensure that this permission still stands. If a parent is not happy about one or more of these uses we will respect their wishes and find alternative ways of recording their child's play or learning.

- Use only the child's first name with an image.
- Ensure that children are appropriately dressed. Under no circumstances will the cameras be allowed into the bathroom areas.
- We ensure that parents understand that where their child is also on another child's photograph, but not as the primary person, that may be used in another child's learning journey.
- Only take photos of children on the Beckermat Nursery iPads which are stored in the office; should use be required then permission will be sought from the manager and will be signed out when in use.
- Ensure that if photographs or videos of children are to be taken in the setting, the setting's own equipment will be used. Under NO circumstances does anyone have the right to take photos of children on their personal mobile phones or cameras other than senior staff.
- Ensure parents and carers are not permitted to take photographs of the children in the setting unless prior consent has been obtained by the manager for example for a special event, such as a parties and shows.
- Gain individual permission for each child before events such as Christmas or leaving parties in order to produce group photographs to distribute to parents on request. This will ensure that all photographs taken are in line with parental choice. We ask that photos of events such as Christmas parties are not posted on any social media websites/areas without permission from parents of all the children included in the picture.
- Ensure all cameras used are open to scrutiny.
- Not email images taken on the setting's camera, as it may not be secure.
- Download all photos/videos on to the Beckermat Nursery hardware and delete them after they are no longer required so it complies with General Data Protection Regulation 2018 guidelines. Anyone wishing to view these will again have to seek permission.

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Computers & Social Media Policy:

The expansion of social media on the internet has transformed the ways in which we interact with each other and represent ourselves in fundamental ways.

However, it is important that employees are aware of the association with Beckermat Nursery in online social networks. Employees should ensure that their entire online content is consistent with nursery policies and procedures and how you would wish to be perceived in your work environment. It is important that employees do not discuss their place of work, work colleagues, managers, children or the children's parents/carers.

If employees are asked to write, comment on, or respond to any content on the behalf of Beckermat Nursery the employee should obtain written permission from their manager, clearly stating the business justification for this approach.

Any form of personalised social media that is found to reveal confidential business information, attacks or abuses colleagues, constitutes a conflict of interest, or brings the nursery into disrepute will be investigated and the responsible employee may be subject to disciplinary action, up to and including dismissal.

Acceptable Internet Policy

Use of the internet and email by identified employees of Beckermat Nursery is permitted and encouraged for business purposes and supporting the goals and objectives of the company.

The purpose of this policy is to outline the responsibilities of team members when using the internet or email. They must ensure that they:

- Comply with current legislation;
- Use the internet and email in an acceptable way;
- Do not create unnecessary risk to the company by their misuse of the internet.

The company does not allow access to social networking sites from its computers at any time. The company respects a team member's right to a private life. However, the company must also ensure that confidentiality and its reputation are protected as well as ensuring other team members are not exposed to any form of discrimination or bullying; it therefore requires team members using social networking sites (outside of working hours) to:

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- Refrain from identifying themselves as working for the company;
- Ensure that they do not conduct themselves in a way that is detrimental to the company and take care not to allow their interaction of these websites to damage working relationships between team members or parents/carers;
- Be aware that they could be subject to disciplinary action if it is felt by the company that behaviour displayed on social networking websites could form claims of discrimination or bullying or bring the company into disrepute.

The following is considered unacceptable use or behaviour by employees:

- Visiting internet sites that contain obscene, hateful, pornographic or otherwise illegal material;
- Distributing or storing images, text or materials that might be considered indecent, pornographic, obscene or illegal;
- Using the internet to send offensive or harassing material to other users;
- Broadcasting unsolicited personal views on social, political, religious or other non-business related matters;
- Downloading commercial software or any copyrighted materials belonging to third parties, unless this download is covered or permitted under a commercial agreement or other such license;
- Using a computer to commit any form of fraud or software, file or music piracy;
- Publishing defamatory and/or knowingly false material about Beckermat Nursery, your colleagues and/or our customers on social networking sites, 'blogs' and any online publishing format;
- Undertaking deliberate activities that waste staff effort or resources;
- Use of company communications systems to set up personal businesses or send chain letters;
- Inviting parents/carers or students to contact them via social media at anytime.

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Beckermat Nursery accepts that the use of the internet and email is a valuable business tool. However, misuse of this facility can have a negative impact on employee productivity and the reputation of the businesses.

The company's entire internet related resources are provided for business purposes. The company maintains the right to monitor the volume of internet and network use together with the internet sites visited. The specific content of any internet sites visited will not be monitored unless there is a suspicion of improper use.

Any unacceptable use of the internet or email could result in disciplinary action.

Safety procedures

- Manager or Deputy to act as administrator on all computers within the setting;
- One laptop used by team members for internal use only.
- Main office computer with password access - only Manager or Deputy access to internet and email;
- SENCO laptop for external use with time limit controls applied - no access to internet without verbal permission of Manager or Deputy under internal direction;
- All computers will be checked each term (history check applied) to ensure the team is following the required policies and procedures.

We actively follow the GCHQ guidance which consists of;

1. Backing up important information – We identify what data we couldn't operate without or are legally obliged to safeguard and we create a proper back-up for this information.
2. Using passwords to control access to computers and information – We switch on password protection and use strong passwords and password managers.
3. Protecting devices from viruses and malware – We turn on antivirus products and keep IT devices up to date.
4. Dealing with suspicious messages (phishing attacks) – We actively look out for suspect messages and unusual requests and report these to the manager.

We promote the safety and welfare of all staff and children and therefore ask parents and visitors not to post publicly any information about any child

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on social media sites such as Facebook, Instagram and Twitter. We ask all parents and visitors to follow this policy to ensure that information about children, images and information do not fall into the wrong hands.

Parents/visitors are invited to share any concerns regarding inappropriate use of social media through the official procedures.

E-Safety for Children Policy:

Beckermert Nursery is committed to keeping children safe at nursery. This includes during internet based activities. The internet is now regarded as an essential resource to support teaching and learning. Computer skills are vital to accessing life-long learning and employment.

It is important for children to learn from an early age to be safe when using the internet and the nursery can play a vital part in starting this process. In line with other nursery policies that protect children from other dangers, there is also a requirement to provide children with as safe an internet environment as possible and a need to begin to teach them to be aware of and respond responsibly to possible risks.

The following steps will be taken to ensure that children remain safe when using the internet at nursery:

- Activities will be carefully planned and targeted to suit the children's age and understanding and will only be for educational purposes.
- When planning the internet activities, the planned websites content will be thoroughly checked and its suitability assessed.
- Staff will supervise children's internet usage to ensure that they are only using the websites that are part of the planned activity.
- Appropriate filters and pop-up blockers will be in place to reduce the risk of children accessing websites that contain inappropriate information or materials.
- Children are taught to know to ask for help if they do come across any material that they are uncomfortable with or that is not part of their planned activity.
- If any unsuitable sites have been accessed by children this must be reported to management responsible for applying filters so that they can review the filters that are in place.
- Children will not have access to emails or social media.
- We make parents/carers aware of our policy in relation to E-safety and ask that they share with us their own rules in relation to their child's internet usage at home and how they monitor this. If they have any concerns regarding internet usage in the nursery they should follow the complaints procedure.

Lost Child Procedure:

Losing a child from the nursery should never happen. Preventative measures within the nursery will include:

- Key workers of new children always take extra care to be aware of their whereabouts. Parents/carers are advised of our security procedures and will be given every opportunity to discuss any concerns, particularly if their child has an adventurous nature or a tendency to 'wander'. All staff would then be made aware of this.
- Staff are required to register the child's arrival and departure. Every member of staff has a responsibility to be aware of how many children are present and head counts take place regularly during the sessions. Children are always counted before going out to play and again when they come back indoors, going to the toilet to wash hands etc. At least one member of staff will always double check that no child has been left behind outdoors or in the toilets.
- Door Handles are above the average child's height.
- All visitors to the nursery must sign in and wear identification. Delivery people should carry formal identification. If the person needs access to the building they would be supervised.
- Parents/carers should close all the doors and gates behind them and should not hold doors open within the nursery that could allow children to leave an area without the knowledge of the staff. When parents/carers are collecting children they should discourage their friends "tailing" you out of the area they are in.

Should a child go missing there are procedures in place detailing actions to be undertaken and all staff are fully aware of these procedures.

Our missing child procedure is as follows:

- The manager or most senior member of staff present arranges for the other children to be suitably supervised. They will also take an immediate roll call of all children.
- The manager will direct team members to search specific room and play areas, then the rest of the nursery. Once searched and checked they will report back to the co-ordinating manager. The search would be thorough and entail looking in places like cupboards, including areas which the children do not have normal access such as the staff room.

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- Enquiries are made of any other adults in the vicinity of the setting, and they will also be asked to assist in the search.

Should the child be found hiding then they are spoken to in a calm manner and have it explained that what has happened is not acceptable. The parents of the child must be informed of the incident at the end of the day and a note made in the incident book.

Should a child not be found in the search, then the manager will:

- Prepare a full description of the child, including details of the day's events and what action has already been taken.
- Call the police. They have resources to conduct a swift search of the area as speed is now important. The Local Safeguarding Arrangements Team, including Ofsted, will be informed also and will investigate.
- Inform the parents/carers, explaining that the child may be attempting to go home.
- Staff will not make any comments to the media.
- Once resolved, an internal investigation will take place and immediate measures put in place to ensure it doesn't happen again.
- In the unlikely event that the child is not found, the nursery will follow local authority and police procedures.

Should a child go missing while on an outing the same procedure will be followed but varied in the following ways:

- The organiser and all staff present will be informed. Some staff will start an immediate, thorough search of the area, ensuring that all other children remain supervised, calm and supported throughout. If appropriate, on-site security will be informed and a description given.
- The designated person in charge will immediately inform the nursery who will contact the child's parents. If the whole nursery is on an outing, all contact details will be taken on the trip by the person in charge. The police will also be informed.
- The designated person in charge or the manager's will ensure that there are adequate staff to care for the other children and get them back safe, a member of staff to meet the police and someone to continue the search.

Suffocation Policy and Procedure:

At Beckermat Nursery, we carry out assessments in order to minimise the risk of suffocation. Daily checks are carried out to ensure there is nothing for babies/children to suffocate on such as:

- Mattresses are safe;
- There are no plastic bags accessible to children;
- There are no pillows, teddies or other toys in cots;
- Children are checked regularly when sleeping;
- Smoke detectors are checked regularly to reduce the risk of smoke suffocation.

In the event of a baby/child suffocating whilst at the nursery, staff would remove the obstruction. If the child is conscious and breathing, we will contact the parent immediately to come and collect the child. However, if the child is unconscious but breathing normally, we would put in the recovery position and telephone for an ambulance then contact the parents and ask them to meet nursery staff at the hospital. If breathing has stopped or is difficult, resuscitation would be given until the child begins to breathe normally or the ambulance arrives.

All staff are trained in first aid and health and safety and are urged to be vigilant in recognising the risks of suffocation.

Cover Staff/Student/Volunteer Policy:

This nursery recognises that qualifications and training make an important contribution to the quality of the care and education provided by nursery settings. As part of our commitment to quality, we offer placements to students undertaking early years' qualifications and training, for example those studying for the Diploma for early years workforce L2/3 CACHE, CACHE, T level in education and Childcare, Early Years Educator and or any other relevant school, college or university course.

We also recognise the importance of encouraging individuals to gain experience in a children's nursery in a volunteer role. This can help to encourage individuals back into work and/or training and provide the nursery with a wealth of experience from different cultures and professions.

- We require students to meet the 'suitable person' requirements of Ofsted.
- We require schools placing students under the age of 17 years to vouch for their good character.
- We require written evidence from schools, colleges and universities to confirm that the student has a valid DBS check and any other checks that have been undertaken before the placement begins. We expect them to be open and share any information that is appropriate and relevant in assessing the students' suitability to work with children.
- We supervise students under the age of 17 years at all times and do not allow them to have unsupervised access to children.
- Students who are placed in our nursery on a short-term basis are not counted in our staffing ratios. Students who are placed for longer periods - for example, a year - may be counted in our staffing ratios and be allowed unsupervised access to children provided we consider them to be competent, are 18 years of age or over and have a valid DBS check which was obtained by us.
- We take out employers' liability insurance and public liability insurance which covers both trainees and voluntary helpers.
- We require students to keep strictly to our confidentiality policy.
- Before commencing a placement, students and volunteers are required to complete a written agreement outlining working hours, length of placement and contact details.

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- We provide a student handbook which outlines the dress code, expected behaviour etc.
- Students and volunteers are encouraged to discuss their needs, what they intend to gain from the placement and what support they will require to achieve what is expected.
- A thorough induction process is completed before the placement begins which will include information regarding our policies and procedures, emergency evacuation procedures etc. This is signed by both the student/volunteer and the member of staff conducting the induction.
- Regular supervisions will be organised depending on the level of qualification being undertaken and the level of supervision needed. It is expected that students take responsibility of their own learning and ask for help if necessary.
- Attendance and conduct is monitored on a weekly basis and where there is a problem, contact will be made with the training provider if necessary.
- We make the needs of the children paramount by not admitting students and volunteers in numbers, which hinder the essential work of the nursery.
- Room supervisors will assess when a student/volunteer is ready to undertake specific duties i.e. leading an activity. This will be dependent on the level of experience and once the student/volunteer has fully settled into the nursery routine and knows the children and their capabilities well.

Where possible we will endeavour to assist with any of the students' studies. However, before they begin any studies involving children, they should seek permission from management and all correspondence intended for parents should be authorised before being distributed. Any work by the students may be viewed at any time by management and should they deem necessary copies may be retained. No photographs are to be taken without prior consent. Details regarding nursery routine must not be quoted without discussion with management or senior staff.

Any problems or difficulties arising regarding a student placement must be brought to the attention of nursery management immediately.

Visitors Policy:

All visitors must sign the visitor's book on arrival to acknowledge they accept the rules for visitors posted in the book. A copy of rules for visitors can be found in the appendix. All visitors must also sign the book on their departure.

On arrival at the nursery the person meeting the visitor will point out that in case of fire the visitor must leave the building by the nearest exit and proceed to the fire assembly point and remain there until staff have recorded that they are out of the building.

A member of staff must accompany visitors in the nursery at all times whilst in the building. The manager must ensure that all contractors accessing the nursery, whilst children are present, are not left alone in any area that children may use. Contractors do not have to be DBS checked; therefore it is our policy that work is carried out when children are not on the premises, where possible.

Security

Staff will check the identity of any visitors they do not recognise before allowing them into the nursery. Visitors to the nursery must be recorded in the visitor's book and accompanied by a member of staff at all times whilst in the building.

All external doors and gates must be kept locked at all times. All internal doors and gates must be kept closed to ensure children are not able to wander.

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Staff Allocation Policy:

Beckermat Nursery employs a high adult to child ratio, which complies with EYFS Welfare Requirements ratios, which is essential to the provision of good quality care.

There is always a minimum of:

- One member of staff to every two children under the age of two. (We reserve the right to use the statutory minimum 1:3 adult to child ratio under certain circumstances).
- One member of staff to every four children aged two.
- One member of staff to every eight children aged 3 and over.

A minimum of two employees/adults are on duty at any one time and will never be below the ratios as set out above.

We have a number of staff who take on extra responsibilities within the nursery to ensure that we continue to deliver high quality services to the families using the nursery.

Staff holding EYE qualifications must also hold a level 2 qualification in English and Maths to be counted in level 3 ratios.

Regular staff meetings provide opportunities for staff to undertake curriculum and other planning. Meetings will be held at regular intervals to produce short and medium play plans for that particular period, and themes and topics covering the early learning goals will be utilised within the play plans produced. Long-term goals will be covered within all the activities undertaken by the children attending the setting.

Regular room supervisor/nursery manager and inter-room staff meetings will be held to deal with matters arising from planned curricula activities, and/or other matters concerning the children, parents, carers and staff within the setting.

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Babysitting Policy:

This policy has been implemented to provide clarification of some points regarding private babysitting arrangements between staff at Beckermat Nursery and parents/carers.

The nursery has a duty to safeguard all children whilst on our premises and in the care of the nursery staff, but this does not extend to private arrangements between staff and parents/carers outside of nursery hours.

Beckermat Nursery does not allow for any private babysitting arrangements or agreements made between staff and parents/carers.

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Slips, Trips and Falls Prevention Policy:

Slips and trips resulting in falls are one of the most common causes of major injuries in the workplace. They are not inevitable, and their likelihood can be reduced, with associated risks mitigated, through effective housekeeping, suitable footwear and correct selection of flooring.

The purpose of this policy is to enable Beckermat Nursery to ensure that it provides a safe working environment, free from slip and trip hazards as far as reasonably practicable by ensuring, where necessary, that the appropriate risk assessments and risk reduction methods are in place.

The aim of this policy is to ensure that workplaces are kept free from obstructions and where spills occur they are managed to minimise the risks to all those in the vicinity.

Manager

The manager is responsible for ensuring that all employees within their area of control are aware of the potential hazards and the safe systems of work in place to prevent slips and trips. The manager is to make sure all staff have read all of the nursery policy and procedures.

They will also undertake investigations on accidents and near miss incidents; implementing and monitoring the effectiveness of measures put in place to prevent reoccurrence. The manager should ensure that all employees are familiar with the nursery's housekeeping procedures and their duties and responsibilities in relation to slips and trips. The manager should also monitor standards, ensure adherence and provide support to ensure that slip/trip hazards are effectively dealt with in areas such as internal corridors/stairs etc.

Employees

All employees are accountable to their manager, to assist with making the nursery a safe and healthy place in which to work by ensuring:

- Adherence to measures set out in Beckermat Nursery's policies and procedures which describe measures put in place to prevent accidents and ill health to themselves and others;
- Any slip and trip hazards that they are aware of are reported to their manager as a minimum requirement;
- They appropriately clear up any spillages that they are witnesses to, or come across, or ensure that the area is made as safe as possible;

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- They do not carry drinks around work areas if they are likely to create a hazard;
- They report incidents appropriately;
- They wear suitable footwear for the task they are carrying out;
- Nursery external pathways are suitably treated during adverse weather conditions (e.g. snow and ice) in order to reduce the risk of slips and trips.

Nursery Manager

Ensure:

- Assessments of all internal 'non-designated/public' floor surfaces are undertaken with respect to their condition and potential for slip/trip incidents;
- There is an effective, planned, preventative maintenance programme for the nursery outdoor pathways to reduce slips and trips;
- There is a suitable provision of appropriate lighting in general areas, to reduce the risk of individuals misjudging floorings or not seeing contaminants;
- Appropriate handrails are fitted particularly on slopes and stairs.

Risk Assessments

It is the responsibility of the manager to ensure that all slips and trips hazards are risk assessed, documented with identified controls implemented in the required time frame to mitigate or reduce the risk to an 'acceptable level'. Risk assessments should be reviewed annually or after an incident to identify if further controls can be implemented to eliminate or mitigate the risk.

Cleaning Advice

Use the right amount of the right cleaning products. When mopping use a well wrung mop so the floor is not left overly wet. Wet floor signs must be used for communal areas such as reception and the corridor should be cleaned after opening hours with no parents or children in the building to reduce the risk of slips and trips. If there has been a spillage at dinner time for example, remove the spillage, clean the area and you must block that area off until safe. Wet floor signs should still be used.

Obstacles

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Ensure there is a suitable walk way through the workplace. Keep it clear, with no trailing wires and no obstructions, for example shoes and coats on the floor. In the children's rooms make sure they are kept tidy and toys are suitably stored.

Footwear

Footwear must be practical, safe and sensible with a rubber non-slip heel and rubber non-slip sole. They must be closed over the foot and must be in a clean condition. As an exception baby room staff can wear a soft shoe (only in the baby room) which must be removed when exiting this room and replaced with non-slip shoes before proceeding elsewhere in the building. We request that all staff members check their own footwear to make sure they are non-slip and have reasonable grip, on a weekly basis to make sure they are adequate. It is not permissible to wear flip flops, high heels etc.

Health and Safety Policy:

Beckermat Nursery believes that the health and safety of children and nursery practitioners is a matter of paramount importance. Beckermat Nursery has developed procedures and safe practices to ensure children's health and safety is maintained, promoted and the spread of infection is prevented. Nursery practitioners are committed to providing a safe, healthy environment where children can learn and develop. Practitioners work closely with parents and health care professionals to ensure all children access nursery facilities safely.

Procedure:

In order to ensure the nursery maintains a high standard of health and safety, the nursery has several policies and procedures that are followed on a daily basis. The following table outlines the Health and Safety responsibilities and who is responsible for their implementation.

Responsibility	Person(s) responsible
Overall responsibility	Management Committee
Fire Safety and Regulations	Patricia Gallagher
Re-stocking First Aid Equipment	Georgia Barnes
Registering Children's Attendance	Susan Cremins and Abigail Shepherd
Registering Group Attendance	Patricia Gallagher
Monitoring staff, student and visitor attendance	Patricia Gallagher, Susan Cremins & Abigail Shepherd
Dealing with emergency situations	Manager or Deputy
Ensuring Practitioners have relevant up to date training i.e. 1 st Aid and Food Handling qualifications	Patricia Gallagher
Reporting to OFSTED	Patricia Gallagher
Manual Handling and Lifting	Patricia Gallagher

First Aiders at Work:

Patricia Gallagher

Paediatric First Aiders:

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Susan Cremins
Rebecca Walker
Abigail Shepherd
Georgia Barnes
Leonie Tallon
Julie Whelan
Ellie BrockbanCora Fearon
Lois McDowell

From 1st September 2016 it is a requirement that newly qualified Early Years staff (with full or relevant 2 or level 3 childcare qualifications) must also hold a current Paediatric First Aid (PFA) or emergency PFA certificate in order to be included in the ratios in our setting.

Childcare providers will be allowed a three month “grace” period to complete PFA training after starting work with Beckermets Nursery.

Raising Awareness of Health and Safety to Staff, Children, Parents, Carers and Other Users of the Setting

On commencing employment all staff are expected to read and become familiar with this policy. Where amendments have been made a copy of the policy will be circulated for all staff to read.

Staff training records are regularly reviewed and training needs identified at the beginning of each term. Copies of certificates are located outside each room.

Signs are used throughout the nursery to ensure parents and carers are kept informed of the relevant health and safety issues.

Health and Safety is incorporated into children’s everyday experiences. Children are encouraged to look after themselves, their peers and their environment. Relevant topics are discussed at an age appropriate level.

It is the responsibility of all practitioners to inform parents and carers of the health and safety regulations which affect their visit to the nursery.

Insurance

Beckermets Nursery is insured against liability for public liability, personal injury and/or disease sustained by its employees arising out of their employment. A copy of the certificate of insurance is displayed on the notice board.

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Supervision of children

Nursery practitioners ensure all children are supervised at all times; this includes children sleeping on mats in quiet areas. Children in cots/prams must be checked every 10 minutes. Babies/children are never left unattended during nappy changing times. Older children may take themselves to the pre-school bathroom once they are able to do so independently thereby preparing them for the transition to school. However a practitioner must be aware of the child's whereabouts and remain in the main playroom at all times in readiness to assist the child if necessary.

Children are supervised at all times when eating; toddlers and babies are monitored closely and babies never left alone with a bottle. Babies are always bottle fed by a member of staff. Children are supervised carefully when using scissors or tools including using knives in cooking activities.

The manager or person in charge must ensure staff to child ratios and required space per child is maintained at all times when grouping children and deploying practitioners. It is essential that there are always two nursery practitioners present when children are on the premises.

Children are fully supervised at all times when using water play/paddling pools as we are aware that children can drown in only a few centimetres of water. Special care is taken when children are using large apparatus e.g. a climbing frame, and when walking up or down steps/stairs, including having one member of staff supervising large outdoor play equipment at all times. We strictly follow any safety guidelines given by other organisations or companies relating to the hire of equipment or services e.g. hire of a bouncy castle and a member of staff MUST supervise the children at all times. Staff recognise and are aware of any dangers relating to bushes, shrubs and plants when on visits/outdoors.

In the event of children leaving the nursery for an outing, a risk assessment must be carried out prior to the outing. Practitioners must take a first aid kit and a mobile phone on outings. Small groups of children may be taken on outings providing there are a sufficient number of practitioners remaining on the premises to maintain appropriate staff to child ratios. Practitioners must seek written permission from parents to take children out of the nursery.

Adults can only be left unsupervised with children once all relevant checks have been cleared. This includes an Enhanced Disclosure and Barring

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Service check for regulated activity, health checks, identification checks and references.

The nursery has many visitors and students visiting the nursery. In order for the nursery to be able to ensure all visitors are accounted for, the nursery maintains a visitor's book that all visitors must sign themselves in and out of and provide details of the purpose of their visit.

All visitors and students must be accompanied by a nursery practitioner. Children must never be left unsupervised with a student or visitor that has not been cleared of all relevant checks.

Security

The building is secured by a buzzer system on the front entrance. Signs are in place to remind parents not to let anybody into the building with them even if they know who they are.

Staff, volunteers, students and visitors must sign in at the reception area and wear an appropriate identification badge at all times, if required.

All internal doors are fitted with elevated handles to prevent children leaving the building without an adult. Outdoor play areas are locked and secured at all times.

Parents are reminded not to allow their children to bring toys etc into the nursery and Beckermat Nursery does not accept responsibility for any personal belongings which get lost or damaged whilst on the premises.

Beckermat Nursery provides storage for staff and student belongings. Mobile phones however must be handed into the nursery office or kept in lockers and must not be taken into the rooms.

Risk assessments

Nursery practitioners identify and manage risks to children and adults through carrying out risks assessments. A risk is a likelihood of a hazard occurring and the hazard is anything that could cause harm to others. All activities need to be considered, significant risks are identified, measures are put in place to control or eliminate risks and all hazards and measures are recorded. Other risks that are identified must be controlled appropriately. For example a child standing on a chair is a risk and must be controlled; however this would not necessarily be recorded.

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Risk assessments are required to be 'suitable and sufficient.' Risk assessments will be set up initially by the nursery manager and it is the responsibility of the room leader to conduct these checks throughout the day and report any concerns to the nursery manager.

Each room is checked at the beginning of the day or at the start of the group for hazards, in accordance with each room's risk assessment. These assessments are reviewed once a year or as a result of change to the room.

In the event that a risk is identified throughout the day or when opening the nursery, a risk assessment is carried out to determine the severity of the risk and an appropriate course of action to control or eliminate the hazard.

The garden area is checked for hazards before children go out for outdoor play. This check is carried out in accordance with the nursery outdoor play risk assessment that is reviewed once a year or as a result of change to the area.

A risk assessment must be carried out prior to practitioners taking children on outings.

Monitoring and Review

The Health and Safety officer will monitor the results of assessments, the application of health and safety procedures, and risk control.

Consultation with employees on health and safety issues will take place through the health and safety items on meeting agendas. Urgent matters will be reported directly to the manager.

Safety Checks

At Beckermat Nursery we make sure that the nursery is a safe environment for children, parents, staff and visitors by carrying out safety checks on a regular basis in accordance with the timescales set out in the nursery checklists. These include daily checks of the premises, indoors and outdoors and all equipment and resources before the children access any of the areas. These checks are recorded to show any issues and solutions.

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

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

Dangerous substances

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

Transport and outings

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

Water supplies

A fresh drinking supply is available and accessible to all children, staff and visitors.

All hot taps accessible to children are thermostatically controlled to ensure that the temperature of the water does not exceed 40°C.

Room temperatures

All heaters are above head height to prevent hot surfaces coming into contact with the children.

Each room has a thermometer which is used to monitor the temperature and measures taken if the room becomes too hot or too cold. Staff should be aware of room temperatures in the nursery and should ensure that they are suitable at all times and recorded on the appropriate sheet.

Staff must always be aware of the dangers of babies and young children being too warm or too cold. Temperatures should not fall below 18°C in the baby rooms and 16°C in all other areas.

Where fans are being used to cool rooms, great care must be taken with regard to their positioning.

Gas and Electrical Equipment

Electric appliances are PAT tested in accordance with current legislation and each appliance displays its own PAT test sticker.

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

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Windows and Doors

All rooms where children have access have fully opening windows to ensure adequate light and ventilation. Opening windows have been located above child's height and have appropriate safety catches.

Windows are either made with safety glass or have safety film placed over their surfaces to prevent shattering in the event of breakages.

Doors are fitted with finger guards and elevated handles for children's safety.

Fire doors are clearly marked and are never left propped open.

Floors and Stairs

All floors are covered with materials which are fit for purpose.

Floors are checked regularly to ensure they are free of dirt, damage and trip hazards. Any issues are rectified immediately or reported to the nursery office if they require further attention.

Indoor Areas

Beckermat Nursery ensures that our premises, including the overall floor space is fit for purpose and suitable for the age of children cared for and the activities provided on the premises. Our indoor space meets the requirements of the EYFS which are:

- Children under two years – 3.5 m² per child
- Children two years – 2.5 m² per child
- Children aged three to five years – 2.3 m² per child

Stacked Furniture and Storage

Children's toys and resources are kept at a height which is appropriate for the age range of the children in each room. We encourage children to self-select toys and resources and ensure they can do this safely and without risk of harm. Low storage units and shelving help us to achieve this aim.

Resources which are not for children's use are kept in separate areas away from children's play areas and are stored in a neat and tidy manner to prevent injury to staff.

Sleeping Children

Space is provided for children who require a rest or sleep whilst at nursery.

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Sleeping children are provided with their own bed and bedding which is stored and named appropriately and cleaned regularly.

Practitioners sit with children while they go to sleep and continue to supervise them whilst they are asleep.

Parents and carers of babies and young children are consulted about how their children prefer to sleep and this is taken into account when settling children.

(See Sleep and Rest Policy).

Outdoor Areas & Outdoor play

Through the planning of children's interests, needs and progress, children have the opportunity to explore and discover the outdoors and use a variety of equipment. This will encourage children to make good progress in their development whilst getting physical exercise and fresh air.

Outdoor areas are risk assessed before children enter them and resources are set up keeping the safety of the children in mind at all times. The risk assessment also includes fences and gates to ensure the perimeter is secure.

Any damaged equipment is removed and is either repaired or disposed of.

All plants are selected and grown in accordance with relevant guidelines. A copy of poisonous plants is displayed in the staff room and is updated regularly.

We have water/weatherproof clothing for all ages of children and these are worn when playing out in wet weather. Parents are also reminded to bring appropriate playing out clothes for their children when coming to nursery.

(See Sun Protection Policy and Outdoor Policy & Procedure)

Poisonous plants

Trees, flowers and other plants can enhance the childcare environment, both inside and outside, and can provide wonderful learning opportunities for children. Many plants are colourful and children are attracted to the leaves, flowers and fruits. However many plants can prove to be harmful or hazardous and care must be taken to ensure that children do not come into direct contact with them.

Plants can prove to be harmful in the following ways:

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- Ingestion – causing poisoning;
- Handling- causing irritation of the skin;
- Physical injury – from thorns and brambles;

Any part of a plant must be considered hazardous, particularly:

- Berries
- Seeds
- Leaves
- Flowers

Action to be taken

The keeping of hazardous plants as indoor shrubs should be discouraged. Children should not be able to reach any leaves or flower petals etc that may drop from the plant.

Outdoor play areas must be monitored on a weekly basis for the continued absence of hazardous plants. Where such plants are discovered they should be removed immediately. Such checks will be performed as part of on-going risk assessments of the outdoor play areas.

First aid matters

In the event that a child becomes injured or poisoned then this must be treated as a medical emergency. Interim First Aid may be indicated in cases of skin irritation but in all cases specialist medical help must be sought, summoning an ambulance if necessary.

Where possible, staff should retain a part of the plant thought to have caused the skin reaction or poisoning to show medical staff. A record of all such incidents must be made in the relevant Accident Form.

Pets and Other Animals

Although it is recognised that pets can be a wonderful experience in a child's life we do not have pets within the nursery other than our goldfish. Topics about animals and pets are discussed with children at an age appropriate level as well as discussions about how to care for them and be responsible around them.

Food

The Nursery regards snack and meal times as an important part of the Nursery's day. Eating represents a social time for children and helps them to learn about healthy eating. The pre-school Learning Alliance promotes

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healthy eating through our campaign "Feeding Young Imaginations" All snacks, dinners and packed lunches brought from home must be nut free. We also take into account any child's needs with regard to allergies.

In order to ensure the food children are offered has been stored, prepared and served safely, nursery practitioners attend training in Basic Food Hygiene and ensure they follow hand washing and food handling procedures.

In the event of a member of staff having suffered from food poisoning, occupational health must be informed to determine the period of time that the person cannot handle food.

(See Nutrition, Meals & Healthy Eating Policy and Food Safety Policy).

Hot drinks

In order to safeguard the welfare of the children, staff, parents/carers, and anyone else who is present in the nursery, there are strict guidelines on the consumption of hot drinks.

The drinking of hot drinks by children (including warm milk) will only be permitted in cups with lids or bottles. This is to ensure that no other child could be burnt or scalded if the cup were to tip. Children's hot drinks will only ever be 'luke-warm'.

The consumption of hot drinks by staff will be limited to areas that children do not have access to.

The consumption of hot drinks by parents/carers are restricted in our nursery due to health and safety, therefore we ask parents not to bring any hot drinks on to the premises.

Working with parents as partners

Nursery practitioner's work in partnership with parents to ensure the nursery meets children's individual needs and remains a safe environment where the main consideration is for the child's welfare. This is achieved through the nursery's procedures, consultation with parents, and where necessary, other professionals.

The nursery consults with parents to ensure all foods and drinks are suitable and meet the needs of each child. In exceptional circumstances that are agreed with the nursery manager, parents are able to provide nutritious, wholesome food and drink for their child. Food must be brought into nursery in a sealed container that is clearly labelled with child's name and a disclaimer added to say does not contain nuts, to avoid confusion.

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Alternative milk can be supplied by the parent provided the milk is brought into nursery in the original sealed container and is pasteurised. The parent may provide the nursery with cooled boiled water in bottles along with powdered formula milk in separate containers that has been appropriately measured. Practitioners will then mix the water and formula together at the time the child requires feeding. Parents are asked to label all bottles and containers.

Manual Handling

In order to ensure nursery practitioners are handling heavy loads correctly and safely, practitioners follow manual handling guidance provided. In addition when lifting children the nursery practitioner must make a judgement on how heavy a child they are able to lift as an individual. Therefore as with any manual handling task, the practitioner must perform a risk assessment before lifting the child, the practitioner must take into consideration:

- How much the child weighs;
- What are their lifting capabilities as an individual;
- The environment;
- The task;
- If the lifting is necessary.

(See Good Handling Techniques Policy).

Smoking

The management of Beckermat Nursery are very conscious of the unproven, but generally accepted, theory in respect of the potential damage to health from smoking.

Passive smoking has been medically proven to be one cause of lung cancer and heart disease in non-smokers as well as many other illnesses and minor conditions.

Section 2 (2e) of the Health and Safety at Work Act 1974 places a duty on employers to provide a working environment for employees that is: "so far as is reasonably practical, safe, without risk to health and adequate as regards to facilities and arrangements for welfare at work".

Under the Health and Safety at Work Act, employees have duties to take reasonable care for the health and safety of themselves and others and co-

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operate with the employer as far as necessary to enable the employer to comply with the requirements of the Health and Safety at Work Act.

We have therefore instigated a NO SMOKING policy throughout our establishment. Smoking is not permitted in any part of the premises, entrances or grounds, at any time, by any person, regardless of their status or business with the company. This applies even when the children are not on the premises. Employees wishing to smoke during official break times must ensure that they change out of their uniform and that their hands are washed thoroughly before re – entering the rooms. This is to prevent children being exposed to second hand smoke and chemicals present on clothing and fingers. This includes the use of e-cigarettes or other similar alternatives to smoking; these are also prohibited.

The management of health and safety at work

This smoking policy seeks to guarantee all employees the right to work in air free of tobacco smoke. All premises were designated smoke free on the 1st July 2007 and adequate signage was displayed to inform employees and visitors of the smoke-free status of the buildings.

Vehicles & Common areas

The policy of non-smoking applies throughout the nursery grounds and to the car park also. Smoking is not permitted in any company vehicles.

Visitors and temporary staff

Visitors and temporary staff are expected to abide by the terms of this policy. Staff members are expected to inform customers or visitors of the no-smoking policy. However they are not expected to enter into any confrontation, which may put their personal safety at risk.

Help for those who smoke

This policy recognises that passive smoking adversely affects the health of all employees. It is not concerned with whether anyone smokes, but where they smoke and the effects this has on non-smokers in the vicinity. However, it is recognised that the smoking policy will impact on smokers' working lives. In an effort to help individuals adjust to this change, help and support will be provided when needed.

Staff in breach of this policy may be subject to disciplinary procedures.

Office Policy

Some nursery staff will be required, as part of their role, to undertake office duties which may involve sitting at a computer. At Beckermat Nursery we take the welfare of our staff very seriously, therefore we have put

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safeguards in place to help protect the health and safety of all our employees. If an employee requires additional support it is their responsibility to inform the manager as soon as possible.

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

- Sitting comfortably at the correct height with forearms parallel to the surface of the desktop and eyes level with the top of the screen;
- Maintaining a good posture;
- Using a copyholder when typing a document;
- Avoiding repetitive and awkward movements and keep frequently used items within easy reach;
- Changing position regularly;
- Using good keyboard and mouse techniques with wrists straight and not using excessive force;
- Making sure there are no reflections or glare on screens by carefully positioning them in relation to sources of light;
- Adjusting the screen controls to prevent eye strain;
- Keeping the screen clean;
- Reporting any problems associated with using the equipment to the manager. A risk assessment will be conducted and specialist equipment will be considered as required;
- Planning work so that there are breaks away from the workstation.

Seating and Posture Procedure

- Good lumbar support from the office seating;
- Seat height and back adjustability;
- No excess pressure on underside of thighs and backs of knees;
- Foot support if needed;
- Space for postural change, no obstacles under the desk;
- Forearms approximately horizontal;
- Minimal extensions, flexion or straining of wrists;
- Screen height and angle should allow for comfortable head position;

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- Space in front of keyboard to support hands/wrists during pauses in typing.

Waste Management and Sustainable Practice

At Beckermat Nursery we value our environment and in order to keep our world safe and healthy for our children, we closely monitor the management of our waste and its disposal in accordance with local authority requirements.

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

- Using energy saving light bulbs;
- Turning off lights when not in use;
- Not leaving any equipment on standby;
- Unplugging all equipment at the end of its use/the day;
- Energy saving wash cycles on the washing machine.

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

We assess our waste use and its potential impact on the environment on a regular basis and put procedures in place to counteract this impact.

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

We dispose of all clinical waste, including nappies and bodily fluids according to health and safety regulations (HSE).

Personal Protective Equipment (PPE)

We identify and assess all activities for staff to undertake during the course of their employment with us. We will only specify personal protective equipment as the first form of defence, should we be unable to eliminate the risk to our staff immediately. We will as far as is reasonably practicable, implement the hierarchy of control measures.

For nappy changing and ill children we provide white plastic aprons, gloves. Where we provide personal protective equipment we will ensure it is fit for purpose, the environment in which it is to be used and that it fits the wearer correctly to give the level of protection the equipment was designed for.

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We will ensure that staff are consulted on the type of personal protective equipment to be used and that they are given adequate and sufficient information, instruction and guidance on the use and maintenance of such equipment. We acknowledge our duty to provide personal protective equipment to our staff as may be necessary and that such equipment will be free of charge.

Lone Worker Policy:

This policy should be read alongside the Health and Safety Policy and the Safeguarding (Child Protection) Policy. Beckermat Nursery will protect their staff as far as is reasonably practicable from the risks of lone working. Working alone is not in itself against the law and it will often be safe to do so. Where lone working is necessary or unavoidable, the staff member undertaking the lone work and the setting manager must consider and decrease the potential risks involved.

We aim to ensure that no staff member working with children is alone working in either a room or within the building at any time. However there may be occasions when this isn't always possible due to:

- Toilet breaks
- Lunch cover
- Nappy changes
- Comforting a child that may be unwell in a quiet area
- Following a child's interest
- Supporting children in the toilet area that may have had an accident
- The duties some team members have, e.g. management, opening and closing the setting, carrying out cleaning or maintenance at the setting and staff operating outside operating hours.

When assessing the suitability of lone working, consideration will include how lone workers manage tasks such as talking to parents and supervising activities whilst maintaining child safety and welfare. We will also ensure that each member of staff required to work alone has the training and/or skills for the role; e.g. paediatric first aid certificate, child protection/safeguarding training, food hygiene training and if children younger than school reception age are present; hold a level 3 qualification. We always ensure that our staff: child ratios are maintained.

Personal Safety

- Lone workers must follow all instructions contained in the procedures below;
- In exceptional circumstances, if the worker acts differently to the procedure agreed, they must inform the manager or delegated contact immediately;
- A personal phone should be carried at all times when working alone unless this impacts the Safeguarding of children.

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Risk Assessment

Risk assessments must be carried out for and by all individuals whose working practice makes them vulnerable and recommendations should be made to eliminate or reduce the risk as far as possible. Where individuals work alone in buildings or carry out home visits, managers should complete the relevant risk assessments. If the safety of an individual is doubted, attempts should be made to eliminate lone working.

Procedure

Individuals will receive information, instruction and supervision in respect of the hazards and risks associated with lone working. All individuals are to take relevant and sensible precautionary measures whilst lone working. If a member of staff feels that they are putting themselves at risk through lone working, they should discuss the situation with their manager. Further efforts by the manager shall be made to eliminate or reduce hazards starting with a process of reassessment of the task.

Risks of Lone Working

Risk assessments for site based lone workers must include:

- Safe entry and exit,
- Location,
- Safety of equipment for individual use,
- Channels of communication in an emergency, and
- Site security.

Risk assessments for mobile lone workers must include:

- Premises risk assessment where applicable,
- Arrangements for home visits including consideration of alternatives,
- Travelling between appointments/clients etc,
- Reporting and recording arrangements,
- Communication and traceability, and
- Personal safety and security.

Following completion of risk assessment, consideration must be given to any appropriate action that is required.

Safety Contact

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Lone workers will be provided with a designated contact. The designated contact should keep their phone with them at all times and ensure that the agreed contact is made at the correct times. Where deemed the appropriate course of action (e.g. lone working contractors), the lone worker should:

- Inform their designated contact when the lone working commences;
- Advise the contact of the expected length of time that the lone working will take place over;
- 'Check in' with their contact every hour or as appropriate to the risks associated with the lone work;
- Inform their designated contact when they have finished lone working; and
- Inform their contact of safe arrival at home/their next destination.

All designated contacts must be made aware of the line manager's number. In the event that the lone worker does not telephone their designated contact after an outreach, the designated contact must inform the line manager. The line manager will endeavour to contact/check on the employee however if there is no response, the police shall be informed.

Monitoring and Review

Any staff member with concerns regarding lone working risks should discuss these with their manager. The risk involved in unique situations will be reviewed on an individual basis.

Emergency Closure Policy:

There are certain circumstances which could result in Beckermets Nursery having to be closed; we aim to rectify the closure as soon as possible and keep all parents/carers informed of the situation.

In cases of extremely bad weather, usually snow, we will follow the decision of the nursery manager with regard to whether the nursery will open or not. The circumstances in which the nursery will be closed will have to be exceptional. It should be assumed that the nursery will be open unless it is impossible to reach, even by staff that can travel on foot and wherever possible, families will be contacted via telephone and should check our website www.beckermetsnursery.co.uk, Facebook or announcements on CFM radio or telephone the Nursery 01946 841941.

If only a handful of staff are able to get to the nursery, we will merge the nursery rooms and endeavour to meet the needs of the children in our care.

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It will be at the discretion of the manager to decide if, at that point, the nursery has to be closed, for example, if there is any deterioration in weather conditions, which may impede staff in their journey home and the collection of children.

In the event of an early closure, parents should make arrangements to pick their child/children up early. If a child is to be released to a carer not listed on the emergency contact list, a phone call to the office will be necessary first and a password agreed.

Please make certain you leave work/home early so you arrive on time to collect your child. Late pickup charges will still apply.

Each child's safety is of the utmost importance and the final decision to have your child attend the nursery in bad weather is ultimately yours.

Heating breakdown/power cut

Should the heating system, which is electronically operated, break down at the nursery, the manager will make a decision if the nursery is to open or close. Should it be too cold, parents/carers will be contacted to collect their children. Appropriate numbers of staff will stay with the children until all of them have been collected.

As both of the above situations are beyond our control and of ***force majeure*** nature, refunds for "closed" or "partial" sessions will not be given.

Snow

If high snow fall is threatened during a nursery day then the duty manager will take the decision as to whether to close the nursery. This decision will take into account the safety of the children, their parents and the staff team. In the event of a planned closure during the nursery day we will contact all parents to arrange for collection of their child.

In the event of staff shortages due to snow we will contact all available off-duty staff and/or agency staff and group the children differently until they are able to arrive. If we are unable to maintain statutory ratio requirements after all avenues are explored we will contact our inspectorate to inform them of this issue, recording all details in our incident file. If we feel the safety, health or welfare of the children is compromised then we will take the decision to close the nursery.

Any other need for emergency closure

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Should there be any other need for the nursery to close; the following procedure will be followed:

If we need to close during a session, the manager and staff will contact the parents/carers of children present.

If we need to make a decision to close before the session has begun, the manager will endeavour to contact the parents/carers of all children due to attend on that day. If they are unable to make contact with all the parents/carers they will arrange for a notice to be displayed outside the premises or arrange for a representative to be at the premises to inform parents/carers.

Critical Incident

Here at Beckermat Nursery we understand we need a plan for all eventualities to ensure the health, safety and welfare of all the children we care for. With this in mind we have a critical incident policy in place to ensure our nursery is able to operate effectively in the case of a critical incident. This policy includes:

- Flood
- Burglary
- Abduction or threatened abduction of a child
- Terrorist attack/ national emergency
- Industrial leakage/spillage

If these incidents impact on the ability for the nursery to operate, we will contact parents via phone/email/text message at the earliest opportunity.

Flood

There is always a danger of flooding from adverse weather conditions or through the water/central heating systems. We cannot anticipate adverse weather; however we can ensure that we take care of all our water and heating systems through regular maintenance and checks to reduce the potential for flooding in this way. Our central heating systems are checked and serviced annually by a registered gas engineer and they conform to all appropriate guidelines and legislation.

If flooding occurs during the nursery day, the nursery manager will make a decision based on the severity and location of this flooding, and it may be deemed necessary to follow the fire evacuation procedure. In this instance children will be kept safe and parents will be notified in the same way as the fire procedure.

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Should the nursery be assessed as unsafe through flooding, fire or any other incident we will provide care in another location/parents with alternative arrangements in sister nurseries/options for childcare facilities in the local area.

Burglary

The management of the nursery follow a lock up procedure which ensures all doors and windows are closed and locked before vacating the premises. Alarm systems are used and in operation during all hours the nursery is closed.

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

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

Abduction or threatened abduction of a child

Here at Beckermat Nursery we take the safety and welfare of the children in our care extremely seriously. We have secure safety procedures in place to ensure children are safe whilst within our care; this includes safety from abduction.

Staff must be vigilant at all times and report any persons lingering on the premises immediately. All doors and gates to the nursery are locked and unable to be accessed unless staff members allow individuals in. Parents are reminded on a regular basis not to allow anyone into the building

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whether they are known to them or not. Visitors and general security are covered in more detail in the visitor's policy.

Children will only be released into the care of a designated adult, see the arrivals and departures policy for more details. Parents are requested to inform the nursery of any potential custody battles or family concerns as soon as they arise so the nursery is able to support the child. The nursery will not take sides in relation to any custody battle and will remain neutral for the child. If an absent parent arrives to collect their child, the nursery will not restrict access unless a court order is in place. Parents are requested to issue the nursery with a copy of these documents should they be in place. We will consult our solicitors with regards to any concerns over custody and relay any information back to the parties involved.

If a member of staff witnesses an actual or potential abduction from nursery the following procedure will be followed:

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

Terrorist Attack or National Emergency

If a suspicious package/device has been found or in the opinion of the Police Incident Officer, safety is at risk, the final decision to evacuate will rest with the local Constabulary.

Evacuation should not take place as a matter of course, as unnecessary evacuations will result distress and disturbance to members of staff, children and wasteful deployment of the emergency services and the encouragement of further threats.

If Beckermat Nursery receives a terrorist threat by any means, please inform the security team immediately. To assist in verifying a telephone threat record as many details as possible and telephone through to the security team immediately.

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If you find a suspicious object or item of mail:

Although unlikely, it is possible that an incendiary or explosive device could be found on the premises without any prior warning or threat being received. Any suspicious letter or package received at the nursery, or bag, parcel, holdall or object left unattended for some time in the nursery, must be reported immediately to security. Ensure that no one approaches it and that it is strictly left alone. If you discover a suspicious object or item of mail it should be reported immediately. Staff, children and the general public should not touch the object.

Staff should:

- Be vigilant for suspicious objects left in secretive places such as rubbish bins, toilets, empty units, car parks etc.
- Make sure that you report any suspicious person.
- Do not be complacent regarding matters of security, as complacency creates a threat to you, your colleagues and the children's safety.
- Challenge strangers and make sure any visitors display identification and sign in the visitors book.
- Keep windows and doors locked and do not allow access to people you do not know.
- If you spot a suspicious vehicle, do not ignore it but report it to management who will decide whether to report it to the police.

Letter Bombs

Postal bombs are likely to be flat letters, weighing up to 4oz or in a packet the size of a book.

Suspicious letters should be handled as little as possible and placed in a clear plastic folder, so that fingerprints and other forensic evidence is left for the police to examine.

Look out for packages which;

- Smell of marzipan or almonds;
- Rattles, feel springy or stuffed with cardboard, which may indicate a trap;
- Have stains or holes in the envelope;
- Have a foreign postmark or foreign writing style.

What happens when a threat has been received?

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Once the Security team/Police are aware there is a threat, they will notify Beckermets Nursery via word of mouth from security officers or they will phone immediately. You are to search the premises as quickly as possible. In the event of finding something suspicious, do not touch it and alert the security team/police immediately.

Terrorist threat evacuation

Do not evacuate the building unless being told to do so. In the case of a terrorist threat, procedures may have to change to accommodate circumstances, for instance; if there were a suspected bomb around the main entrance to the building you would have to evacuate the building via an alternative exit.

Post Evacuation

Once a return to the building is authorised, you are to carry out a complete search of the nursery and contact the buildings team to state 'all clear'.

Intruder Policy:

This policy aims to inform staff and parents/carers of the procedures to follow in the event of an intruder being identified at Beckermat Nursery. Staff are aware that it is their priority to maintain the safety of the children in their care as well as their own safety.

An intruder is an individual who has not followed our established visitor procedures. If a staff member observes somebody in the nursery who appears suspicious or who they know has not signed into the visitors' book, they should (if it is safe to do so) approach the individual and ask for their name and the purpose of their visit to the nursery. If the staff member does not feel comfortable in approaching the individual, they should alert the manager of the situation.

The person approaching the potentially suspicious individual must determine if the person poses a safety hazard or just needs to be aware of the settings visitor policy. If the visitor has a legitimate purpose for being in the nursery but was unaware of the visitor procedures, they will be told about procedures they should follow in the future, asked to sign in and the manager will be made aware of their presence.

If there is reason to believe that the intruder poses a safety hazard, they will be politely greeted and asked the purpose of their visit to Beckermat Nursery. This will not be done by an individual, at least one other staff member will either be present or they will observe the conversation from close by. The manager will be informed of the situation immediately.

If the intruder has no reason to be there but leaves when asked, security will be reviewed and the police will be informed. If the intruder refuses to leave, the manager will call the police. If they try to leave prior to the police arriving, staff will not attempt to prevent this. They will take note of the method and direction of the individuals travel and pass the information onto the police.

If the intruder appears agitated, we will try to calm them by remaining calm ourselves. If it is not possible for the manger to call the police, a code word/phrase will be used to signify that emergency help must be called. Children will, as soon as possible, be taken to a secure place as far away from the intruder as possible. If the individual has a weapon or becomes aggressive towards staff or children, we will follow the procedures set out in our lockdown policy and procedure. If there is an abduction or threatened abduction of a child, we will follow the procedures set out in the critical incident section of our emergency closure policy.

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If the individual stays until the police arrive, we will explain to police exactly what has happened. In the presence of the police, we will also verbally ask the person not to return to the nursery.

After the event, all incidents and follow up actions will be logged and passed on to relevant agencies and authorities as soon as possible. In any event, there will be a thorough investigation of the incident and a report will be made by all staff involved. Security procedures will be fully scrutinised.

Lockdown Policy and Procedure:

Here at Beckermat Nursery, we recognise the potentially serious risks to children, staff and visitors in emergency situations. The Lockdown Policy aims to ensure the safety of all children, educators, families and other visitors to the service in the event of a threat.

Examples of such critical incidents are:

- Children/staff/visitor being taken hostage,
- A siege of service property,
- A disaster in the local community,
- Unusual amounts of media attention, and
- Aggressive trespassers.

If an event takes place that requires a "Lockdown", the following should occur:

- The person who witnesses the event or issue must try to raise an alarm with the most senior person in charge.
- The most senior person in charge will determine the need for a "Lockdown" and raise the appropriate alarm (call out "lockdown"). If the person who witnesses the event is not able to locate/get to the senior person, they must raise the alarm themselves.
- Emergency services must be contacted immediately on 999. Staff will follow instructions given to them by emergency services.
- Staff are to close and lock all doors and windows and turn the lights off. Children should remain under the desks or down low and out of sight during the lockdown period under the supervision of staff.
- If children are outside, staff should get them inside as quickly as possible even if they are not from their room.

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- Staff must check the sign-in sheet and check all signed-in children are present. Any absences must be reported to the Nominated Supervisor as soon as it is safe.
- All staff, children and anyone else present will remain in the locked room until the "All Clear Signal" is given by the person in charge. They will state that "The lockdown has now ended". Staff must be aware that they could be in lockdown for some time.

This policy should take place in conjunction with our fire evacuation procedure and critical incident section within the emergency closure policy should the need for evacuation arise.

Fire Safety, Prevention & Evacuation Procedure:

Fire Safety & Prevention

The nursery manager carries out a fire prevention checklist every month. This checklist assists the manager in maintaining all fire precautions that are in place.

Evacuation Drills

A copy of the Fire Safety check is kept in the nursery office. Each room has an evacuation log where evacuation drills are recorded. Any action to be taken to improve the procedure is recorded.

Fire evacuation drills are carried out and recorded termly or as and when a large change occurs, e.g. a large intake of children or a new member of staff joins the nursery. These drills will occur at different times of the day and on different days to ensure evacuations are possible under different circumstances and all children and staff participate in the rehearsals.

The fire points and alarm will be tested once a week and recorded.

It is the responsibility of all staff to minimise the risk of fire by complying with the following basic rules:

- All staff are trained in emergency procedures.
- Ensure the fire escape corridors are kept clear with a minimum of 1 meter.
- That rubbish is not left lying around or in the corridor and rear doors.
- A sign reading 'FIRE EXIT' must at all times indicate all fire exit routes.
- Such exits shall be kept clear of obstructions at all times. A clear route to all fire escapes should be maintained for fire safety in accordance with the appropriate legislation.
- Do not use unauthorised electrical equipment that has not passed its appropriate electrical test.
- Do not allow naked flames near combustible materials.

All fire extinguishers and blankets are checked annually in accordance with the nursery's procedure.

Fire evacuation procedures are displayed in all rooms and corridors and staff are encouraged to familiarise themselves with the evacuation

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procedures. New members of staff will be given details of evacuation procedure on their first day as part of their induction.

Fire Evacuation Procedure

In the event of a fire the following procedures **MUST** be followed:

- Sound the alarm / call the emergency services. Should anyone not be accounted for the Fire Service should be informed that this is a **PERSONS REPORTED INCIDENT**
- On hearing the fire alarm; **calmly** stop all activities.
- All staff are to get the children to line up at the room's fire exit door (in 0-2's use evacuation cot by the fire exit if needed to evacuate non-walking children). Children will be taken out of the nursery through the fire doors located in each of the rooms or through the nearest available exit.
- Staff must also take with them:
 - The room register
 - First aid kit
 - Emergency contact box
 - Emergency blankets
- The emergency blankets are in a bag which can also be used to store the rest of the equipment making it easier to handle.
- The nominated person should collect the visitors book on the way out of the building.
- The room supervisor will check the room, and a nominated person will check the toilets to ensure all children and adults are accounted for. Management will collect the staff register, pram store and gate keys and mobile telephone and leave via the closest exit, then enter the 0-2 years play area to assist staff in the baby room with non-walking children and help lead the older children from all rooms to safety.
- Staff with children in the outdoor play area will get the children to line up and to join the line of children from inside.
- Staff who are on breaks must exit the building through the closest fire exit – **do not return to your room**, correct ratios will have been maintained. Assist your room's children once they have exited the building.

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- Students should follow the same rules as the staff and help children in the room they are located in to exit through the closest fire exit or leave via the nearest exit if they are on their break.
- Close all doors behind you wherever possible.
- The assembly point is located at the car park. Here names will be checked against the register.
- The register and the signing in sheet for that day will account for all adults and children. The manager will check the staff register and the room supervisors will check the names of all children in their room with the help of their staff teams. The visitors book will be checked to see if visitors are all accounted for.
- If a fire exit is blocked, the nearest fire exit must be used and another route found to the meeting point.
- Parents will be informed using the mobile phone brought out by the manager. This is always updated with emergency telephone numbers. As a precautionary measure each room will bring with them their box of contact numbers.
- Advise the fire service on arrival if all persons are accounted for.
- Should there be a situation where children, staff or visitors cannot all be accounted for, advise the fire service that **THIS IS A PERSONS REPORTED INCIDENT. Once the Fire Service receives this coded message they will mobilise additional resources to the incident.** Do not attempt to go back in if any children or adults are not accounted for.
- Do not enter the building until it has been stated as safe by the fire service.
- Staff should be aware of the nearest fire hydrant point to the nursery so they can direct the fire service and save them valuable time in locating a water supply. Fire hydrants are identified by a letter H on a post which also indicates the distance from the post to the underground water outlet. This is particularly important in the winter months when there may be a covering of snow on the ground. The nearest fire hydrant to Beckermat Nursery is situated in the layby.
- Staff should be aware of the location of cut off points for gas and electricity in the building to advise fire fighters. Isolation point for electricity supply is situated in the garden under the staff room window.

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If you are unable to evacuate safely:

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

Bomb, Gas Leak, Flood and any other emergency

Evacuation procedures as for fire will be followed, staff will be mindful of the meeting point for each separate occurrence. In the case of suspected gas leaks no electrical switches should be used as this may create a spark igniting the escaped gas. Incidents will be logged in the incident book.

Emergency Refuge

In the event of an emergency resulting in the nursery being unsafe for re-entry, all children and staff will be escorted to Beckermat C of E School. Contact details are kept behind the staff signing in register which will be taken out of the building as matter of course should an emergency occur.

First Aid Cover and Procedures:

An accident is classed as an event which results in an injury. An incident is classed as a situation where a child is hurt by another child i.e. biting.

Accidents must be dealt with by a practitioner who is a qualified first aider. If an accident or incident should happen when there is no first aider nearby, practitioners or students should deal with the event immediately and seek the help of a qualified first aider as soon as possible.

All staff know the importance of keeping calm in an emergency and the need to assess the situation quickly and calmly. Depending on how the person is injured determines how they will be treated.

Basic rules are set out for dealing with:

- Minor cuts and bruises
- Severe bleeding
- Broken bones and spinal injuries
- Burns
- Eye injuries
- Asthma attacks
- Choking

Information on how to deal with these situations is available to staff at all times and is kept on a notice board in the office.

First Aid Boxes are located in the office and kitchen for ease of access. A notice is displayed with the location of each kit. A guide to basic first aid is also kept with each first aid box.

First Aid boxes and equipment are checked every month by a nominated person. Missing and out of date supplies are re-ordered at the same time. Sterile items will be kept sealed in their packages until needed.

Parents and carers are asked whether or not they would like their child to receive emergency medical treatment on the registration form. A copy of their response is kept in the office and in the child's room to refer to when necessary.

Parents and carers are informed of any accident involving their child and are asked to sign an accident form to acknowledge that they have been informed. On some occasions parents and carers may be informed by telephone prior to coming to collect their child so they have advance notice.

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Accidents and incidents are reviewed monthly to help identify any potential trends or re-occurring causes of injury which may be contributing to accidents within the nursery. Any issues are logged and amended immediately to prevent any further accidents from happening.

Major Accident Procedure

In the event of a major accident:

- We will provide plastic gloves and aprons;
- A member of staff who is a qualified 1st aider will take appropriate action;
- If able to be moved, the child is taken to a quiet area and the person in charge notified;
- The person in charge will then assess the situation and decide whether the child needs to go immediately to hospital or whether the child can wait for the parent/main carer to come;
- In the child needs to go straight to hospital an ambulance will be called;
- The parent/main carer will be contacted and arrangements will be made to meet the parent/main carer at the hospital. A member of staff will accompany the child to hospital;
- If the child does not need to go straight to hospital in an ambulance but their condition means they need medical attention, the parent/carers will be contacted and asked to collect their child;
- The child will be made as comfortable as possible and a member of staff will stay with them until the parent/main carer arrives. If the main carer/parent is unable to collect the child in person they must nominate someone who can collect the child;
- A report of the accident will then be recorded in the accident book which will be signed by a parent/carers;
- If necessary a RIDDOR form will then be completed and a copy sent to the HSE office;
- Ofsted will be notified;
- The co-ordinator will then consider whether the accident highlights any actual or potential weakness in our policies or procedures and act accordingly, making suitable adjustments where necessary.

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Emergency Treatment

Should a child require emergency hospital treatment, a member of the management team or the child's key person will accompany the child to hospital. All the child's relevant forms and records will be taken along to the hospital. The parent/carer will be informed immediately by the remaining staff in the building.

Once the child has been treated and is in the care of his/her parent/carer the incident will be recorded at the nursery and a report will be made to OFSTED in line with current legislation.

A review will be held to help identify if there is anything that could be done to: a) prevent a similar incident occurring and b) improve the emergency treatment procedure.

If an incident involves a member of staff, a member of the management team will accompany the member of staff to the hospital and the same procedure will be followed. Again all the relevant forms relating to that member of staff will be taken to the hospital.

Staff members are responsible for ensuring that a copy of their next of kin details are kept in the office in case the nursery needs to make contact with them.

Febrile Convulsions

A febrile convulsion is a type of fit, which occurs when a young child has a high temperature. This type of convulsion is very common in children between the ages of six months and five years, if a child has one convulsion it is possible that another might occur during a further episode of fever. Nearly all children will grow out of the tendency to have febrile convulsions and it is highly unlikely that a child will suffer any long term problems as a result of these fits.

If a child develops a fever, as a result of an infection such as a cold, sore throat etc the following measures are useful ways of preventing convulsions:

- Nurse the child in light indoor clothing. Do not over-wrap.
- Give children's paracetamol (such as calpol) every 4 to 6 hours. Use the dose recommended on the bottle.

If a child does have a convulsion:

- Keep calm;
- Turn the child on their side, with a cushion under his/her bottom;

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- Lay them on a bed or floor, away from hard objects;
- Do not put anything, such as a spoon or finger in their mouth.

The convulsion should stop in five minutes or less, but the child may be very sleepy for sometime afterwards. Parents/carers will be informed to collect the child and should let the family doctor know about the incident, so that the child can be examined. If a convulsion lasts more than ten minutes, or if the child has two or more fits without waking up between them, urgent medical attention or an ambulance should be sought and the emergency treatment procedure followed.

Dealing with Blood

Always take precautions when cleaning wounds as some conditions such as Hepatitis or the HIV Virus can be transmitted via blood.

Wear disposable gloves and wipe up any blood spillage with disposable cloths, neat sterilising fluid or freshly diluted bleach (one part diluted with 10 parts water). Such solutions must be carefully disposed of immediately after use.

The nursery will not necessarily be aware if there is a child carrying Hepatitis or who is HIV Positive on their register.

Needle Puncture and Sharps Injury

Blood-borne infections may be transmitted to employees who injure themselves with needles, broken glass etc. For this reason, great care must be taken in the collection and disposal of this type of material. For the safety and well-being of the employees, all needles, broken glass etc should be treated as contaminated waste. If a needle is found the local authority must be contacted to deal with its disposal.

Bodily Fluids

Ensure the area is cordoned off immediately and remove all children from the area. Move the child to the bathroom and sit them on a chair. One member of staff is to stay with the child and one with the bodily fluid.

One member of staff cleans up the child:

- Put on your gloves and apron;
- Change all clothes if necessary and rinse before bagging, write the child's name on the bag of clothes;
- Ensure the child is cleaned properly, i.e. face etc in sink if needed;
- Wash hands with antibacterial soap;

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One member of staff to clean the floor/surface as follows:

- Puts gloves and apron on;
- On lino/solid surface:
 1. Sprinkle with sand and sweep up and put in plastic bag then place in the nappy bin;
 2. Wash floor/surface with liquid sanitizer and blue roll/toilet tissue.
- On fabric/carpet:
 1. Remove all solids with blue roll/ toilet paper and place in plastic bag, in the nappy bin;
 2. Saturate the area with liquid sanitizer and clean with bathroom cloth if possible, put fabric in washer after rinsing;
 3. Dry with paper towel, extract as much wetness as possible;
 4. Once the area is clean and as dry as it can be, chalk round the damp area and place a chair in the middle so children and staff don't sit on the wet patch;
 5. Place rubbish in the nappy bin including the cloth that was used to wipe the area;
 6. Wash hands with antibacterial soap.

One member of staff is to stay with the child and notify management; one member of staff is to wipe the bathroom with washroom disinfectant and spray air freshener if needed.

Accident Recording Procedure:

Every accident will be recorded on Blossom. This is especially important in respect of the children in a centre environment and the procedure to be adopted is as follows:

- All accidents and incidents involving children are recorded on relevant forms. Forms are to be completed by the practitioner who was present at the time of the accident or incident.
- Any member of staff who sees, or is made aware of any accident to a child, member of staff, trainees, volunteers or visitors must check whether it has been recorded in the accident book immediately or before the end of session.
- Witness statements should be taken.
- Photographs of any injuries and the environment which it occurred should be taken.
- If an incident or accident results in a child receiving a bump to the head a separate "bump note" should also be completed. This is then brought to the attention of the manager who is responsible for checking on the child and the details of the event.
- In the event that a child bites another child or adult and draws blood both parties should seek medical attention. An accident and/or incident report form must be completed to reflect this.
- The manager or person in charge must notify Ofsted, LSCB and the Health and Safety Executive (HSE) of any serious injury that the child sustains at centre. These injuries include; dislocations, broken bones, cuts or bumps that require medical attention. Further guidance on what is and what isn't reportable under RIDDOR can be found in the Employee Safety Handbook
- Accidents involving a member of staff must be recorded in the staff accident log book Immediately or before the end of shift. This log book is kept in the office and is reviewed by the centre manager. In the event that a member of staff or parent sustains an injury at centre, an accident/dangerous occurrences form must be completed and returned to the Health and Safety Executive (HSE) if the incident meets the reporting procedure in the Employee Safety Handbook.
- If a visitor is involved in an accident and is injured, the setting should record all their personal details. The visitor should be contacted the

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following day to determine if they will be sick from their place of work. A record of their total sickness from their place of work should be recorded and the HSE should be advised if appropriate under RIDDOR.

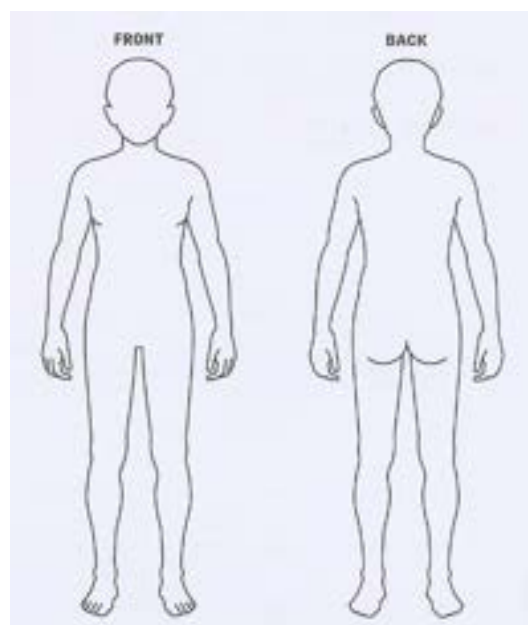
- Once an accident form has been filled out regarding a child, the parent must be informed and asked to sign the record. We keep this in our accident file and the parent should be asked if they would like a copy. However information will not be shared about any other child who may have been involved in the incident or accident at the time.
- Accident forms must be filed in the accident file once signed and should be retained for at least 21 years and three months
- All incidents and accidents are monitored at the end of each month. Monitoring ensures that any issues or concerns are raised and dealt with on a regular basis and measures taken to prevent further accidents or incidents of that type.
- Where medical attention is required, a senior member of staff will notify the parent(s) as soon as possible whilst caring for the child appropriately.
- Where medical treatment is required for any injury sustained in the nursery by visitors, parents, children, employees or contractors, the nursery manager will also inform the insurance company in writing and record which insurance company was informed. With years to make a claim you may have changed your insurance provider. Should you fail to advise your insurers you will not be covered.

Accident Form

Date	
Who was involved in the accident? <i>(Please circle)</i>	☐ Child ☐ Adult ☐ Member of staff
Name	
Date of birth	
Date of accident	
Time of accident	

Place accident occurred	
Explain fully the events leading up to the accident and the accident itself	
Witnessed by	

Position and type of injury - Give details of size of injury and mark on body map



What treatment was provided for the casualty?	
Who provided the treatment?	

Give details of further medical treatment required?	<i>Contact the parent immediately if this has resulted in a head injury or if further medical treatment is required.</i>
Is there anything we could do to prevent this happening again?	
Is a piece of furniture/resource/toy at fault? If yes, have you removed this? Give details	
Witness signature	
Staff signature	
Manager signature	
Parent signature and print name	

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Existing Injury Policy:

If a child has an accident which results in an injury, bruise or mark, whilst not on nursery premises, it is important that parents/carers or the person dropping off the child inform a staff member the next time the child is attending nursery. It is a requirement of EYFS (Early Years Foundation Stage) that all settings log and record any existing injuries for children for which they are providing care before the parent leaves the site.

Recording of existing injuries

The staff member will detail the circumstances, location of injury, bruise or mark on the Existing Injury Form and will ask parents/carers to sign and date the information.

Discovery of existing injuries – disclosure by a child or visible discovery

Where a staff member has not been informed by the parent/carer of an existing injury and becomes aware of an injury by a disclosure by a child or by discovering a visible injury, the staff member will contact the parent/carer to establish if the injury was pre-existing. If the parent/carer confirms that the injury was sustained prior to arrival at the centre then this will be recorded and an existing injury form will be completed.

Non- confirmed existing injuries

In the event that the parent/carer does not confirm that the existing injury occurred prior to arrival at the setting, and staff discover the injury whilst the child is in the care of the nursery, then advice will be sought from the Designated Safeguarding Co-ordinator and other appropriate policies may be applied dependant on circumstances (e.g. Accident/Incident policy or the Cause for Concern policy). The Designated Safeguarding Co-ordinator will need to establish whether the injury has been sustained within the setting as part of this process. This may include reviewing internal records, any CCTV footage and taking statements from staff members/witnesses, in accordance with relevant policies and procedures.

Recording Procedures

The nursery have a central file with Existing Injury Forms, a Summary Log Sheet and a Daily Overview Form to track and log all Existing Injury Forms needing to be used on any given day.

If the parent/carer or person dropping off the child informs a member of staff that the child has sustained an injury to the head (neck or above), staff need to establish the date and time of the incident and seek

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clarification from the manager in relation to head/bump monitoring, and also complete an existing head injury form.

If for any reason a staff member is concerned about the explanation, injury, mark or bruise the Cause for Concern Policy and Procedure will be followed.

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Good Handling Techniques Policy:

Preventing Injuries

We ensure that the working environment is designed to eliminate hazards occurring by carrying out daily and long term risk assessments. Where the handling tasks cannot be avoided they must be addressed, examined and decided how to be reduced by adding control measures.

Correct Lifting Procedure

1. Planning and Procedure

- Think about the task to be performed and plan the lift.
- Consider what you will be lifting, where you will put it and how you will get it there and a resting place in between.
- Never attempt manual handling unless you have read the correct techniques and understood how to use them.
- Ensure that you are capable of undertaking the task. People with health issues and pregnant women maybe particularly at risk of injury.
- Assess the weight and gravity of the load.
- Assess the size of the load to make sure that you can grip it safely and that your particular route is still visible to you.
- Assess whether you can lift the load safely without help. If not then you will need to seek help.
- If more than one person is involved, plan the lift first and agree who will lead and give instructions.
- Lighting should be adequate.
- Avoid lifting unsafe loads, such as damaged glass or badly packed chemicals.

2. Position

- Stand with your feet apart and your leading leg forward. Your weight should be even over both feet. Position yourself so that the heaviest part is next to you.
- Always make sure that there are no children near to you before starting the lift.

3. Lifting

- Always use the correct posture.

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- Bend the knees slowly keeping the back straight.
- Tuck the chin in on the way down.
- Lean slightly forward if necessary and get a good grip.
- Keep the shoulders level, without twisting or turning from the hips.

4. Move the Load

- Move the feet, keeping the child/baby or object close to the body.
- Proceed carefully making sure you can see where you are going.
- Lower the child/baby or object, reversing the procedure for lifting.

These techniques should be followed when lifting children, pieces of furniture or any other heavy loads.

Report any problems immediately to the manager, for example, strains and sprains. Where there are changes to the activity of the load the task must be reassessed.

Holding and Carrying Children

Beckermat Nursery is an establishment caring for very young children, it is inescapable that there will be many occasions when it is completely appropriate for children to be picked up and carried by a member of staff. Children should not be carried unnecessarily or as a matter of course.

Once they are able to walk unaided, they should always be encouraged to do so when moving around the nursery; if necessary they can be encouraged by an adult holding their hand in support. When a child is picked up, this must always be done by placing the hands under the child's armpits, with the child facing towards the adult. When a child is being carried, he/she should be held so that the adult's forearm is supporting the child's thighs, so that the child may place his/her arms around the adult's neck for support. If the child struggles, kicks or otherwise resists being carried, do not try to restrain them more tightly, but place them back on the ground and find another solution to the problem.

Hygiene Policy:

Beckermat Nursery promotes a healthy lifestyle and a high standard of hygiene in its day-to-day work with children and adults. This is by maintaining the following standards.

Personal Hygiene

Children and staff are encouraged to wash their hands before every meal and after going to the toilet. Signs are placed in bathrooms as a reminder and personal hygiene is promoted to children at regular intervals throughout the day.

Tissues are used when wiping children's noses and are disposed of in the bin immediately after use. Staff wash their hands after wiping children's noses to prevent the spread of infection. The nursery will ensure stocks of tissues, hand washing equipment and cleaning equipment are maintained at all times and increased during the winter months or when flu and cold germs are circulating.

To prevent cross contamination arising from cuts or open sores, plasters are administered to all children who do not have an allergy to them. Parents are asked to sign a consent form when starting nursery to ensure we have their permission to do this. For children with an allergy to plasters a bandage and dressing will be applied to the wound.

We will endeavour to promote good oral health for the children in our care by talking to them about the effects of eating too many sweet things and the importance of brushing their teeth.

Environment

We employ cleaners who are responsible for ensuring the setting is cleaned thoroughly each evening. The manager/supervisor checks the rooms every morning to ensure the nursery is clean and safe for the children and parents to enter.

Staff continue to monitor the following procedures as part of the daily routine:

- Tables are cleaned before and after every meal.
- Sand is swept up at regular intervals. Any sand on the floor is disposed of in the bin.
- The water tray is emptied every evening and replenished each morning.
- Floors are swept after every meal and mopped if necessary.

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- Spillages and wet floors are mopped and dried immediately and a wet floor sign is put in place until the floor is completely dry.
- Nappy changing and toilet areas are cleaned and sterilised regularly throughout the day.
- Dummies will be sterilised after each use and when needed to prevent cross contamination with other children. If a dummy falls on the floor or is picked up by another child, this is cleaned immediately and sterilised.
- Rubbish is disposed of in the bins provided and the swing top lids are cleaned daily.

Cleaning

All cleaning equipment is kept locked away in the cleaning cupboard. Mops are colour coded to prevent cross contamination and are replaced regularly. Separate mops are used for cleaning up bodily fluids.

Periodically each room in the nursery will be deep cleaned including carpets and soft furnishings to ensure the spread of infection is limited. This will be implemented earlier if the need arises.

Kitchen

Staff need to be aware of the basic food hygiene standards through appropriate training and this will be reviewed every three years.

- Fridge and freezer temperatures must be recorded first thing by the responsible person opening up and last thing at night.
- All food to be covered at all times in and out of the fridge and dated to show when each product was opened.
- Fridges to be cleaned out weekly.
- Microwave to be cleaned after each use.
- Oven to be cleaned out regularly and recorded.
- Freezers to be cleaned out every three months and recorded.
- Care must be taken to ensure that food is correctly stored in fridges.
- When re-heating food it should be done until over 70°C, checked with the probe thermometer before serving.
- All opened packets to be dated when opened and placed in an airtight container e.g. baby food, raisins, cereal etc.

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- Blended food should be placed in suitable airtight containers, named and dated.
- Surfaces to be cleaned with anti-bacterial spray.
- Only appropriate coloured kitchen cloths to be used. These must be washed daily on a hot wash.
- All plugs to be pulled out of their sockets at the end of each day and switches switched off where practicable (with the exception of fridge and freezer).
- Children must not enter the kitchen except for supervised baking activities.
- All cupboards to be cleaned out monthly.
- Doors/gates to the kitchen to be kept closed/locked at all times.
- Food served but not used immediately should be appropriately covered and placed in the fridge/freezer within 60 minutes. If this is not followed, food should be discarded immediately.

Nursery

- Staff must be aware of general hygiene in the nursery and ensure that high standards are kept at all times.
- Regular toy washing rotas must be established in all rooms and recorded. Toys should be washed with sanitising fluid.
- Floors should be cleaned during the day when necessary. Vacuum cleaner bags should be changed frequently.
- Staff are requested to use the appropriate coloured mop for the task or area and mop heads should be washed in a separate wash at least weekly.
- All surfaces should be kept clean and clutter free.
- Each child should have its own bedding which should be washed at the end of each week or whenever necessary.
- Children must always be reminded to wash their hands after using the bathroom and before meals. Staff should always encourage good hygiene standards, for example, not eating food that has fallen on the floor.

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- Children should learn about good hygiene routines and why they need to wash their hands, wipe their noses and cover their mouth when coughing.

Staff Rooms

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

Children's Activities

Children are educated about good hygiene practices on a daily basis as part of their daily routine. Posters are displayed in all hand wash rooms explaining how to hand wash thoroughly. In addition to regular hand washing practices we also promote:

- Placing tissues in the bin once they have been used,
- Covering the mouth when coughing and sneezing,
- Using the toilet correctly and washing hands after,
- Washing hands after playing outdoors and before meal times.

Toys and resources are cleaned routinely as part of the rota system which is monitored by the room supervisor.

Animals

Animals can carry infections, so hands must be washed after handling any animals. Health and Safety Executive (HSE) guidelines for protecting the health and safety of children should be followed.

Vulnerable children

Some medical conditions make children vulnerable to infections that would rarely be serious in most children, these include those being treated for leukaemia or other cancers, on high doses of steroids and with conditions that seriously reduce immunity. Schools, nurseries and childminders will normally have been made aware of such children. These children are particularly vulnerable to chicken pox, measles or parvovirus B19 and if exposed to either of these, the parent/carer should be informed promptly and further medical advice sought. It may be advisable for these children to have additional immunisations, for example pneumococcal and influenza.

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Female Staff – Pregnancy

If a pregnant woman develops a rash or is in direct contact with someone with a potentially infectious rash, this should be investigated according to PHE guidelines by a doctor. The greatest risk to pregnant women from such infections comes from their own child/children, rather than the workplace. Some specific risks are:

- Chicken pox can affect the pregnancy if a woman has not already had the infection. Report exposure to midwife and GP at any stage of exposure. The GP and antenatal carer will arrange a blood test to check for immunity.
- Shingles is caused by the same virus as chickenpox, so anyone who has not had chicken pox is potentially vulnerable to the infection if they have close contact with a case of shingles (German measles, Rubella). If a pregnant woman comes into contact with German measles she should inform her GP and antenatal carer immediately as the infection may affect the developing baby if the woman is not immune and is exposed in early pregnancy.
- Slapped cheek disease (Parvovirus B19) can occasionally affect an unborn child. If exposed early in pregnancy (before 20 weeks), whoever is giving antenatal care should be informed as this must be investigated promptly as measles during pregnancy can result in early delivery or even loss of the baby.

Nutrition, Meals and Healthy Eating Policy:

At snack and meal times, we aim to provide nutritious food, which meets the children's individual dietary needs. The food we provide has been assessed and prescribed by a nutritionist to ensure that all essential food groups are covered throughout the day. We aim to meet the full requirements of the Ofsted Care Standards on Food and Drink (Standard 8) and the EYFS Welfare Requirements.

- Before a child attends the nursery, we find out from parents about their child/ren's dietary needs, including any allergies. We record information about each child's dietary needs in her/his registration record and parents sign the record to signify that it is correct. We regularly consult with parents to ensure that our records of their child/ren's dietary needs - including any allergies - are up-to-date. Parents sign the updated record to signify that it is correct.
- We display current information about individual children's dietary needs so that all staff and volunteers are fully informed about them. We implement systems to ensure that children receive only food and drink which is consistent with their dietary needs and their parents' wishes.
- The Pre-school Learning Alliance promotes healthy eating through our campaign 'Feeding Young Imaginations'. All snacks, dinners and packed lunches brought from home must be NUT FREE.
- A balanced and healthy breakfast, midday meal and two daily snacks are provided for children attending a full day at the nursery. In accordance with parents' wishes, we offer children arriving early in the morning - and/or staying late - an appropriate meal or snack.
- We plan menus in advance, involving children and parents in the planning. We display the menus of meals/snacks for the information of parents, including details of all allergens contained. Menus include at least 3 servings of fresh fruit and vegetables per day.
- We provide nutritious food at all meals and snacks, avoiding large quantities of fat, sugar and salt and artificial additives, preservatives and colourings. We include a variety of foods from the four main food groups: Meat, fish and protein alternatives; dairy foods; grains, cereals and starch vegetables; fruit and vegetables. We include protein and calcium for growth as well as essential minerals and vitamins in meals which are offered.

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- We include some cultural foods, providing children with familiar foods and introducing them to new ones. Through discussion with parents and research reading by staff, we obtain information about the dietary rules of the religious groups to which children and their parents belong, and of vegetarians and vegans, and about food allergies. We take account of this information in the provision of food and drinks.
- We require staff to show sensitivity in providing for children's diets and allergies. Staff will not use a child's diet or allergy as a label for the child or make a child feel singled out because of her/his diet or allergy.
- We organise meal and snack times so that they are social occasions in which children and staff participate. We use meal and snack times to help children to develop independence through making choices, serving food and drink and feeding themselves.
- We provide children with utensils which are appropriate for their ages and stages of development and which take account of the eating practices in their cultures.
- We have rules about children sharing and swapping their food with one another in order to protect children with food allergies.

Drinks

- We have fresh drinking water constantly available for the children. (Babies under 1 will be given cooled boiled water). We inform the children about how to obtain the water and that they can ask for water at any time during the session/day.
- For children who drink milk, we provide whole and pasteurised milk. We provide milk for children and offer alternatives for children with milk allergies. Allergy requirements are discussed with parents and carers and a suitable alternative is found and provided as necessary.

Meals and Snacks

- We source and purchase food from well-known reputable companies. We ensure that food is delivered by appropriate means e.g. frozen goods remain frozen in transit.
- Snack times and meal times are part of the daily routine and we have set times for these. This ensures that all children sit down to eat together and promotes a relaxed social time where children can develop their PSED skills.

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- Children are encouraged to help themselves to cold foods like sandwiches and fruit. However hot food is provided by the staff to ensure the safety of the children at all times.
- When children are reluctant to eat, practitioners will accept the child's wishes and provide only positive encouragement. Children will not be made to eat what they do not want and, depending on individual circumstances, an alternative may be offered. This information will be shared with parents to try to identify any underlying problems and develop solutions which may be incorporated into the child's next session.
- If a child misses a meal because he/she is asleep or arrives late then the meal will be stored in appropriate storage conditions until such a time that the child is ready to eat. If the food on offer is no longer safe to eat i.e. if it cannot be re-heated then an alternative meal will be offered.

Parents and Carers

- For each child, we provide parents with daily written information about feeding routines, intake and preferences.
- We also provide recipes of our most popular dishes for parents to take home and try with the rest of the family.
- We inform parents who provide food for their children about the storage facilities available in the nursery and provide information about suitable containers for food.

Parents and Carers Providing Meals/Snacks

- In the event of a parent/carer wishing to provide a packed lunch for their child, a discussion will take place about the types of foods which will be appropriate for them to provide in the nursery. This is to ensure that children still have access to healthy foods whilst at the nursery and that children who are eating at the same table as the child with a packed lunch do not get conflicting messages about what constitutes healthy food.
- Packed lunches will be clearly labelled with the child's name and stored in the fridge in the kitchen.
- Parents are reminded that we are a nut free nursery and therefore packed lunches shouldn't contain them and a disclaimer put in lunch box daily.

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- If a parent/carer forgets to provide a packed lunch as discussed, we will contact the parents to seek clarification about what they would like us to provide their child on that day.

Birthdays and Celebrations

Children's birthdays are celebrated in accordance with individual children's cultures and beliefs. If parents wish to bring a birthday cake in to share with the children, this is permitted but must be nut free and a disclaimer added if made at home.

Dietary needs

- Children's dietary needs are displayed in each room to ensure that all staff, volunteers and students are aware of individual children's dietary needs.
- Copies of these lists are also kept in the kitchen to inform the cook of any changes which may be necessary to adhere to these requirements.
- The nursery takes into account individual families' cultural and religious practices, and we work with parents to ensure that the meals we offer are in accordance with their wishes.
- We encourage all children to eat together and share their own likes and dislikes with peers. However, staff encourage all children to be sensitive to other children's individual dietary needs and eating habits and demonstrate to children the appropriate behaviour and responses whilst at the table.

Meal time procedures

A child-centred, happy and relaxed atmosphere should extend throughout the day and accordingly at all meal times.

Children are provided with food and drink at regular intervals in adequate quantities for their needs. Food and drink are properly prepared, nutritious and comply with dietary and religious requirements as necessary.

Practitioners should:

- Make meal and snack times a positive experience for all children by not rushing meal times.
- Encourage children to feed themselves to develop their independence and fine motor skills.
- Encourage children's table manners.

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- Respect children's and adult's cultural differences that are different from their own.

Practitioners will sit and eat with the children making positive comments and having a positive approach to healthy eating.

Staff meals and snacks

- Staff are encouraged to sit and eat with the children at lunch times. Meals are offered to all staff for a nominal daily price.
- If staff choose to bring their own lunches they are asked to store and eat these in the staff room. Whilst we recognise every individual's right to choose their own foods we also work in an environment where it is of the utmost importance to promote healthy eating within the rooms. It is therefore inappropriate for staff to consume unhealthy food near the children as this may not support our healthy eating ethos.
- Fresh drinking water is available for staff however in the interest of safety, hot drinks must not be taken into the areas where children are present. This includes public corridors and outdoor areas.

Food Safety Policy:

At Beckermat Nursery, it is our policy to have excellent personal hygiene and this is reinforced through the use of protective clothing when in the kitchen and preparing food for children. All staff serving food to children will observe current food hygiene practices including:

- Cleaning all tables with anti-bacterial spray before children sit down to eat.
- Providing appropriate hand washing and drying facilities prior to meal times, actively promoting and supporting the hand washing procedure. Where sinks are unavailable, a separate flannel or cloth will be provided for each child to use.
- Wearing appropriate protective clothing when serving food including gloves and aprons.

We employ kitchen staff who have relevant up to date training on food hygiene standards. Practitioners who serve food to children in the rooms also hold appropriate food hygiene certificates and these are displayed in the kitchen.

All food is stored in accordance with up to date food hygiene standards. Fridges and freezers are temperature checked twice a day and these are recorded in the kitchen log book.

Food which has been cooked is probed to ensure that all food is piping hot and above 70°C before serving and hot food is served immediately.

All food is prepared in the kitchen and is transported to rooms in covered containers.

Staff wear aprons during food preparation, no jewellery is worn and long hair is tied back before entering the kitchen. Hand wash sinks with an appropriate anti-bacterial soap and paper towels are provided. As well as the hand wash sink we have a sink to wash up in. If any of our equipment needs washing by hand we use hot water that has washing up liquid in and then everything drip-dries. Clothes must always be clean and the water throughout the nursery is drinkable.

In the event of staff having a minor cut on his/her hand it is our usual practice to cover this with a blue waterproof plaster provided in our first aid box. When suffering from any other illnesses the cook will not work, for example, with infected cuts and sickness or diarrhoea, it is 48 hours before

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he/she can return to usual duties. The manager will be informed immediately to make other arrangements.

When storing food and ingredients at Beckermat Nursery, cooked and uncooked foods (e.g. meat) will be kept in a separate area of the fridge and clearly labelled; colour coded chopping boards, mops and utensils are used to reduce the risk of cross contamination.

The staff clean the kitchen daily before and after use but follows a *clean-as-you-go* policy throughout the session. We have a cleaning/recording rota in operation; we also complete the COSHH (care of substances hazardous to health) risk assessment, all substances are stored in their original containers and never transferred into other containers so that staff can see what the substance is and the instructions of use and where possible we try to buy cleaning substances that are not hazardous to health. Appropriate measures are taken to ensure there is no risk of physical contamination from pests.

Food is purchased by the manager from a good quality supermarket. Each child's parent/carers fill out a detailed form on their child's induction to let all staff know if a child cannot have a particular food - all dietary requirements are catered for.

Beckermat Nursery will notify Ofsted of any food poisoning affecting a child cared for on the premises. Notification will be made as soon as is reasonably practicable, but in any event within 14 days of the incident.

Allergens Policy & Allergic Reaction Procedure:

Upon starting at the nursery, parents/carers are requested to complete an Individual Healthcare Plan; this form asks for any information regarding allergies, food intolerances or other medical conditions that the child may have. If the child has any allergies or has had an allergic reaction to certain foods, insect or plant stings or medication then an in-depth chat will be held with the parent/carer to find out more information about what happened, what action was taken and any specific signs to look out for. Staff will ask specifically whether each child has asthma as this may increase the severity of an allergic reaction. If a child develops an allergy whilst at the nursery, the parent will be asked to update their details and complete the appropriate forms.

The nursery manager will carry out a full allergy risk assessment procedure with the parent prior to the child starting the nursery and a care plan will be drawn up. The child's GP or allergy specialist will be asked to contribute to this care plan. Cleaning and hand washing procedures will be reviewed when any child with allergies joins the nursery.

All information is recorded and passed on to all members of staff so that they are aware of the signs and symptoms. Staff in the nursery attend first aid training courses, which includes training on dealing with anaphylactic shocks and will understand the importance of dealing with the situation as calmly and quickly as possible. In certain cases where the child has been issued with an Epi-pen then all staff will be properly instructed as to the situations in which it should be given; they will be given information about the Epi-pen and will then be given a demonstration on how to use it by a district/community nurse.

In compliance with the Food Information for Consumers Regulation 1169/2011 and the Food Information Regulations 2014 (SI 2014/1855), we make available to parents/carers details of the 14 specified allergens contained in the food that is prepared by us. This includes pre-packed and home-cooked produce.

The manager, nursery cook and parents will work together to ensure that a child with specific food allergies receives no food at nursery that may harm them. This may include designing an appropriate menu or substituting specific meals on the current nursery menu.

An allergy register will be kept in the kitchen; staff are required to refer to this when preparing snacks and meals or planning activities. All food prepared for a child with a specific allergy will be prepared in an area where

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there is no chance of contamination and served with equipment that has not been in contact with this specific food type e.g. nuts.

Individual children's key person will discuss weaning with parents; first weaning foods will be low allergenic foods. Once weaning has been established on low allergenic foods other foods will be introduced once at a time to make identification of those that cause a reaction easier.

Seating will be monitored for children with allergies. Where appropriate, staff will sit with children who have allergies and discuss food allergies and the potential risks.

Staff will be made aware of the signs and symptoms of a possible allergic reaction in case of an unknown or first reaction in a child. Early recognition of symptoms and early treatment are vital; symptoms may include:

- Itching in the mouth
- Swelling of the face, throat or tongue
- Asthma
- Difficulty in talking or swallowing
- Hives anywhere on the body
- Generalised flushing of the skin
- Abdominal cramps and nausea
- Floppiness (drop in blood pressure)
- Collapse and unconsciousness

If in the case that an allergic reaction should occur, where there is no history of it, the child will be made as comfortable as possible ensuring that an open airway is being maintained, while medical advice is sought. Children may not experience any or all of the symptoms listed above.

If a child has an allergic reaction to food, a bee sting, plant etc. a first aid trained member of staff will act quickly and administer the appropriate treatment. For allergic reactions to food, all food will be removed from the mouth; if the reaction is from a sting and the sting has been embedded in the skin this will be removed carefully making sure the remaining poison is not forced into the skin.

If the action requires specialist treatment e.g. an Epi-pen then at least two members of staff will be directly working with the child and the manager

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will have received specific medical training to be able to administer the treatment to each individual child. After administration of the adrenaline (Epi-pen), medical advice will be sought. It is the parent's responsibility to ensure medication they provide is within its use by date.

After any reaction the child will be observed, medical attention sought and the parents informed. The incident will be recorded on the allergy register and in the incident book. A sick child above all needs their family; therefore every effort will be made to contact a family member as soon as possible by first contacting those with parental responsibilities and then any other emergency contacts.

If the allergic reaction is severe a member of staff will summon an ambulance immediately. Staff will not attempt to transport the sick/injured child in our own vehicles. Whilst waiting for the ambulance we will contact the emergency contact and arrange to meet them at the hospital. A senior member of staff must accompany the child, taking with them the child's registration forms, relevant medication sheets, medication and the child's comforter.

Staff must remain calm at all times; children who witness an allergic reaction may well be emotionally affected and may need lots of cuddles and reassurance.

All incidents will be recorded, shared and signed by parents at the earliest opportunity.

Peanut Allergies

Anaphylactic Shock –

Symptoms –

- Collapse
- Difficulty in breathing
- Swelling of lips and throat
- Vomiting

Action to be taken –

- Administer Epi-pen
- Phone for an ambulance immediately

The Epi-pen is stored in the office as the children who may be subject to a reaction.

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A list of instructions, a medication sheet and a pen to write down the time administered and a pair of protective gloves in case of bleeding are also kept in the same room as the children who may be subject to a reaction.

If the paramedics have not arrived within five to ten minutes and symptoms persist, administer a second dose.

After administering the Epi-pen, ideally the child should have been put in the recovery position. If this is not possible, particularly if dealing with a child who is extremely distressed, then try to make the child as comfortable as possible and elevate the legs.

Staff are requested to make themselves aware of any child who may have a history of this condition. If in doubt check with the nursery manager; staff are under obligation to ensure that they familiarise themselves with each child's medical history within their room.

Breast Feeding & Bottle Feeding Policy:

All mothers have the right to make a fully informed choice as to how they feed and care for their babies. The provision of clear and impartial information to all mothers at an appropriate time is therefore essential.

Nursery staff will not discriminate against any woman in her chosen method of infant feeding and will fully support her when she has made that choice. This policy is designed to ensure good practice, not to dictate the choices of mothers.

The nursery aims to create an environment where more women can choose to breastfeed their babies, and where more women are given sufficient support to enable them to breastfeed as part of their infant's diet for as long as they both wish.

All staff adhere to this policy, therefore eliminating the risk of giving conflicting advice. The nursery works closely with health visitors to provide support for mothers and their babies.

Staff are willing to feed babies expressed breast milk, brought into the nursery on a daily basis. No provision is made for storing frozen breast milk on the premises.

Expressed milk brought to the nursery must be clearly labelled with the child's name and date and stored in a fridge. It must be used by that child only and in date order (i.e. oldest first).

Expressed milk can be stored preferentially in the back of a fridge at 0-4°C for a maximum of 8 days (if temperature rises above 4°C, use within 6 hours or use immediately), or alternatively stored:

- At room temperature for a maximum of 6 hours.
- In the back of a fridge at 5-10°C for a maximum of 3 days.

Consider using breast milk straight from the fridge to avoid overheating or scalding.

If the milk has separated, shake gently to mix before use.

If the milk smells sour, do not use.

Do not save milk from a used bottle to use at another feeding.

Any left-over expressed milk will be returned to the parent/guardian.

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If expressed milk is not provided, an appropriate infant formula will be offered instead.

If expressed milk is accidentally given to the wrong baby, the mother who expressed the milk will:

- Be informed of the switch.
- Be asked about when the milk was expressed and how it was handled before being brought to the nursery.
- Be asked whether she has ever been tested for any communicable diseases (such as HIV) and if so, whether she would be prepared to share this information with the parent/guardian of the child accidentally given the expressed milk. If no test has previously been taken, she should be asked if she is willing to have a test and share the results with the parent/guardian of the child accidentally given the expressed milk.

If expressed milk is accidentally given to the wrong baby, the parent/guardian of the baby given the expressed milk will:

- Be informed of the switch.
- Be advised that the risk of transmission of any communicable diseases (such as HIV) is very small.
- Be provided with information on how the expressed milk was handled prior to being given to their child.
- Be encouraged to inform their GP of the incident.
- Be advised to undergo a baseline test for HIV for their child.

Formula Feeding:

- **Step 1:** Fill the kettle with at least 1 litre of fresh tap water (do not use water that has been boiled before).
- **Step 2:** Boil the water then leave the water to cool for no more than 30 minutes so that it remains at a temperature of at least 70C.
- **Step 3:** Clean and disinfect the surface you are going to use.
- **Step 4:** It is important that you wash your hands.
- **Step 5:** If you are using a cold-water steriliser, shake off any excess solution from the bottle and the teat, or rinse them with cooled boiled water from the kettle (not tap water).
- **Step 6:** Stand the bottle on the cleaned, disinfected surface.

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- **Step 7:** Follow the manufacturer's instructions and pour the amount of water you need into the bottle. Double check that the water level is correct. Always put the water in the bottle first, while it is still hot, before adding the powdered formula.
- **Step 8:** Loosely fill the scoop with formula powder, according to the manufacturer's instructions, and level it off using either the flat edge of a clean, dry knife or the leveller provided. Different tins of formula come with different scoops. Make sure you only use the scoop that comes with the formula.
- **Step 9:** Holding the edge of the teat, put it on the bottle then screw the retaining ring onto the bottle.
- **Step 10:** Cover the teat with the cap and shake the bottle until the powder is dissolved.
- **Step 11:** It is important to cool the formula so it's not too hot to drink. Do this by holding the bottle (with the lid on) under cold running water.
- **Step 12:** Test the temperature of the formula on the inside of your wrist before giving it to the baby. It should be body temperature, which means it should feel warm or cool, but not hot.
- **Step 13:** If there is any made-up formula left after a feed, throw it away.
- **Equally we also use a bottle prep machine which is cleaned and filters changed as per manufacturer's instructions**

Dos and don'ts of making up formula feeds:

- Manufacturers' instructions vary as to how much water and powder to use, so it is important to follow them very carefully.
- Do not add extra formula powder when making up a feed. This can make the baby constipated or dehydrated. Too little powder may not give the baby enough nourishment.
- Do not add sugar or cereals to the baby's formula.
- Never warm up formula in a microwave, as it may heat the feed unevenly and burn the baby's mouth.

Reducing the risk of infection:

- Even when tins and packets of powdered infant formula are sealed, they can sometimes contain bacteria.

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- Bacteria multiply very fast at room temperature. Even when a feed is kept in a fridge, bacteria can still survive and multiply, although more slowly.
- To reduce the risk of infection, it's best to make up feeds one at a time, as the baby needs them.
- Use freshly boiled drinking water from the tap to make up a feed. Do not use artificially softened water or water that has been boiled before.
- Leave the water to cool in the kettle for no more than 30 minutes. Then it will stay at a temperature of at least 70C. Water at this temperature will kill any harmful bacteria.
- Remember to let the feed cool before you give it to the baby. Or you can run the bottle (with the lid on) under a cold tap.
- Do not use bottled water to make up formula feeds.
- Bottled water is not recommended for making up feeds as it is not sterile and may contain too much salt (sodium) or sulphate.

Weaning Policy and Procedure:

At Beckermert Nursery, we realise that as a child reaches 6 months their nutritional needs are changing and milk alone does not satisfy their increased nutritional requirements. It is recommended that infants do not begin weaning until 6 months but some parents may choose to begin to wean earlier. We will work closely with the parents/carers to make sure the process runs as smoothly as possible and only when the child shows they are ready. We appreciate that some babies take more quickly to solid foods than others and that they will each have different food preferences.

Infants under 6 months will not be given: foods containing gluten (bread/pasta etc), nuts and seeds (peanuts, peanut butter, other nut spreads), eggs, raw or cooked shellfish, shark, swordfish and marlin, citrus fruits and citrus fruit juices (orange, lemon, grapefruit), foods containing plant sterols (some margarines and yoghurts – check the ingredients) or honey.

Salt will not be added to any foods for infants. Small amounts of cow's milk may be used to soften foods. Naturally sweet foods such as apples or bananas will be used instead of sugar or artificial sweeteners. A variety of flavours and textures will be offered to allow the infant to learn to chew and accept a wide variety of foods. A daily serving of iron-rich foods (soft-cooked meat, fish and pulses such as peas, beans and lentils) should be included. If eggs are given they will be cooked until completely solid.

If commercial weaning foods are used, the manufacturers' instructions will be followed carefully.

When serving food from a can or jar where the entire contents are unlikely to be eaten a portion will first be spooned into a separate dish before serving to the infant. The remainder will be stored according to manufacturers' instructions (if there are none, it will be thrown away). If the infant is fed directly from the jar but does not finish it all, the remainder will always be thrown away.

With recent changes to weaning guidelines and conflicting advice from family or friends we understand that the process of weaning can be a difficult time for parents. We will provide as much support and information about weaning for parents as they need. We can provide leaflets to take away and our baby room staff are always willing to use their previous knowledge and experiences of weaning to support parents.

Dummy Policy:

Babies and young children spend a great deal of time experimenting with their voices: creating sounds, babbling, squealing, cooing, making words and exploring their own mouths long before they begin to use 'words.' This is how babies practice and develop the skills required for speech and language. They are also learning about communication: beginning to realise that using their voices can attract attention and bring them closer to the people around them through various interactions.

Studies have shown that children who suck dummies throughout the day make fewer sounds, gain less experience using their voices, and hear less language from adults around them.

If toddlers continue to suck a dummy whilst developing the skill of talking, there is also a risk that the child will learn distorted patterns of speech, as a result of the teat preventing normal movements at the front of their mouth. These patterns may be difficult to change as the child gets older.

Beckermat Nursery believes that proactive steps can be taken to ensure children develop the best speech and language possible. We therefore intend that our practitioners and parents will work together in order to give the best start to the babies and children in their care.

We recognise that a dummy can be a source of comfort when a child is upset, and that they often form part of child's sleep routine. Consequently, the key person will encourage the babies and young children in their care to only use their dummy at these times. Taking into account the children's emotional needs, the key person can sensitively support the process of phasing out a dummy at any time, at the request of the parents. Staff must ensure that all children have "no dummy talking time" everyday giving the child chance to communicate without the dummy. Staff ensure that leaflets and information are available for all parents regarding dummy use. Staff encourage children to remove their dummy when talking to staff or other children to give the child the opportunity to talk without the hindrance of a dummy.

Separated Family Policy:

When parents separate it is a difficult situation for all concerned. The nursery understands that emotions run high and this policy lays out how the nursery will support the child and their family within the nursery. We feel this policy will support all parties in this difficult time including our team.

Parental Responsibility

While the law does not define in detail what parental responsibility is, the following list sets out the key roles:

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

England and Wales

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

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

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

Scotland

A father has parental responsibility if he is married to the mother when the child is conceived, or any time after that date. An unmarried father has parental responsibility if he is named on the child's birth certificate, alternatively unmarried fathers can also be named following a re-registration of the birth.

Registration

During the registration process it is important for the nursery to know all details about both parents. This includes details about who does or does not have parental responsibility as this will avoid difficult situations that may arise at a later date.

The nursery requests that all details are logged on the child registration form. If a parent does not have parental responsibility, or has a court order in place to prevent this, the nursery needs a copy of this documentation for the child's records.

If a child is registered by one parent of a separated family, the nursery requests that all details relating to the child and other parent are disclosed wherever possible, e.g. court orders, injunctions. This will allow the nursery to have all the appropriate information in order to support the child fully.

The nursery will:

- Ensure the child's welfare is paramount in all operations relating to their time within the nursery;
- Comply with any details of a court order where they are applicable to the nursery's situation, provided the nursery has seen a copy/has a copy attached to the child's file;
- Provide information on the child's progress within the nursery to both parents;
- Invite both parents to nursery events, including parental consultations and social events;
- Ensure any incident or accident within the nursery relating to the child is reported to both parents as soon as possible;

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- Ensure that all matters known by staff pertaining to the family and the parent's separation shall remain confidential;
- Ensure that no member of staff takes sides within the separation and treats both parents equally and with due respect.

The nursery cannot restrict access to any parent with parental responsibility unless a formal court order is in place. We respectfully ask that parents do not put us in this position.

We ask parents to:

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

Restricted Access to Children

If a parent instructs staff not to allow their child to be collected from nursery by the other parent the following procedure must be followed:

- Call the manager for the parent to inform them in detail personally, as the manager is responsible for actions taken within the nursery. They will inform the parent that unless there is a court order against the other parent we cannot legally stop them from collecting their own child.

If the other parent does arrive at the nursery unexpected to collect the child:

1. Make sure you have another member of staff with you at all times to witness the incident.
2. Call the manager/most senior member of staff available.

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3. Through the door intercom (do not open the door to them) explain that the child's other parent has requested that we do not let the child go with them that day.
4. If the parent does not leave inform them that you are contacting the other parent who dropped the child off so that they can come to the nursery to discuss who is to take the child that day.
5. Phone the parent immediately and inform them that the other parent has arrived at the nursery to collect the child. Make the parent on the phone aware that if they persist in wanting to take the child that you cannot legally withhold the child from them. Ask them if they are coming straight to the nursery; if yes ask how long it is likely to be before they get there. If no, tell them you will be passing the child over to the parent who is at the nursery.
6. If the parent who has come to collect the child persists in wanting access to the child try and delay them. Say that you will get the child and bring them out to the car park as to keep any disruption away from the children in the nursery (do this slowly to give the other parent time to get to the nursery).
7. Ask the parent who is taking the child where they will be so that the other parent can contact them.
8. If the parent becomes abusive or threatening do not hesitate in phoning the police on 999.

If there is a court order against the other parent:

- The nursery will need a photocopy of the order to be kept in the child's personal file.
- Staff must be made aware of the court order.
- If the parent who has the order against them arrives to collect the child from nursery they must not be allowed access to the nursery/child.
- The other parent must be contacted and the police.

Looked After Children:

Here at Beckermat Nursery we are committed to providing quality provision based on equality of opportunity for all children and their families. All staff in our nursery 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.

We place emphasis on promoting children's rights 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.

The term 'looked after children' 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.

Bereavement Policy:

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

We aim to support both the child and their family and will adapt the following procedure to suit their individual needs and family preference:

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

We will adapt the above procedure as appropriate when a family pet dies to help the child to understand their loss and support their emotions through this time. We also recognise that there may also be rare occasions when the nursery team is affected by a death of a child or member of staff. This will be a difficult time for the staff team, children and families and support will be provided to all those affected.

Behaviour Management Procedure:

Children benefit most where adults adopt a consistent and positive approach to the management of their behaviour. By establishing clear boundaries according to the child's level of understanding, children become aware of the nursery's routines and procedures and know what is expected of them.

We aim to teach children to behave in socially acceptable ways and to understand the needs and rights of others. The principles guiding management of behaviour exists within the programme for supporting personnel, social and emotional development.

We are responsible for managing children's behaviour in appropriate ways. We make sure that we take all reasonable steps to ensure that corporal punishment is not given by any person who cares for or is in regular contact with a child or by any person living or working in the premises where care is provided.

We aim to provide an environment in which there is acceptable behaviour and where children learn to respect themselves, other people and their environment.

Objectives

- To create an environment that encourages and reinforces good behaviour and where children feel safe and secure.
- To define acceptable standards of behaviour at age appropriate levels.
- To encourage consistency of response to both positive and negative behaviour.
- To promote all children's self-esteem through an atmosphere of mutual respect and encouragement.
- To ensure that the nursery's expectations and strategies are widely known and understood.
- To encourage the involvement of both parents and practitioners in the implementation of this policy.
- To provide information and support to families experiencing behavioural issues.

Kinds of behaviours that require intervention:

We make distinction between three kinds of behaviours that require support or intervention in order to achieve the considerate and socially acceptable

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behaviour that we expect of children according to their age and development maturity or whether they have any special needs. These behaviours are: Inconsiderate behaviour; Hurtful behaviour; Bullying.

Methods

- We have a named person who has overall responsibility for issues concerning behaviour. This person is Abigail Shepherd/Georgia Barnes. We require the named person to:
 - Keep up-to-date with legislation and research and thinking on handling children's behaviour;
 - Access relevant sources of expertise on handling children's behaviour, which may include attending external training;
 - Support changes to policies and procedures relating to behaviour management in the nursery; and
 - Check that all staff have relevant in-service training on handling children's behaviour.
- We familiarise new staff and volunteers with the nursery's behaviour policy and its rules for behaviour.
- The team at Beckermat Nursery will regularly assess their methods and approach to children's behaviour through staff meetings and appraisals.
- We expect all members of the nursery - children, parents, staff, volunteers and students - to keep to the rules, requiring these to be applied consistently.
- We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- We require all staff, volunteers and students to use positive strategies for handling any conflict by helping children find solutions in ways, which are appropriate for the children's ages and stages of development - for example distraction, praise and reward.
- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of, and respect those used by members of the nursery.
- We are clear and consistent, giving children the security of knowing what to expect and how to build positive habits of behaviour.

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- We provide purposeful learning opportunities for all children relevant to their developmental level.
- We praise and endorse desirable behaviour such as kindness and willingness to share.
- We help the children to learn positive ways of handling inappropriate behaviour in their peers.
- Where two children have conflict, a problem solving approach is used to help assist and resolve the issue, thus promoting children's confidence, independence and problem solving skills.
- We handle children's unacceptable behaviour in ways which are appropriate to their ages and stages of development - for example by distraction, discussion or by withdrawing the child from the situation.
- We take action to address any discriminatory/derogatory language that is used and explain why it is inappropriate.
- Children are given one to one adult support to identify the behaviour that was unwanted and to make it more acceptable. Practitioners will never use time out to punish children.
- We avoid creating situations in which children receive adult attention only in return for undesirable behaviour.
- We never send children out of the room by themselves.
- We never use physical punishment, such as smacking or shaking. Children are never threatened with these.
- We do not use techniques intended to single out and humiliate individual children.
- We do not shout or raise our voices in a threatening way to respond to children's behaviour.
- We do not use physical restraint such as holding, unless to prevent physical injury to children/adults and or serious damage to property.
- In cases of serious misbehaviour, such as racial, prejudiced-based bullying, or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame. In these instances it may be necessary to consider whether there are any underlying issues that need to be addressed and whether the issue should be referred to the Designated Safeguarding

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Co-ordinator – see the Peer Abuse section within Child Protection (Safeguarding) Policy.

Strategies used when a child is behaving inappropriately

It is fundamental to the policy that all staff make it very clear to the child that it is the behaviour the child is exhibiting that is unacceptable and not the child themselves. All children have a right to be respected by all adults.

Staff should always remember to kneel or sit at a child's level and not tower above them when addressing them. It is important that all staff are aware of their body language – it should not appear in anyway threatening to a child e.g. fixed glass or stares, shaking finger in front of a child's face, hands on hips etc. Staff will remain calm and relaxed.

When a child is displaying unwanted behaviour staff should carry out the following procedure:

- Validate the child's feelings by matching their tone and pitch of voice;
- Calm and soothe the child;
- Calmly discuss with and explain to the child why they cannot behave in the way they have or why they need to follow an instruction given to them. If appropriate ask the child to apologise for their behaviour. The word 'naughty' must not be used.
- If the child repeats the unwanted behaviour, repeat the procedure again.

If the child's behaviour involves the use of inappropriate language follow the steps above. When managing children's behaviour staff need to be aware of and respect the individual needs of the child and family. Maintaining a consistent approach will help avoid the confusion of mixed messages being conveyed. It is also important to give children clear and simple explanations when managing behavioural difficulties.

Staff should always be aware of the safety aspects when handling children's behaviour. There may be occasions when a child needs to be removed from a situation; however they must not be placed too far away from an adult and should never be left out of sight.

Staff may use such physical restraint as is reasonable in all the circumstances to prevent a child from doing, or continuing to do, any of the following:

- Injuring or harming themselves or others;
- Causing damage to property (including the child's own property);

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- Engaging in any behaviour relating to maintaining good order and routine within the nursery.

Before intervening physically, staff members will continue attempting to communicate with the child throughout the incident, and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary.

A calm and measured approach to a situation is needed and staff should never give the impression that they have lost their temper, or are acting out of anger or frustration, or to punish the child.

Physical intervention can take several forms. It might involve staff:

- Physically interposing between children;
- Blocking a child's path;
- Holding;
- Only in extreme circumstances, using more restrictive holds.

In exceptional circumstances, where there is an immediate risk of injury, a member of staff may need to take any necessary action that is consistent with the concept of 'reasonable force', for example to prevent a young child running off a pavement onto a busy road, or to prevent a child hitting someone, or throwing something. In other circumstances staff should not act in a way that might reasonably be expected to cause injury, for example by lifting a child by one or more limbs.

All staff need to develop strategies and techniques for dealing with situations that they should use to defuse and calm a situation. Any member of staff who acts outside its guidance may be subject to action under Beckermat Nursery's disciplinary policies which can lead to dismissal on the ground of gross misconduct. Anyone dismissed in these circumstances may be barred from working with children in any other establishment or setting.

Bullying

Bullying involves the persistent physical or verbal abuse of another child or children. We take bullying very seriously. If a child bullies another child or children:

- We intervene to stop the child harming the other child or children;
- We explain to the child doing the bullying why her/his behaviour is inappropriate;
- We give reassurance to the child or children who have been bullied;

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- We help the child who has done the bullying to say sorry for her/his actions;
- We make sure that children who bully receive praise when they display acceptable behaviour;
- We do not label children who bully;
- When children bully, we discuss what has happened with their parents/carers and work out with them a plan for handling the child's behaviour;
- When children have been bullied, we share what has happened with their parents, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

Encouraging children to feel positive about themselves and others

Practitioners working with the children at the nursery have an important responsibility to model high standards of behaviour, both in their dealings with the children, their families and with each other, as their example has an important influence on the children. As practitioners we should aim to:

- Create a positive environment with realistic expectations which are age appropriate;
- Emphasise the importance of being valued as an individual within the group;
- Promote honesty and courtesy;
- Provide a caring and effective learning environment;
- Encourage relationships based on kindness, respect and understanding of the needs of others;
- Ensure fair treatment for all regardless of age, gender, race, ability and disability;
- Show appreciation of the efforts and contribution of all;
- Recognise the efforts made by children and reward positive behaviour and achievements.

Reporting and Recording Incidents

In order to monitor the effectiveness of our behaviour management policy all incidents are recorded using an incident form. Parents are asked to sign the form which is relevant to their child to ensure they are aware of the situation before leaving the nursery. The forms are then handed to the

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relevant Key Person and monitored on a regular basis to ensure we are meeting our objectives.

Where physical intervention was taken for the purposes of averting immediate danger of personal injury to any person, including the child, or to manage a child's behaviour if absolutely necessary, Beckermat Nursery will keep a record of any occasion where physical intervention was used and inform parents and/or carers on the same day, or as soon as reasonably practicable.

Parents/Carers as Partners

We work in partnership with children's parents/carers. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address recurring unacceptable behaviour, using objective observation records to help us to understand the cause and to decide jointly how to respond appropriately.

Parents and families will be encouraged to:

- Communicate with staff regularly, and share concerns about their child's behavior;
- Respect our behavior management policy;
- Work in partnership with and support nursery staff to promote positive behaviour;
- Be respectful to all children, families, staff and visitors and raise issues or concerns in an appropriate manner.

From time to time it may be necessary to arrange a meeting with a parent/carer to discuss their child's behaviour.

A meeting will be arranged to try and identify any significant change in the child's life which may be a factor in the change in behaviour. A discussion about how the child behaves in other settings i.e. at home, at the shops will take place and strategies used by the parents to support their child's behaviour.

If the parent/carer also feels challenged by the child's behaviour then support will be offered in a way which is sensitive yet effective. A plan will be developed to support the child both at home and in nursery and a review date will be arranged where the child's progress will be reviewed and the plan amended as necessary.

Risk Assessment

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Beckermat Nursery assess the need to make individual risk assessments where it is known that force is more likely to be necessary to restrain a particular child, such as a child with SEN and / or disability, i.e. communication impairments, physical disability, conditions which make them fragile and dependent on equipment.

Gifts, Rewards, Favouritism and Exclusion Policy:

It is important that staff understand perception relating to the giving of gifts or rewards to children and the receiving of gifts from children or their parents/carers. Caution should be exercised when considering accepting gifts and gifts must never be accepted if the act or gift could be construed as a bribe or lead the parent/carer to expect preferential treatment.

On occasion, children or parents/carers may want to express their appreciation through a small gift, for example, at the end of the year or at Christmas. This type of gift is usually acceptable but should not be of any significant value. It is, however, unacceptable to receive gifts on a regular basis. It is also not recommended to give personal gifts to children or parents/carers as this could be misconstrued as an attempt to bribe or groom a child or expect a favour in return.

Rewards given to students should be strictly in accordance with agreed practice, should always be recorded and should be consistent with Beckermat Nursery's behaviour policy. Gifts must never be based on favouritism. When selecting or excluding children for specific privileges or activities, staff should exercise care in order to avoid perceptions of favouritism. Staff should:

- Be aware of all relevant policies including 'Behaviour Management' and 'Attendance and Punctuality';
- Not accept inappropriate gifts of gifts of any significant value and should declare this to senior management and recorded;
- Only give gifts to children as part of an agreed reward system or ensure if insignificant gifts are given, they are given to all children;
- Agree with more than one other staff member when deciding on pupil selection processes and;
- Ensure that they do not behave in a manner which could be deemed as either favourable or unfavourable to individual children.

Anti-Bullying Policy:

It is the policy of Beckermert Nursery to eliminate any form of bullying or personal harassment and to ensure that the working environment is sympathetic to all employees. We therefore operate an anti-bullying and anti-harassment policy. All employees, trainees, students and employers are seen as individuals and are treated equally and with respect at all times. Any forms of bullying or harassment of any members of the nursery staff or trainees, and alike whilst in Beckermert Nursery will be dealt with using the grievance procedure.

Any person subject to any form of abuse, whether verbal or physical will be encouraged to make a formal complaint. Any kind of intimidating behaviour towards any person, for any reason will not be tolerated. Bullying and harassment takes many forms and it will not be treated lightly. All employees of Beckermert Nursery are required to adhere to this policy at all times. Disciplinary action at the appropriate level will be taken against employees committing any form of personal harassment.

Parents

Parents meetings are the first opportunity to explain approaches used to tackle bullying issues. We emphasise the importance of working as a three way partnership between parents, children and staff all sharing responsibility.

Prevention by means of Good Practice

Staff will create an environment in which children feel safe by:

- Planning activities appropriate for children;
- Providing sufficient work materials;
- Considering age and ability of children;
- Providing strategies for sharing, e.g. timers;
- Using language of sharing and caring;
- Taking time to explain the right and wrong ways of relating to their friends;
- Monitoring and evaluating situations;
- Promoting positive behaviour;
- Encouraging respect for each other;
- Encouraging respect for resources;

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- Being aware of the different types of bullying.

Circle Time

- We will use small group time to talk about feelings and how they can be managed, giving children and staff the opportunity to raise relevant issues for discussion.
- We teach the children to say 'No' and put up their hand if they do not want to become involved in an activity or they do not like a behaviour displayed by another child.
- Use of puppets to reinforce positive behaviour.

Some Types of Bullying

- Verbal Bullying – most common, name calling, teasing, taunts, threats;
- Non-verbal Bullying – gesture, body language, facial expression;
- Physical Bullying – any physical gesture from a push to some form of physical assault;
- Social Exclusion Bullying – being left out, isolated;
- Extortion Bullying – forcing someone to hand over play materials;
- Hiding Things – particularly relevant with young children, as they can be sensitive about precious items;
- Spoiling Things – destroying a game.

Possible Signs of Being Bullied

Some things to look out for in children's behaviour:-

- Unwillingness to come to nursery;
- Visible signs of anxiety and distress in certain situations;
- Lack of enthusiasm/concentration during activities;
- Reluctance to speak or take part in activity;
- Becoming withdrawn;
- Getting upset for no obvious reason;
- Feeling unwell.

These signs may indicate other problems, but bullying should be considered.

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Procedures for Dealing with Bullying

- Staff are aware of signs of bullying.
- A consistent approach is used throughout the nursery.
- Bullying is tackled across the curriculum, e.g. role-play, circle time, stories, rhymes and using puppets.
- Encouraging co-operative play to develop social skills.
- Unacceptable behaviour is explained to children.
- Self-esteem of potential victims is boosted, e.g. by giving them jobs of responsibility.
- Staff monitor and evaluate the situation.
- Staff work in partnership with parents (face to face, phone, letter).

If any parent has a concern about their child, a member of staff will be available to discuss those concerns. It is only through co-operation that we can ensure that our children feel confident and secure in their environment, both at home and in the nursery. All concerns will be treated in the strictest confidence.

Biting Policy:

The nursery recognises that children for a variety of reasons, and from time to time attempt to bite other children. They may do this for many different reasons. A child might be teething or overly tired and frustrated; He or she might be experimenting or trying to get the attention of staff or peers; Younger children can have limited verbal skills and are sometimes impulsive without a measured degree of self-control; sometimes biting occurs for no apparent reason.

Due to the speed and randomness with which biting incidents occur, it isn't always possible to prevent these from happening.

Biting is not unusual amongst infants and toddlers, however repeated biting cannot be tolerated and requires positive intervention from both nursery staff and parents. The nursery will put in place a shadowing policy which consists of having a member of staff assigned to the child to help encourage positive behaviour through play and distraction.

The following steps will be taken if a biting incident occurs at nursery:

- The biter will be interrupted with a firm "No... we do not bite people".
- The bitten child will be comforted immediately.
- Staff will remove the biter from the situation and age appropriate action will be taken which will consist of either time out or distraction.
- The wound of the bitten child will be assessed and appropriate first aid action taken. If it is determined that there was blood exposure further steps may need to be taken and this will be decided by either the nursery manager or the deputy.
- The parents of both children will be informed of the incident and an incident form will be completed in respect of the behaviour of the child who has been bitten. Confidentiality of all children involved will be maintained throughout.

Should the child not respond to the above methods, we reserve the right to ultimately exclude a child if we feel this is the best course of action for all concerned. This exclusion may be temporary whilst we review other ways to support the child and the staff. However, in more serious cases or where measures are unsuccessful, the nursery may regretfully make the exclusion permanent for the safety of the other children and staff. This decision will only be taken in consultation with the Chairperson.

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How to Clean a Bite

Human mouths are inhabited by a wide variety of organisms, some of which can be transmitted by bites. Human bites which break the skin, are more likely to become infected than dog or cat bites, so it's important that they are treated promptly.

If a human bite does not break the skin:

1. Wash with soap and water
2. Apply a cold compress (ice pack) for 10 minutes
3. Record incident on incident form
4. No further action needed

If a human bite breaks the skin:

1. Wash immediately with soap and water
2. Apply a cold compress (ice pack) and cover with a dressing
3. Record incident on incident form
4. If the parent is concerned advise to seek medical advice

For reassurance and information about potential infection contact child's doctor or NHS direct 111.

Please ensure confidentiality is respected at all times, the biter must remain anonymous.

If biting happens more than once by one child, management must be notified immediately.

Affection Policy:

We aim to assist your child to develop a sense of confidence, self-esteem and identity, for your child's safety and healthy development we believe it is crucial that all children learn appropriate boundaries in relationships. For example that it is not appropriate to kiss and cuddle complete strangers and that some forms of affection are kept for special close relationships. For this reason we have devised a policy to inform our staff and parents/carers how we will help children to develop and understanding of how to keep themselves safe.

We understand that each child is an individual and this policy may need to be adapted to meet individual needs. In such cases, discussions will take place with parents/carers and management.

- If a pre-verbal child is upset or distressed a cuddle will be instigated by staff. Older children will be asked if they would like a cuddle.
- Kissing is not to be instigated or encouraged by members of staff.
- If a child instigates a kiss from a member of staff this is acceptable but only on the child's cheek.
- Other forms of affection will be encouraged such as waving, blowing a kiss or shaking hands.
- Age appropriate explanations will be given to children and opportunities will be made to discuss and explore different types of relationships as part of the child's personal, social and emotional development.
- Children will be given strategies to be assertive and keep themselves safe via the day care curriculum.
- Certain words of description of a child i.e. sexy, gorgeous are not acceptable.
- When a child is going to sleep it is acceptable to rub the child's arm, hand, cheek or back.
- Staff will follow each child's cues regarding need for cuddles and not enforce affection where it is not wanted.
- We discourage inappropriate behaviour such as over tickling, over boisterous play or inappropriate questions such as asking children to tell them they love them and we advise staff to report any such observed practice.

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- Although we recognise it is appropriate to cuddle children, we give cuddles only when sought by children needing comfort to support their emotional development. Staff are advised to do this in view of other children and practitioners, whenever possible. We recognise that there may be occasions where it is appropriate for this to happen away from others, such as when a child is ill. In these circumstances, staff are advised to leave the door open. It is the duty of all staff and the manager to ensure that children are appropriately comforted and to monitor practice.

If a parent/carer has any queries or concerns about their child or would like to know how they can help their child develop ways of keeping themselves safe, they should ask a member of staff.

Intimate Care and Nappy Changing:

The Nursery wants children to feel happy and to feel secure and comfortable with our staff. We also want parents to have confidence in both their children's well-being and their role as active partners in the Nursery. Therefore, no child is excluded from participating in our Nursery who may, for any reason, is not yet toilet trained and who may still be wearing nappies or trainer pants.

Statement of intent

It is our intention to ensure at Beckermat Nursery that all children are treated with sensitivity and respect. Our primary concern is to address the needs of all children and to help them achieve their full potential. We work in partnership with parent/carers and encourage and support the involvement and inclusion of individual children. Parent/carers and staff are aware that matters concerning intimate care will be dealt with confidentially and sensitively ensuring that every child has the right to privacy and that dignity is maintained at all times.

The Early Years Foundation Stage (EYFS) has a goal of enabling children to, 'manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently' within the personal, social and emotional area of learning. Staff at Beckermat Nursery support the children in working towards this goal – appropriate to their developmental level and degree of understanding. This work is shared with parents who are encouraged to support goals within the home.

Definition

Intimate care is any care which involves washing, touching or carrying out a procedure invasive to privacy to intimate personal areas e.g.

- Supporting a child with dressing/undressing.
- Changing a child's nappy.
- Wiping a child who has been to the toilet.
- Cleaning a child who has soiled him/herself or vomited.
- Providing comfort or support for a distressed child.

Aim

To raise awareness and provide a clear procedure for intimate care that protects the rights and interests of both children and adults.

In order to achieve this, we operate the following Intimate Care Policy:

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- It is essential that every child is treated as an individual and that care is given as gently and as sensitively as possible.
- All intimate care will be carried out by staff who hold an enhanced DBS disclosure and who have received appropriate training on their induction of how to respect an individual's dignity and privacy.
- All staff are aware of their responsibilities, the relevant policies and procedures in place (including adhering to Safeguarding, Health and Safety and Confidentiality).
- Staff will be supported to adapt their practice in relation to the needs of individual children taking into account developmental stages and individual families' religious views around intimate care.
- There is careful communication with each child who needs help with intimate care, in line with their preferred means of communication (verbal/symbolic), to discuss the child's needs and preferences. The child is aware of each procedure carried out and the reasons for it.
- Each child's right to privacy is respected. Careful consideration will be given to each child's situation to determine how many carers might need to be present when a child needs help with intimate care. Where possible, one child will be cared for by one adult unless there is a clear need to have two adults present. If this case is the case, the reasons should be clearly documented.
- Parent/carers will be involved with their child's intimate care arrangements on a regular basis; a clear account of the agreed arrangements will be recorded on a child's care plan. The needs and wishes of the child and their parent/carers will be carefully considered.
- Beckermat Nursery recognises its legal obligation to meet the needs of children with delayed personal development in the same way they would meet the individual needs of children with delay in another aspect of their development. We work in partnership with parent/carers on an individual basis to make reasonable adjustments to meet the needs of each child (EYFS 2017 Welfare Requirements).

Nappy Changing Procedures

We work on a key person system ensuring that the child is changed, wherever possible by their key person or significant other. This way the key person and significant other knows the child's likes and dislikes and also the child is changed by a familiar adult. The following nappy changing procedure will be carried out:

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- We have three routine nappy changes each day, plus extra if needed. If a child is dry at the routine change time, the child's key worker is informed who will then keep check whether the child needs changed;
- Changing areas must be warm and have safe areas to lay young children if they need to be cleaned;
- The child will be asked if their nappy can be changed so that they understand what is happening;
- Each young child has their own drawer to hand with their nappies or trainer pants and changing wipes;
- An apron and gloves will be worn by the practitioner for hygiene purposes;
- All nappy changing supplies will be readily available before the child is lifted onto the changing mat from their own drawer;
- Staff are gentle when changing and refrain from making comments or pulling faces about nappy contents.
- Staff do not make inappropriate comments about young children's genitalia when changing nappies.
- The nappy will be disposed of in the bin provided;
- The child will be redressed;
- Hands will be washed and a spray used to disinfect the changing mat;
- The time of nappy change will be recorded on the chart.

Throughout the nappy changing procedure it is important to continue talking or singing with the child as this will make the experience more relaxing and enjoyable.

Potty Training Routine

Once a child is showing an interest in using a potty or the toilet a plan is developed in collaboration with the child's parent/carer. We encourage young children to take an interest in using the toilet or potty even if they may just want to sit on it and talk to a friend who is also using the toilet or potty.

To ensure consistency between home and nursery the same process should be followed in both environments. However, if this is not possible i.e. the child is allowed to walk around with no nappy/trousers on at home, then this will be discussed with the parents and agreement will be reached about

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how to support the child's needs at nursery appropriately. In addition, practitioners and parents may discuss any tell tale signs that a child may need to go to the toilet (i.e. jiggling or moving into the corner) so these signs can be identified more easily whilst at nursery.

Once a plan is in place the child's key worker will record any information on the daily sheets and report back to the parents/carers at the end of each day. If further plans are made these are also recorded to ensure all staff understand the current stage each child is at in their potty training process.

Practitioners remain positive at all times and re-assure the child if they have a toileting accident. The child is asked sensitive questions to try and understand if there is a reason why the accident occurred so, if possible, it can be avoided in future. This is also recorded on the daily sheet.

If parents/carers offer rewards at home the same can be done in the nursery, however rewards will be in the form of stickers or stamps and not food based rewards (see healthy eating policy).

When changing a child who has had an accident, practitioners must wear gloves and an apron. Items of soiled clothing should be rinsed and placed in two nappy bags and the child's name added to the outside. This should be placed in the child's bag ready to be taken home. All areas where the child's soiled clothing has come into contact or where the child had the accident must be cleaned thoroughly with anti-bacterial spray.

Children should be encouraged to re-dress themselves to help promote independence. No child will be left unclothed for a period of time.

General Toileting Guidance

Children's dignity will be preserved and a level of privacy ensured. The normal process of changing underwear should not raise child protection concerns.

Children's individual cultural and religious values will be respected at all times.

Children will be encouraged to ask to go to the toilet and will be taken immediately upon asking. Although children will not be left unattended whilst in the toilet area, they are encouraged to close the cubicle door if they choose to do so.

When they have finished they will be encouraged to clean themselves, flush the toilet and wash/dry hands thoroughly afterwards. If necessary staff will assist the child in cleaning themselves, check the cubicle after use, leave

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the toilets/changing room clean and tidy and escort the child back into their room.

The protection of children

If a member of staff has any concerns about physical changes in a child's presentation e.g. marks, bruises, soreness etc. She/he will immediately report concerns to the Designated Safeguarding Co-ordinator(s), who will follow the procedures that are stated in the Safeguarding policy.

If any parent/carer or a member of staff has concerns or questions about intimate care procedures or a child's individual needs they should discuss these with the nursery manager at the earliest possible convenience.

Beckermat Nursery operates a Whistle-blowing Policy as a means for staff to raise concerns relating to their colleagues. The nursery manager supports this by ensuring staff feel confident in raising concerns as they arise in order to safeguard the children at the nursery.

If an allegation is made against a member of staff, the nursery will follow the procedures outlined in the Safeguarding policy.

The protection of staff

Members of staff have regard to the danger of allegations being made against them and take precautions to avoid the risk by:

- Verbally informing another member of staff the necessary action they intend to take.
- If a child expresses dislike of a certain member of staff carrying out his/her intimate care, staff and our Designated Safeguarding Co-ordinator will try and find out the reason for this and will try to resolve this by having strategies in place.
- Being aware of and responsive to the child's reaction.

Support to families

The nursery takes every step in its power to build up a trusting and supportive relation among families, staff and volunteers. We support and work with children's families with the provision that the care and safety of the child are shared with the child's parent/carers who have parental responsibility for the child.

Sleep & Rest Policy:

The staff at Beckermat Nursery understand that rest and sleep are as important to babies and children as food and drink. Practitioners are encouraged to learn each individual child's signs of tiredness, through observations of the child's behaviour and through discussions with parents/carers.

Information will be gathered from parents/carers about their child's individual sleep routines and these will be followed as much as possible. This includes having access to comforters and sleeping positions.

Activities and daily routines are planned to allow adequate time for children to have opportunities for both active times and restful periods. Each room provides a quiet area where children can go independently if they are tired or in need of a rest.

Children will not be forced to sleep if they do not wish to and likewise will not be forced to stay awake if they are exhausted. If children choose not to sleep, they will be encouraged to have a quiet time after lunch when other children are sleeping. Resources such as reading stories, jigsaws or mark-making activities will be available at these times.

Children will be encouraged to sleep in cots or on sleep mats, we do not use pushchairs or prams unless baby is in nursery pram laid flat and strapped in. This is to allow children maximum growing room and to prevent any spinal problems occurring in young babies.

Babies always sleep on their back in a cot with their own sheets and blankets which we provide. These are labelled to reduce the risk of cross infection. All sheets and blankets are washed at the end of the child's week or as and when needed. Sleeping children are regularly checked and there is always a member of staff supervising sleeping children. Children under two will be in a separate baby room to sleep.

The only time children sleep outside is if babies fall asleep in their buggies whilst having a walk around. The babies are securely harnessed in their buggies and the seat is laid down flat. Depending on the temperature, they are either left outside being supervised by a member of staff or they are brought inside and supervised.

The room temperature is monitored and recorded throughout the day to ensure there is a comfortable temperature of around 65°F/19°C.

Sand & Water Play Policy:

Sand

Children also have regular access to sand play. Younger children are supervised at all times to prevent them from eating the sand. Older children are encouraged to use sand appropriately as part of their learning and development.

Indoor sand pits are covered with tight fitting lids when not in use. Outdoor sand pits are covered with heavy duty tarpaulins to prevent cats from using them.

Sand is checked and replaced regularly with sand which is appropriate for children to play with. Any sand which is on the floor is disposed of in the rubbish bin.

Sand is cleaned once every six weeks. The sand tray is filled with water and sterilising tablets which are left overnight. The following day the sterilised solution is emptied and the tray is rinsed through with clean water, before being filled with sand once dry.

Water

Children have regular access to water play and activities are supervised by at least one practitioner at all times. Children are encouraged to wear aprons and spillages are cleared away immediately.

Water trays are filled at the beginning of each day and are covered with tight fitting lids when not in use. Trays are emptied completely at the end of each day.

Display Policy:

It is the intent of Beckermat Nursery to provide a fun and stimulating nursery. We will respect and value the children's contributions to displays and the nursery environment.

Display of Legal Documents

- Ofsted registration certificate
- Insurance policy
- Ofsted contact number
- Food and hygiene certificate and rating
- Health and safety poster

Other Documents on Display

- Policies
- Brochures on the nursery
- List of Staff and Committee
- Key group board
- Planning
- Parent information board to include activities in the nursery, current documentation on new initiatives being introduced to nursery
- Menus
- Termly newsletters

Wall Displays

To achieve educated and interesting displays they need to have:

- Correct spelling
- Different types of text i.e. hand written, printed texts.
- Displays should be interactive, reflect rich literate environment, include 2D and 3D materials and are at the children's height wherever possible.
- Displays should reflect current interests
- Provide an area where children can display their own creations
- The font needs to be a good size and clear for parents to read as they enter the nursery.

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- All work needs to be the children's own, if there is a specific activity that you are achieving for the display use books of artefacts to show children what you would like them to contribute to the display.
- Photos need to be present to show others how the children interacted during the session alongside their work.
- When taking pictures of children, look around in the background before you take the pictures.

Children enjoy seeing their own work go onto display so that they can show their family/friends when they are collected. Once the display is taken down, children can take their work home.

Equipment and Resources policy:

We believe that high quality care and education is promoted by providing children with safe, clean, attractive, age and stage appropriate resources, toys and equipment. Here at Berckemet Nursery we:

- Provide play equipment and resources which are safe, and where applicable, conform to the BSEN safety standards and/or Toys (Safety) Regulation (2011). We provide adequate insurance cover for the nursery's resources and equipment.
- Provide a sufficient quantity of equipment and resources for the number of children.
- Select books, equipment and resources which promote positive images of people of all races, cultures, ages and abilities, are non-discriminatory and avoid racial and gender stereotyping.
- Provide play equipment and resources which promote all areas of children's learning, development, continuity and progression; provide sufficient challenges and meet the needs and interests of all children.
- Provide equipment made of natural and recycled materials that are clean, in good condition and safe for children to use.
- Store and display resources and equipment where children can independently choose and select them. Where appropriate, children will be consulted in selecting new equipment and toys.
- Check all resources and equipment regularly as they are set out at the beginning of each session and put away at the end of each session. We repair and clean, or replace any unsafe, worn out, dirty or damaged equipment.
- Keep an inventory of resources and equipment which is used to
 - Record the date on which each item was purchased and the price paid for it.
 - Review the balance of resources so that they can support a range of activities across all areas of play, learning and development.
- Plan the provision of activities and appropriate resources so that a balance of familiar equipment and resources and new exciting challenges are offered.
- Teach children to respect the equipment and resources and tidy these away when play has finished.

Visits and Outings:

Outings will be planned to fit in with the children's initiated interests or to provide extension to that planned indoors. The activities carried out during the outing could provide follow up activities to promote children's learning and will be evaluated by all adults involved.

Consent Forms

Parents and carers are asked to give their permission for their children to go on short trips and outings when they register their child with the nursery.

Organised trips will be advertised in written and verbal format and specific needs of individual children will be discussed with parents and carers beforehand.

Leaving the Nursery Building

- Room leader collects register.
- Children are helped by members of staff two at a time.
- One member of staff waits inside with children whilst other staff members help the remaining children. Children line up before going outside.
- One member of staff goes to open the door.
- One member of staff carries out a headcount.
- A second head count is carried out to double check all children are present by the room leader (a qualified person in her absence). Registers must be used.
- One staff member is to wait at the door to ensure that all children exit the building. Two staff members are to take the children outside in an orderly line, or two at a time. One staff member is to go back to the indoor area to ensure that there have been no children left behind.

Coming back into the Nursery Building

- Children are to form an orderly line at the entrance.
- One staff member opens the front door of the nursery and remains indoors getting children to form a line there whilst other staff members help children in.
- One staff member remains at the entrance to ensure all children are ready to go inside and not wandering off.

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- Other staff members take children two at a time into nursery to wait inside.
- When all children have been taken inside, a headcount is carried out. The room leader double checks the headcount and register.
- One member of staff is to go out and check the outside area.

Children are not to be taken back to their rooms until a final headcount has been carried out and all children are present.

Transportation

Most trips and outings take place at locations within walking distance to the nursery.

Private transport will only be used if the driver has adequate private insurance to cover use by the group and its children, and there is a specific purpose for its use.

The nursery is required by law to see a copy of the coach firms MOT and Insurance certificate for the coach being used, and also the drivers licence. This applies to private cars too. This implies that the vehicle is of roadworthy condition and has enough seatbelts for each passenger it carries. The request to see the documentation will be made at the time of booking.

All children would be placed in either a car seat or booster seat in accordance with current legislation. We would ask parents with access to these resources to provide them on the day.

Risk Assessments & Procedure

Adult/child ratios are higher on trips than in the nursery. We aim to reduce child: staff ratios as much as possible by asking parents, students and volunteers for support on outings.

A risk assessment is undertaken prior to the outing to ensure both the route and the venue are suitable for the children. This is recorded on an outing risk assessment form.

A register is taken with the outing party and a copy of the register is also left at the nursery along with contact numbers for the staff on the outing. The children must be counted before setting off (on the coach if used) and counting must be ongoing at regular intervals throughout the outing. If the group is broken up into sub-groups, a designated person in charge must be assigned and that person is responsible for counting the children at regular intervals.

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When setting off on an outing the most senior member of staff will ensure that they have the following:

- A first aid kit.
- Spare nappies, wipes, bags and clothing suitable for the age of the children.
- At least 2 mobile phones with the nursery number in them. Children's emergency contact numbers are saved on to the mobile phones in the case of an emergency.
- A register with the names of all children and staff on the trip (a copy of this will be left at the nursery).
- Suitable outdoor clothing for every child.
- Fresh drinking water and, if needed, some snacks.
- A description of the children's clothing which is left at the nursery.

We ensure that there is always at least one qualified first aider on the outing.

A label must be attached to all the children showing the name of the nursery and telephone number of the nursery. Additionally it should also show the mobile phone number of one of the staff members on the outing. This label must be displayed on the child in a manner, which is visible and is-not easily removed, by the child.

Toilet and changing facilities will be provided for the children at regular intervals or when needed.

Meeting points will be pre-designated and times arranged when all the parties should assemble. These will be strictly adhered to.

In the event of an emergency the most senior member of staff will contact the nursery and seek support from the on site management. Staff members will contact the nursery at least once whilst on the outing.

At the conclusion of each outing the staff member in charge of the outing will complete a review of the outing noting any particular problems encountered. Prior to each outing the leader of the outing will refer back to the previous reviews and take accounts of comments when preparing for the outing.

Outdoor Policy and Procedure:

At Beckermert Nursery our aim is to provide a safe and stimulating outdoor environment, which allows children to develop their physical skills, explore a range of natural materials and experience their immediate world. Outdoor play should offer activities to develop skills and confidence across the whole curriculum. The environment should offer learning experiences which cannot be provided indoors. Children learn best through making sense of the world. The outdoor environment is an essential component of this world.

Safety and Security

The safety of the children is paramount when outside and it is essential for each child's well-being. Staff should check the outdoors area before the children go out to play, any debris, litter, weeds and alike should be discarded. All equipment and toys should also be checked before use. The gates should be locked before the children go out to play. Children should be allowed to take risks under the close supervision of staff.

Staff should make sure all possible steps are taken to prevent accidents. Any accidents that do occur should be recorded following the accident procedure.

Staff Ratios and Supervision

Staff should be supervising the children at all times. Ratios should be followed the same way as when inside. At least one adult should have an overview of the whole area. Staff should be spread out. No personal conversations between staff should take place at any time.

Stimulation

Outdoor play should be provided through exciting, meaningful, focused and targeted activities planned by the staff. Children should have free choice. Activities and resources should be added and change in line with children's interest and should be age/stage appropriate. Staff should initiate games and play with the children on their level, getting involved and talking to them.

Sun Protection & Heatwave Policy:

Beckermert Nursery recognises that children and babies have sensitive skin which can be easily damaged by the sun's UV rays. We also recognise the valuable experiences the outdoor environment has to offer children and babies. As a result, we work as a team to ensure children remain safe in the sun whilst accessing the outdoor area.

Protection

We operate an indoor/outdoor policy throughout the nursery as often as possible. This ensures children have the choice of playing either indoors or outdoors throughout the majority of the day and activities are provided to engage children and enhance their learning experiences in both environments.

Extensive shaded areas are provided in all outdoor spaces and activities are provided under the shaded areas to encourage children to spend time there.

Seating is provided in shaded areas so children enjoy quiet times outdoors.

Children spend more time outdoors before 11.00am and after 3.00pm to ensure they are protected from the intense mid-day sun. In the height of summer children will remain indoors over the lunch time period.

Children are encouraged to wear hats whilst outdoors throughout the summer. We encourage staff to wear hats whilst outdoors to model good practice to the children in their care.

Parents are asked to provide sun cream with a high sun protection factor for their child, preferably one that lasts all day long which can be applied in the morning by the parent/carer before they arrive for their session. This is labelled with the child's name and stored safely within the rooms. A member of staff will apply the sun cream to every child before going outdoors to play. Written permission is sought from parents/carers on child registration forms in order to apply sun cream.

Children will not be permitted to go outdoors to play without sun cream. Alternative activities will be provided for such children within the indoor environment.

Education and Collaboration

Staff promote good sun safety practice throughout the nursery.

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Information about sun safety is displayed throughout the nursery at relevant times of the year to provide information to parents and carers.

Planned age appropriate activities are included within the curriculum to ensure children understand the importance of staying safe in the sun.

We ensure staff are aware of the importance of protecting children from harmful UV rays.

Heatwave Plan

Babies and young children are considered high risk in heatwave conditions. Children's susceptibility to high temperatures varies –

- Those who are overweight or who are taking medication may be at increased risk of adverse effects;
- Children under four years of age are at increased risk because young children produce more metabolic heat, have a decreased ability to sweat and have core temperatures that rise faster during dehydration;
- Some children with disabilities or complex health needs may be more susceptible to temperature extremes.

Ways we keep children safe in a heat wave:

- We do not over-dress babies or children;
- We encourage children to drink extra water;
- We ask parents to dress children for the weather – floppy hat, loose light coloured clothing, covered shoulders and feet;
- We offer children salads and food with high water content;
- We apply and reapply sun cream regularly through the day;
- On very hot days, we do not encourage children to take part in vigorous physical activity;
- We ventilate rooms as much as possible and use air conditioning to keep children cool. We cover windows with blinds to block the sun where possible;
- We turn off electrical equipment when not in use as they generate heat;
- We keep children cool by providing water play or cooling their necks with a damp flannel;
- When playing outside, the children stay in the shade as much as possible.

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Actions to take if heat stress or heat exhaustion is suspected:

Look out for signs of heat stress and heat exhaustion.

Heat stress - children suffering from heat stress will show general signs of discomfort (including those listed below for heat exhaustion). These signs will worsen with physical activity or if left untreated and can lead to heat exhaustion or heat stroke.

Heat exhaustion - signs of heat exhaustion include -

- Irritability
- Fatigue
- Dizziness
- Headache
- Nausea
- Hot, red and dry skin

Heatstroke - sweating is an essential means of cooling and once this stops a child is at serious risk of developing heatstroke. Heatstroke can develop if heat exhaustion or heat stress is left untreated, but it can also occur suddenly and without warning.

Reducing body temperature

The following steps to reduce body temperature should be taken at once:

- Move the child to as cool room as possible;
- Sponge the child with cool, (not cold) water and, if available, place cold packs around the neck and in the armpits;
- Place the child near a fan.

If a child shows signs of confusion, follow the steps above. If a child loses consciousness, place the child in the recovery position and follow the steps above. In both cases, call 999 for emergency medical assistance.

Medication Policy:

Beckermat Nursery requires full medical information from parents and carers regarding their child's medication and medical needs.

This information is to be stated on the registration forms and the nursery must be informed in writing of any changes. These changes must also be discussed with staff members to ensure appropriate care is provided at all times. All medication records are treated confidentially.

Functional Medication:

All employees agree to administer functional medication such as ventolin, adrenaline, insulin, Ritalin, diazepam, valium, eczema creams and any other functional meds that will allow the child to function normally in Nursery. Children who fall into this category will need a health care plan before any of the above can be carried out.

Medication must be in its original container with the child's name, specified dose and expiry date clearly stated.

Children with additional needs are provided with an individual box which contains the medication and a procedure sheet outlining when the medication is needed and what care they require. This box goes wherever the child goes while they are under the care of the nursery. This procedure is monitored and changed as necessary by the nursery Senco. If training is required to administer medication this is undertaken by the child's key person, Senco and at least one other member of senior staff. This is to ensure that there will always be a member of staff in the building who is trained in the administration of the particular medication.

Only **qualified** practitioners are to administer medication and there must also be another qualified member of staff present to check medication labels and witness the administration. **Both** members of staff must sign the medication form.

If a child refuses to take any functional medication employees will not force them to do so and the parent will be informed and if necessary emergency services called and all appropriate paperwork completed.

Prescription Medication:

Employees will administer when it is detrimental to a child's health if it were not administered. Such as circumstances when a course of antibiotics is finishing and the child is well enough to function normally with no pain relief and the parent/carer/parent representative cannot come out of work to

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administer the medicine in their lunch hour then employees will administer if possible but no sooner than the fourth day. Prescription medication can be administered but only when the parent/carer has completed and signed a Medication Form in the case of antibiotics staff will administer on the fourth day as this is usually when the child is fit to attend nursery and is calpol free.

Non-prescription medication:

This (e.g. Calpol) will not be administered. If a child requires non-prescribed medication in emergencies (e.g. dangerously high rise in temperature) then management must be informed before contacting the child's parent/carer. Once verbal consent from a parent/carer is received then the medication can be administered by a senior member of staff but **only if the parent is prepared to collect the child**. In this instance a medication form will be completed and signed by the parent/carer when they collect the child. The time that verbal consent was given will also be noted on the form.

Calpol will only be administered in the dose set out in the guidelines on the bottle with the maximum dosage being 7.5ml for up to 4 years of age. A child under 16 will never be given medicines containing aspirin unless it has been prescribed for that child by a doctor.

Any medication provided by the nursery will be checked at regular intervals by the designated trained first aider to make sure that it complies with any instructions for storage and is still in date.

The nursery staff will not administer more than one dose of calpol to any child as it is expected that a sick child will be absent from nursery when the next dose is required. We retain the right to refuse admittance to nursery any child who is unwell and in need of calpol etc as we believe a child who is unwell should remain at home.

The definition of a high temperature is 38°C.

Many children can walk round with a high temperature and be asymptomatic so the practitioners would need to assess if the child is showing other symptoms etc, if there are no symptoms then in reality no treatment is required. The range for the temperature becoming significant particularly when in context of other symptoms also changes with age range:

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Less than 3 months old would be no higher than 38°C but it should be noted that paracetamol cannot be given to under 3 months of age unless prescribed by GP/ Nurse prescriber.

3-6 months of age 38.9°C

6 months upwards 39°C plus

These recommendations are based on the National Institute for Health and Clinical Excellence (NICE) guideline 'Feverish Illness in Children. Assessment and Initial Management in Children Younger Than 5 Years'

Babies medications and lotions:

Employees will **not** administer any teething gels. Employees will administer prescribed nappy creams.

Employees will use barrier creams (un-prescribed such as Vaseline or sudocreme or equivalent). They must be provided by parent/carer and in a sealed, unbroken, unused tub. The child's name must be on the tub and it will stay in nursery.

Employees will administer colic relief such as gripe water. Parent/carer to provide in a sealed unbroken tub.

Nail biting lotions:

Parent is to provide their own in sealed, unbroken container with child's name on bottle. This has to stay at nursery.

Storage of Medication

Medication is stored at the appropriate temperature and kept out of all children's reach. First aid boxes are checked and refreshed regularly.

Staff who require medication whilst at work must keep medicines in the nursery office. Medication must not be taken into the rooms or other areas where children are present.

- All medication must be in its original packaging with prescribed medication having a dispensary label attached.
- The medication must be within its best before date.

Medicine Administration

Medication forms must be completed for all types of medication/treatments given.

Medicines will not normally be administered unless they have been prescribed for that child by a doctor, dentist, nurse or pharmacist.

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The parent/carer will be required to complete a medication form with the following details:

- Name and date of birth of the child;
- Name and signature of parent/carer;
- Name of medication or treatment required;
- Reason for medication or treatment;
- Dose to be administered;
- Time to be administered;
- Signature of the practitioner being notified and completing the form;
- Date the form is being completed.

The written permission is only acceptable for that brand name of medication and cannot be used for similar types of medication, e.g. if the course of antibiotics changes, a new form will need to be completed.

The dosage on the written permission is the only dosage that will be administered. We will not give a different dose unless a new form is completed.

Parents must notify us IMMEDIATELY if the child's circumstances change, e.g. a dose has been given at home, or a change in strength/dose needs to be given.

The nursery will not administer a dosage that exceeds the recommended dose on the instructions unless accompanied by written instructions from a relevant health professional such as a letter from a doctor or dentist.

The medication form will be updated on each arrival by the parent/carer with the following:

- Date and time of the last dose;
- The last dose amount;
- Initials by the parent/carer.

The practitioner who is responsible for completing the Medication Form with the parent will check the handwritten entries provided by the parent to ensure they are correct and completed in full, i.e. date completing the Medication Form and date the child last received medication.

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The member of staff administering the medication needs to be a senior member of staff. The witness must be the child's key worker or in the event that they are not in nursery it must be another senior member of staff.

The member of senior staff administering the medication and the witness must first check the following:

- That the medication was prescribed by a doctor;
- Child's name is on the bottle;
- The dosage to be given;
- The use by date;
- The times to be administered;
- Last time the medication was administered;

The staff member and the witness are signing to confirm that they have undertaken all appropriate checks prior to administering the medication. This should be completed at the time of the administration of the medication and not retrospectively.

The medication form will then be updated by the administering practitioner and the witness, at the time of administration, detailing the following:

- Dosage given;
- Date and time administered;
- Signature of staff member administering the medication;
- Signature of staff witnessing administration of the medication.

On collection of the child the parent/carer will be required to sign the relevant entry on the medication form to acknowledge that they have been notified by the practitioner who administered the medication, of the child having taken the said medication or pain relief. Where the practitioner who administered the medication is unavailable they will delegate the notification task to a named person.

Medication forms are confidential and will be stored securely at all times.

Action to be taken in case of a breach of the medication policy

Should the policy be breached by nursery staff in any form, the following action must be taken immediately:

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- Parent/carer to be notified via the quickest method available (e.g. if the child has already been collected the parent must be contacted via telephone or by undertaking a home visit if necessary).
- Appropriate medical advice will be sought by the setting, in conjunction with the parent/carer;
- Nursery staff to inform a member of the management team who will inform the registered person;
- Local Authority Designated Officer for Safeguarding will be notified by a member of the management team;
- Written notes must be made by the nursery staff and the management team of any action taken with accurate timings recorded events.

Exclusion

If the nursery feels the child would benefit from medical attention rather than non-prescription medication, we reserve the right to refuse nursery care until the child is seen by a medical practitioner.

Exclusion from nursery will be requested when a child:

- Has an infectious disease or viral infection.
- Has had an upset stomach due to sickness/diarrhoea the child will be excluded from nursery for 48 hours. In some cases this may be extended to 72 hours in the event of an outbreak and following guidelines from HSE

Cases of emergency

In cases of emergency where a child needs to be taken to hospital by ambulance, a member of staff will accompany the child until a parent/carer arrives. Parent/carers will be informed immediately at the time of the incident.

Asthma Policy:

We recognise that asthma may affect many children of differing ages and that each individual symptom may require a different approach.

We will:

- Ensure that the child remains calm.
- Have the correct named inhalers for that child and any spares provided by their GP.
- Request spare inhalers (stored in nursery) in case any should run out or be faulty.
- Ensure staff are aware of any children who suffer with asthma.
- Encourage children who suffer with asthma to participate fully in activities.
- Ask parents/carers to disclose that their child suffers from asthma on the registration form and to detail signs and symptoms of the onset of an asthma attack and what should be done to help ease the symptoms.
- Encourage children to ask questions about asthma and support their peers during these attacks.
- Ensure the welfare of both the child having the attack and their peers.
- Ensure that children have immediate access to reliever inhalers.
- Ensure that the environment is favourable to children with asthma.

We ask parents to tell us about their child's asthma symptoms and how to recognise when their symptoms are getting worse and how to help them take their reliever medicine, all this information will then be recorded on the child's registration form.

All children with asthma will be allowed immediate access to their reliever medicine whenever they need it. This may include allowing them to carry it on them either in their pocket or inhaler pouch, if they are mature enough to do this.

Please let us know if your child needs to be reminded to take their inhaler and if they would like to take it in private, as we appreciate that some children may be shy about taking their medication in front of others.

We will always inform parents if their child has suffered from asthma symptoms and had to use their inhaler. If after discussion between the

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parents/carers and the doctor or nurse, it is believed that a particular child is too young to carry their inhaler, we will keep one with a first- aider within reasonable proximity of that child.

We need parents to provide written information detailing:

- What asthma medicines the child takes and when;
- What triggers the child's asthma and what to do if the child's asthma gets worse;
- Emergency contact details.

We will ensure any spare medicines stored by us are labelled and have not passed their expiry date.

Sick Child and Emergency Policy:

The parents and carers of the children attending the nursery are valued as the people who know their children best. As part of the partnership agreement between staff and parents, we have a shared understanding that the health and well-being of all the children attending the setting must be respected at all times. Parents are therefore requested that, if their child becomes ill, they should inform the nursery to the nature of the infection or illness within the 24- hour period following onset. The information will remain confidential in its source, but may be passed on to other parents, so preventative or other procedures can be followed.

We understand the needs of working parents and do not aim to exclude children from the nursery unnecessarily. However the decision of the nursery manager is final when requesting the exclusion of a child for illness or infection. Decisions will take into account the needs of the child and those of the other children in the room. The staff must be convinced that the child has returned to good health before re-admitting them and may at their entire discretion refuse re-admission until clearance has been obtained from a medical practitioner.

If your child requires specialist medical care, you will be asked to sign a form giving consent for staff with the appropriate training in the necessary procedures to administer those procedures (see Medication Policy).

Management of sickness and Infection Control Guidelines

As outlined, we follow a high standard of hygiene practices throughout the nursery. If an illness has been reported in any of the rooms, steps are taken to ensure all surfaces, toys and equipment are sterilised immediately as a precaution and to prevent the spread of any infection. This is in addition to our usual cleaning practices.

Children who have an infectious illness must not return to the nursery until the symptoms have subsided. Periods of absence due to illness depend on the nature of the illness and your child's key person will be able to advise you of this. There will be no refund for time off due to illness.

Procedure

Any member of staff suspecting illness of a child must report this immediately to management, in order for it to be assessed whether the child needs to be sent home or needs urgent medical attention.

If your child has a temperature you will be contacted and asked for consent to administer Calpol (if appropriate) and advised to collect your child as

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soon as possible. Children with a temperature of 39 degrees upwards are at risk of febrile convulsions and must be collected from nursery as soon as possible.

If the child needs to be sent home, a member of management will contact the parents using the telephone numbers given on their enrolment form. If the parent's cannot be contacted the emergency numbers will then be used.

Once the parents or emergency contacts are contacted they are notified of the child's condition/symptoms and either asked to come and pick them up immediately or advised to make an appointment with their GP.

In the case of the child needing medical attention urgently, an ambulance will be called; the parents will then be contacted and notified of the situation and informed of which hospital their child is being taken to, so that they can meet the senior member of staff there who will accompany their child. All the child's relevant forms and records will be taken along to the hospital.

If the child does not require urgent medical attention, then they will be looked after by their key worker in a quiet area away from other children until the parent/carer collects the child.

If there are any queries regarding an illness, please contact the nursery for advice.

Reporting Incidents

If the situation arises that an infection has spread or is likely to spread within the nursery, parents will be informed via letter/email and/or telephone as necessary. Children's Act Regulations (1989) state that OFSTED must be notified of any infectious disease that a qualified medical person considers is notifiable. Notifiable diseases are outlined in the Public Health (Infectious Disease) Regulations 1988. Outbreaks of illness are monitored within the nursery and reported to OFSTED if it becomes necessary to do so in line with these regulations. Where an 'outbreak' is suspected Environmental Services should be notified immediately.

Beckermat Nursery**Communicable Diseases, Exclusion Periods & Immunisation:**

We are following the current government guidelines relating to Covid 19 see [Early years and childcare: coronavirus \(COVID-19\) - GOV.UK](https://www.gov.uk/guidance/early-years-and-childcare-coronavirus-covid-19) (www.gov.uk)

Infection Control

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

The best way to prevent a virus or infection from moving around the nursery environment is to maintain high hygiene standards in the nursery. To do this we will follow the guidance below:

- Ensure all children use tissues when coughing and sneezing to catch all germs.
- Ensure all tissues are disposed of in a hygienic way and all children and staff wash their hands once the tissue is disposed of.
- Encourage all children to do the above by discussing the need for good hygiene procedures in helping them to stay healthy.
- Staff will wear the appropriate Personal Protective Equipment (PPE) when changing nappies, toileting children and dealing with other bodily fluids. Staff are requested to dispose of these in the appropriate manner and wash hands immediately.
- All potties and changing mats are cleaned and sterilised before and after each use.
- Toilets are cleaned at least daily.
- Staff are to remind children to wash their hands before eating, after visiting the toilet, playing outside or being in contact with any animal and explain the reasons for this.
- All toys, equipment and resources will be cleaned on a regular basis by following a comprehensive cleaning rota and using antibacterial cleanser or through washing in the washing machine.
- All equipment used by babies and toddlers will be washed or cleaned as and when they need it – this includes when the children have placed it in their mouth.

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- Dummies will be stored in individual hygienic dummy boxes labelled with the child's name to prevent cross- contamination with other children.
- If a dummy or bottle falls on the floor or is picked up by another child, this is cleaned immediately and sterilised where necessary.
- Individual bedding will be used by children and labelled. This will be washed at least once a week and not used by any other child.
- When children are ill we will follow the sickness and illness policy to prevent the spread of any infection in the nursery. Staff are also requested to stay at home if they are contagious.
- The nursery manager retains the right of refusal of all children, parents, staff and visitors who are deemed contagious and may impact on the welfare of the rest of the nursery.
- Parents will be made aware of the need for these procedures in order for them to follow these guidelines whilst in the nursery.
- Periodically each room in the nursery will be deep cleaned including carpets and soft furnishings to ensure that the spread of infection is limited. This will be implemented earlier if the need arises.
- The nursery will ensure stocks of tissues, hand washing equipment, cleaning materials and sterilising fluid are maintained at all times and increased during the winter months or when flu and cold germs are circulating.

Infection Control

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

'In any instance where a child has a new prescription for antibiotics, they will not be able to attend the nursery until 24 hours after the first dose has been administered. This is to limit the risk of adverse reaction to the medicine taking place in setting. Please note that in the case of antibiotic eye drops or cream prescribed for the treatment of conjunctivitis, the first dose must be administered at home. Children may then attend the nursery as usual. In addition, where antibiotic cream is prescribed for the treatment of skin conditions, the first dose must be applied at home. Children may then attend the nursery as usual providing that the exclusion period for the

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condition has been observed where necessary – please see exclusion periods below.'

Sickness and diarrhoea

If a child falls poorly with sickness and diarrhoea whilst at the nursery, we monitor their progress. After two bouts of diarrhoea we contact the parent/carer to make them aware, if any more bouts we expect the parent/carer to collect them. The child will be re-admitted to Beckermat Nursery after they have been clear of sickness and diarrhoea for 48 hours, meaning that the child must have had normal stools or no vomiting for the 48-hour period, in some cases 72 hours. The child will then be monitored over the next 48 hours.

Impetigo

The appearance of impetigo varies. There are sores with scabs sometimes looking rather like ringworm or dry scales. Impetigo is common on the face and behind the ears but it can spread over the body and also on the arms and legs. Impetigo is infectious and can be spread from towels and close bodily contact. Your child will be excluded from Beckermat Nursery as soon as signs of impetigo are suspected and they must see a GP who will treat with antibiotic lotion or tablets. Once the impetigo has cleared up they can be re-admitted to Beckermat Nursery.

Conjunctivitis

Conjunctivitis can occur in many different types of illnesses (e.g. measles, hay fever, glandular fever and other infectious illnesses) or it may be due to a blocked tear duct. Very commonly it is caused by something irritating the eye but is highly infectious. Children can attend Beckermat Nursery as soon as the eye(s) are being treated but not before 48 hours have elapsed. The GP may prescribe lotion or eye drops.

Chickenpox

With chicken pox the illness starts 12-20 days after contact, but your child will be infectious from 2 days before the blisters appear and 14 days after the rash begins. Children develop a temperature and at first red spots appear which rapidly become blisters. Calamine lotion will help the child to stop itching and the child will be re-admitted into Beckermat Notice once the spots scab over and the tops begin to fall over.

Measles

Measles usually start 10 days after contact and children are infectious at least 4 days before the rash appears. A virus is the cause of measles and

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more than one bout is rare. Children may have an irritating cough and the temperature will be raised; the temperature may drop but returns with the rash. The eyes and nose run and the face is puffy, the general appearance resembles a bad cold. The exclusion period from the beginning of the onset of measles is 14 days.

Mumps

A virus is the cause of mumps, and more than one attack is rare, mumps usually starts 18 days after contact. Mumps is pain and swelling of one gland and the pain is worse on opening and shutting of the mouth. The temperature will be raised; glands usually go down after 10-14 days. The isolation period for mumps is 14 days from the start of the illness.

Hand, Foot and Mouth

H F & M can make children poorly. Blisters may form on feet, hands and in the mouth and the temperature may be raised. The exclusion period is one week from when the spots appear.

HIV/AIDS

Beckermat Nursery follows the hygiene policy when dealing with accidents resulting in bleeding, vomiting or in the cases of diarrhoea and changing nappies.

No one has the right to know if another person is HIV positive or has AIDS. This information should not be shared with anyone else without the permission of the person involved. OTHER PARENTS/CARERS DO NOT NEED TO BE TOLD. Any failure by an employee to keep this information confidential, without consent, may result in dismissal on the ground of gross misconduct and will always result in disciplinary proceedings.

E. Coli/Typhoid and Shigella

Children with any three of these infections should be excluded for 48 hours from the last episode of diarrhoea. Further exclusion may be required for some children until they are no longer excreting; for young children under five and those who have difficulty in adhering to hygiene practices.

Whooping cough

Any child with whooping cough should be excluded five days from commencing antibiotic treatment or 21 days from onset of illness if no antibiotic treatment.

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Bacterial Meningitis

If a child contracts bacterial meningitis they have to be excluded from nursery until they are recovered completely. There is no reason to exclude siblings.

Scarlet Fever

If a child contracts scarlet fever, they can return 24 hours after commencing appropriate antibiotic treatment but not before 4th day of Antibiotics

Cryptosporidiosis

Exclude the affected child for 48 hours from the last episode of diarrhoea, exclusion from swimming is advisable for two weeks after the diarrhoea has settled.

Hepatitis A

Any child who contracts Hep A will be excluded until seven days after onset of jaundice (or seven days after symptom onset if no jaundice).

Flu (influenza)

If a child has flu they should be excluded from the setting until fully recovered as to prevent the spread of infection.

Diphtheria

The child and close family members must be excluded until they are allowed by your local GP to come back.

Scabies

A child suffering from scabies can return after they complete their first treatment and people who live in their household or have close contact should also have treatment.

Shingles

A child suffering from shingles should only be excluded if the rash is weeping and cannot be covered, shingles can cause chicken pox in those who are not immune. It is spread by very close contact and touch.

Tuberculosis

If a child has tuberculosis they should be taken to see their GP straight away.

Meningococcal meningitis

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Make sure any child that has meningococcal meningitis is excluded until fully recovered.

Infections with No Exclusion Periods

- Cold sores
- Warts and verrucae
- Tonsillitis
- Ring worm
- Glandular fever
- Thread worms
- MRSA
- Molluscum Contagiosum
- Slapped Cheek
- Viral Meningitis

Head Lice

Head lice can affect people from any socio-economic background and ethnicity and do not imply a lack of hygiene or cleanliness of the infected person.

In order to try and prevent other children becoming infected we have put together the following procedure. We hope that as parents will work with us to prevent and treat the spread of head lice.

- No child will be excluded from Beckermat Nursery because they have head lice and we ask that all children and parents are sensitive and understanding towards the child. It is not their fault that they have head lice.
- We request that all children with long hair wear their hair up to prevent the spread of head lice.
- We request that parents check their children's hair once a week with a special head lice comb to aid early detection.
- We request that parents inform staff immediately if they have discovered that their child has head lice.
- We will inform all parents using our service if a child has head lice but we will keep the name of the child confidential.

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- We will assist in the prevention of head lice by ensuring the children only use their own hairbrushes and combs and that the dressing up hats are regularly cleaned.

More Information

- Nits are tiny yellowish – white oval eggs firmly attached at an angle to the hair shaft. Contrary to some claims, nits found more than a quarter inch from the scalp are not necessarily dead. The diagnosis is made more often by seeing the attached nits than by finding crawling lice. Nits (eggs) are tiny and can be difficult to remove. They are firmly attached to the hair shaft and cannot be brushed out or removed with a regular comb.
- Although nits may be more prevalent at the nape of the neck, around the ears and at the crown of the head, advise parents to check the entire scalp since nits can be found anywhere in the hair.
- Lice are about the size of a sesame seed, clear in colour when first hatched and then become brown after they feed and move quickly away from light.
- Head lice cannot be gotten from or given to animals. They are 'Host Specific' and infect humans only.
- Lice do not hop, jump or fly.

Procedure when a case of head lice are found:

1. If staff observe head lice on a child, the parent/carers of the child will be contacted in a sensitive manner as soon as possible and provided guidance on the treatments available. For treatment see instructions on head lice lotions available from chemists and on prescription from doctors.
2. Extra care is taken to avoid head-to-head contact until treatment has been provided.
3. To help in our combined effort to eliminate the incidence of head lice parents will be informed that a case of head lice has been reported on that day, the name of the child concerned kept confidential, asking parents to check their own child's head carefully each day for the next few weeks and to continue checking as part of their routine hygiene.

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4. Staff should be prepared to answer questions. Parents may feel overwhelmed and need to review current guidelines. Seek out guidance and support if a parent requires advice.
5. Encourage the children and help them feel comfortable about speaking up if they feel itchy.
6. Confidentiality is maintained throughout.
7. Staff are reminded to check their own hair routinely.

Immunisation Policy

Beckermat Nursery does not discriminate on the admission of a child who has/has not had their immunisations; we firmly believe that it is parental choice as to whether children have their immunisations, and we will not refuse admission of that child.

However, we are aware that the risks of children contracting infectious diseases are higher and we do our utmost at the nursery to prevent the spread of infection. We monitor for any signs and symptoms of infectious diseases.

We recognise where possible, that children are vaccinated in accordance with their age. If children are not vaccinated, it is the responsibility of the parents to inform the nursery to ensure that children/staff/parents are not exposed to any unnecessary risks of any sort. The nursery manager must be aware of any children who are not vaccinated within the nursery in accordance with their age.

Parents need to be aware that some children will not be vaccinated within the nursery. This may be due to their age, medical reasons or parental choice. We will not disclose individual details to other parents in relation to other children who have not received their immunisations as this information is deemed confidential.

Information regarding immunisations will be recorded on children's registration documents and should be updated as and when necessary, including when the child reaches the age for the appropriate immunisations.

Staff Vaccinations Policy

We will also not discriminate against staff who do not wish to have vaccinations, however where they do wish to have them, it is the responsibility of all staff to ensure that they keep up-to-date with their vaccinations for:

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- Tetanus
- Tuberculosis
- Rubella
- Hepatitis
- Polio

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

Emergency Information

Emergency information must be kept for every child and should be updated every six months with regular reminders to parents in newsletters, at parents' evenings and a reminder notice on the parent information board.

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Early Years Foundation Stage (EYFS):

The EYFS sets the standards that we must meet to ensure each child in our care learns and develops in a safe and healthy environment. The EYFS promotes teaching and learning to ensure that all children have a broad range of knowledge and skills that provide the right foundation for future progress.

Our aims will be achieved through the implementation of a carefully structured curriculum with relevant and appropriate content that supports the development levels of children from birth to five years. There will be planned and purposeful activities that provide opportunities for children to develop and learn through a combination of adult led and child initiated experiences both indoors and outdoors.

We are also committed to the encouragement of parental involvement and we recognise that parents are the initial educators of the children within our care. We aim to achieve these goals by:

- Providing a happy stimulating, stable and safe environment where every child feels secure and valued using guidance from the underlying principles of the EYFS.
- Monitoring the progress of each child so as to identify strengths and weakness in each of the seven areas of learning.
- Developing a sense of care, respect and courtesy towards others and our environment.
- Fostering high expectations of responsibility and behaviour which is age appropriate.
- Fostering the development of attitudes and skills that will give children increasing control over their lives and so enable them to contribute positively to the local and wider community.
- Developing a partnership between home and the nursery that is beneficial and supportive for the child and their family.

The EYFS principles, which guide the way we work, are grouped into four distinct but complementary themes:

- A unique child
- Positive relationships

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- Enabling environments
- Learning and development

At Beckermat Nursery we aim to deliver individualised learning, development, play and care to the children in our setting and every child is supported to make progress at their own pace. All areas of learning and development are important and inter-connected.

There are seven areas covered by the Early Learning goals and educational programmes. Three of these areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. Following guidance from the EYFS 2020 and Development Matters, we will focus on developing the vocabulary skills of children in our care across all 7 learning areas. These are known as the prime areas and include:

1. Prime areas

Personal, social and emotional development

Physical development

Communication and language

Providers must also support children in four specific areas, through which the three prime areas are strengthened and applied; These are:

2. Specific areas

Literacy involves a proficiency in comprehension, word reading and writing.

Mathematics involves an understanding of mathematical patterns.

Understanding the world involves guiding children in our past and present and the natural world.

Expressive arts and design involves enabling children to explore raw materials and encouragement to share their thoughts through a variety of activities in art, music, movement, dance, role-play, and design and technology.

All children have a learning journal which begins from their first day. This follows your child's progress with regular reports, development records, observations, photographs and children's own work. We encourage parents

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to write comments in their child's learning journal about how they are developing at home.

Practitioners must consider the individual needs, interests and stage of development of each child in their care, and must use this information to plan an enjoyable and challenging experience for each child in all of the areas of learning and development. Practitioners that are working with the youngest children are expected to focus strongly on the three prime areas, which are the basis for successful learning in the other four areas.

Throughout the early years, if a child's progress in any prime area gives cause for concern, practitioners must discuss this with the child's parents/carers and agree how to support the child. Practitioners must consider whether a child may have a special educational need or disability which requires specialist support. They should link with the families and help them to access relevant services from other agencies as appropriate.

The Early Learning Goals

The following goals are guidelines as to what attributes a child leaving the Early Years Foundation Stage should have:

1. The Prime Areas

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives⁷. Gross and fine motor

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experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence. The CMO approved UK Physical Activity Guidelines can be found here: <https://www.gov.uk/government/publications/uk-physical-activity-guidelines>.

Personal, social and emotional development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

2. The Specific Areas

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them,

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and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Expressive Art and Design

Exploring and using media and materials – children sing songs, make music and dance and also experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

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Being Imaginative – children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

Planning, Observation, Monitoring and Assessment:

When planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice. Three characteristics of effective teaching and learning are:

- Playing and exploring- children investigate and experience things, and 'have a go';
- Active learning- children concentrate and keep on trying if they encounter difficulties, and enjoy achievements;
- Creating and thinking critically- children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

We believe children flourish best in an ordered environment in which a wide range of activities are made available to the children (child initiated activities, child initiated-adult extended activities and adult directed activities). We aim to provide the children in our care with a wide range of carefully planned activities in order to foster their enthusiasm and desire to learn. We have a thorough process for the assessment and monitoring of children's learning and we use the information gained from these processes to inform our planning. Planning falls under three broad categories, long term, medium term and short term.

Long term planning – This broadly outlines themes and topics to be covered over the year and is part of a rolling two year programme.

Medium term planning – This plans for each theme or topic from the long term plan in greater detail and lasts for a half term. This is linked to areas of the EYFS and highlights activities to be delivered in order to take the children's learning forward.

Short term plans – These are weekly activities which are planned in line with the EYFS objectives in order to develop the children's knowledge and understanding across the curriculum. These plans reflect the topic/theme for the half term and account for the needs of all children. Activities are adapted/developed by all staff to meet the needs of individual children for example SEN or Gifted and Talented. All Short term planning is evaluated in order to assess and improve future implementation of activities.

Monitoring of planning

Planning is reviewed at regular intervals during staff meetings. Observations of activities delivered are carried out by room supervisors on

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a regular basis. These observations are conducted to identify good practice and highlight any areas for development.

Observations

Observations of individual children take place on a regular basis throughout a child's time in the setting. Each child's key person is responsible for undertaking observations which are honest, fair and written in a positive manner. These observations are added to a child's profile and form part of their formative assessment record. If a child shows a particular interest or flair when taking part in an activity but the key person is unable to observe, another adult can make an observation and pass this to the child's key person to add to the child's record.

Profiles

Each child within our setting has their own profile which is updated by the child's key person. Parents have access to their child's profile at all times and are actively encouraged to view it and add information from home creating a clear and accurate picture of the child. Profiles include:

- Information for parents/carers explaining the profile and the EYFS.
- A section for parents/carers to add information from home.
- A section for any entry assessments e.g. how the child settles etc.
- Transitions made by the child when starting/moving rooms.
- A section for observations to be entered in a diary format.
- A section to keep a record of the areas of the EYFS in which the child has been observed.

Monitoring, observations and profiles

Observations and profiles are scrutinised on a term time basis to ensure all children's profiles are up to date and observations are written in line with policy (i.e. honest, fair and written in a positive manner). Staff are also encouraged to use reflective practice when planning the next steps for their key children. Each child's Key Person is responsible for ensuring the record sheet of observations is kept up to date. This sheet is predominantly used to show where there may be gaps in observations of children's learning.

Assessments

Each child's profile forms the main body of evidence to inform future planning and summative tracking assessments. Children's learning is assessed and tracked on entry to our setting and on a termly basis

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thereafter (September, January and April). It is the responsibility of the room supervisors and the nursery teacher to ensure this data is up to date. Tracking data focuses on the children's achievement across all areas of the EYFS. Parents and/or carers should be kept up-to-date with their child's progress and development. Practitioners should also address any learning and development needs in partnership with parents and/or carers and any relevant professionals.

Progress Check at Age Two

When a child is between the ages of two and three, practitioners must review their progress, and provide parents and/or carers with a short written summary of their child's development in the prime areas. This progress check must identify the child's strengths, along with any areas where the child's progress is less than expected. If there are any significant concerns or an identified special educational need or disability, a targeted plan should be developed by the practitioner to support the child's future learning and development this should involve the parents and/or carers and other professionals as appropriate. An ECAT (Every Child a Talker) assessment is also presented to parents/carers with the progress check.

Beyond the prime areas, it is for practitioners to decide what the written summary should include in regards to the development level and needs of the individual child. This summary should highlight: areas in which a child is progressing well, areas in which some additional support may be needed and focus particularly on any areas where there is a concern that a child may have a development delay. It must include a description of the activities and strategies the provider intends to use to address any issues or concerns. Practitioners must discuss with parents and/or carers how the summary of development can be used to support learning at home.

If a child moves setting between the ages of two and three the progress check is expected to be undertaken by the setting where the child has spent the most time.

Practitioners should encourage parents/carers to share information from this progress check with other relevant professionals which may include their health visitor and staff at any new provision they may attend. Practitioners must agree with parents/carers when will be the most useful time to provide a summary. Where possible the progress check and the Healthy Child Programme health and development review at age two should inform each other and support integrated working. This idea allows health and education professionals to identify strengths as well as any developmental delay which means they can then provide support from

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which they think the child and family will benefit. Providers must have the consent of parents/carers to share information directly with other relevant professionals.

Group planning

Activities are planned on a termly basis in the groups which are run here at the nursery. The activities are based around the EYFS and general observations are made by the group facilitators. Parents are encouraged to provide feedback and suggestions of the types of activities they would like to have access to and this informs planning for the following term.

Free Choice and Independent Learning Policy:

During the session, there are a variety of activities on offer for the children to play with. These activities cover all areas of the Early Years Foundation Stage (EYFS). The children choose which activities and equipment that is stored in child height drawers; these enable the children to expand on their play or choose a new activity. Resources which are stored in boxes are clearly labelled with written text and a photograph so the contents are easily identifiable.

Each room offers a range of spaces which can be used by children to access a wide variety of activities and resources at any one time. Children are able to move freely from one space to another. Wherever possible children have access to both indoor and outdoor play simultaneously.

Play opportunities are freely chosen by children and can either be child initiated and/or supported by an adult. The adult's role is to facilitate children's play experiences and extend opportunities by offering more resources or ideas when the child is ready to accept them.

Inclusion

Each room has been developed with access and inclusion in mind.

- The 0-2 room has low level furniture so young babies can access resources as they wish.
- The 2-3 room and 3-4 room have wide spaces between areas to enable wheelchair access.
- Sand and water trays are either height adjustable or hour glass shaped to ensure children using wheelchairs and standing frames can access them easily.

Self Esteem

We offer an environment which promotes children's independence and celebrates individual achievement. We praise children using verbal comments, stickers and through daily discussions with parents. This is done on an individual basis and respects each individual child's progress.

Managing Risk

Children are encouraged to take responsibility for their own safety and the safety of others through daily conversations between staff and children. Staff also model appropriate behaviour at all times when caring for children. The safety of the children, however remains the responsibility of the staff team.

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We recognise that children need access to a certain level of risk in order to learn and develop new skills. Each child's key person is aware of the development level of each child and will use this information to balance the level of risk a child has access to. Children are shown the correct way to use equipment and are supervised if an activity is deemed to be a potential risk to children. An example of this is children using scissors. A key person will identify when a child is ready and has the fine motor skills and level of understanding to learn how to use scissors. The key person would demonstrate safe use and handling of scissors and support the child in this activity whilst making observations and offer guidance if necessary.

Parents and Carers

Individual records of children's learning experiences are recorded in the EYFS profiles. These profiles are available for parents and carers to view at any time.

Photographs and displays of children's activities are displayed throughout the nursery for parents and carers to enjoy.

Use of Displays

Displays play a vital role in our work. It has two main purposes – to support learning in the classroom, and to value children's work and enhance self-esteem. Through our displays we are able to communicate our settings values and help develop respect for individuals and their work. Good displays create a stimulating environment from which children can learn by looking, touching and handling.

Displays should:

- Support learning,
- Inform,
- Excite and sustain interest,
- Stimulate questions and discussion,
- Give importance to the individuals work,
- Reward special effort or achievement,
- Stimulate further work.

Listening to Children Policy:

Here at Beckermat Nursery we understand and respect the views of children and their right to make a positive contribution. Under the UN Convention on the Rights of a Child, Article 12 states that children who are capable of forming their own views have the right to express those views freely in matters affecting them.

The EYFS framework also emphasises the importance of listening to children under the Positive Relationships/Commitment of Support Learning criteria.

This framework places emphasis on communication both with children and their parents/carers in order to fully support their learning and development.

Our role is to encourage children to express their views by providing different methods for them to do so:

- Observing children at play to discover what they like to do and respond appropriately to encourage and extend curiosity and learning.
- Offering choices and noting children's selections.
- Talking in groups together.
- One to one conversations.

Our priorities are to:

- Build respectful and caring relationships with all children and families while focussing on learning and achievement.
- Identify and respond to any particular difficulties in children's language development at an early stage.

By listening to children we can then:

- Support all children to communicate, even non-verbally using appropriate and individual communication systems or support children learning English as another language.
- Support children to communicate thoughts, ideas and feelings to build positive relationships with adults and peers at nursery.
- Model active listening whilst listening to children and show respect for what they have to say.

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- Support children to take turns and listen to each other in all conversational opportunities.
- Respond appropriately to any allegation made by a child using Local Safeguarding Arrangements Team and nursery policy and practice to do so.

The views of children are then used to improve service, plan activities and decide on new equipment.

Special Educational Needs & Disability (SEND) Policy:

The nursery is committed to the inclusion of all children. All children have the right to be cared for and educated to develop to their full potential alongside each other through positive experiences, to enable them to share opportunities and experiences and develop and learn from each other. We provide a positive and welcoming environment where children are supported according to their individual needs.

The nursery believes that all children have a right to experience and develop alongside their peers no matter what their individual needs. Each child's needs are unique, every attempt is made to include and provide for their needs.

The nursery is committed to working alongside parents in the provision for their child's individual needs, to enable us to help the child to develop to their full potential. The nursery is committed to working with any child who has a specific need or disability to enable the child to make full use of the nursery's facilities. All children with special educational needs have a right to a broad and well-balanced education. We aim to develop partnerships with parents/carers and will always consult them if we feel their child is having difficulties.

It is paramount to find out as much as possible about a child's individual needs and the way they affect his/her educational, development or care needs by:

- Liaising with the child's parents;
- Liaising with any professional agencies;
- Reading any reports that have been prepared;
- Seeking any specialist help or support;
- Attending any review meetings with the local authority;
- Regularly monitoring observations on the child's development;
- Maintaining confidentiality at all times.

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

Aims

- To recognise each child's individual needs and ensure all staff are aware of and have regard to the Special Educational Needs and Disability Code

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of Practice: 0 to 25 years (September 2014), Special Educational Needs and Disability Regulations 2014, and Children and Families Act 2014 in identification and assessment of any needs not being met by the universal service provided by the nursery.

- To include all children in our provision.
- To enable practitioners to help support parents and children with learning difficulties and/or disabilities.
- To develop and maintain a core team of staff who are experienced in the care of children with additional needs and employ a special educational needs co-ordinator (SENCO) who is experienced in the care and assessment of children with additional needs.
- Staff will be provided with specific training relating to SEN/Disability and the SEND Code of Practice.
- To identify the specific needs of children with learning difficulties and/or disabilities and meet those needs through a range of strategies.
- To work in partnership with parents and other agencies in order to meet individual children's needs, including the health and education authorities and seek advice, support and training where required.
- To monitor and review our practice and provision and, if necessary, make adjustments and seek specialist equipment and services.
- To ensure that all children are treated as equals and are encouraged to take part in every aspect of the nursery day according to their individual needs and abilities.
- To promote positive images and role models during play experiences of those with additional needs wherever possible.
- To celebrate diversity in all aspects of play and learning.

We use the following definitions set out in the law to describe SEN and disabilities:

- A child has SEN if they have a **learning difficulty or disability** which calls for **special educational provision** to be made for them.
- A **learning difficulty or disability** means that a child of compulsory school age has a significantly greater difficulty in learning than the majority of other children of the same age; and/or has a disability which prevents or hinders them from making use of the sort of facilities generally provided for others of the same age.

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- For children aged two or more, **special educational provision** is educational provision that is additional to or different from that made generally for other children of the same age.
- A child under compulsory school age has SEN if he or she is likely to have a learning difficulty or disability when they reach compulsory school age or would do so if special educational provision was not made for them.
- A **disability** is defined in the Equality Act 2010 as 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. 'Long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Where a disabled child requires special educational provision they are also covered by the SEN definition.

Our nursery Special Education Needs Co-ordinator (SENCO) is the nursery manager/deputy. They work closely with staff to ensure systems are in place to plan, implement, monitor and review the special needs policy of the nursery, always sharing plans and records with parents.

Methods

- Designate a member of staff to be Special Educational Needs Co-ordinator (SENCO) and give his/her name to parents;
- Provide a statement showing how we provide for children with learning difficulties and/or disabilities;
- Ensure that the provision for children with learning difficulties and/or disabilities is the responsibility of all members of the nursery;
- Ensure that our inclusive admissions practice includes equality of access and opportunity;
- Ensure that our physical environment is as far as possible suitable for children with disabilities;
- Work closely with parents of children with learning difficulties and/or disabilities to create and maintain a positive partnership;
- Ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education;

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- Provide parents with information on sources of independent advice and support;
- Liaise with other professionals involved with children with learning difficulties and/or disabilities and their families, including transfer arrangements to other settings and schools. We work closely with the next care setting and discuss the child's needs to ensure continuity of care and information exchange;
- Use the graduated approach for identifying, assessing and responding to children's special educational needs;
- Provide a broad and balanced curriculum for all children with learning difficulties and/or disabilities;
- Provide differentiated activities to meet individual needs and abilities;
- Make referrals where necessary to Allerdale and Copeland Early Years after having discussed our concerns with the parents;
- Use the system of planning, implementing, monitoring, evaluating and reviewing Individual Plans and Education, Health & Care plans (EHC's) for children with learning difficulties and/or disabilities provided by the Early Years Adviser Sally Senejko (Allerdale and Copeland);
- Review EHC's regularly each term and hold review meetings with parents at this time;
- Ensure that children with learning difficulties and/or disabilities are appropriately involved at all stages of the graduated approach, taking into account their levels of ability;
- Use a system for keeping records of the assessment, planning, provision and review for children with learning difficulties and/or disabilities;
- Provide resources (human and financial) to implement our SEN/Disability policy;
- Ensure the privacy of children with learning difficulties and/or disabilities when intimate care is being provided;
- Use an Early Help Assessment/CAF (common assessment framework) where needed;
- Provide in-service training for practitioners and volunteers;
- Raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff;

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- Ensure the effectiveness of our SEN/Disability provision by collecting information from a range of sources e.g. Individual Plan reviews, staff and management meetings, parental and external agencies' views, inspections and complaints. This information is collated, evaluated and reviewed annually;
- Provide a complaints procedure;
- Monitor and review our policy annually.

Special Educational Needs & Disability Code of Practice (2014)

It is the duty of the nursery to carry out our statutory duties to identify, assess and make provision for children's special educational needs. The Code of Practice recommends that our nursery should adopt a graduated approach to assessment.

Good practice of working together with parents, and the observation and monitoring of children's individual progress, will identify any child with special educational needs. Our nursery has identified a member of staff as a SENCO who will work alongside parents to assess the child's strengths and plan for future support. The SENCO will ensure that appropriate records are kept according to the Code of Practice.

Common Assessment Framework (CAF)

At Beckermat Nursery we use the (CAF) as a key part of delivering integrated services around the needs of children. The CAF enables us to use a standardised approach to conduct an assessment of a child's additional needs and decide how those needs should be met. We complete a holistic assessment of a child's needs and strengths and involve parents and agencies as appropriate. We then work together to agree what support is needed. The lead professional responsible will be assigned and the families will be fully informed at all stages. Parental involvement is essential to ensuring the welfare of the child.

Education, Health and Care (EHC) Needs Assessment and Plan

If the help given through the nursery's graduated approach is not sufficient to enable the child to make satisfactory progress we may request, in consultation with the parents and any external agencies already involved, an assessment of the child's needs by the local authority. This is called an Education, Health and Care (EHC) assessment. The assessment will decide whether a child needs an EHC plan. This plan sets out in detail the education, health and social care support that is to be provided to a child who has SEN or a disability. The local authority will consult with parents and let them know the outcome of the assessment.

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Early Help Assessment

If we believe a child and their family would benefit from support from more than one agency, for example where a child may have difficulties linked to poor housing or difficult domestic circumstances, we may request or carry out an inter-agency assessment to get early help for the family. This early help assessment aims to ensure that early help services are co-ordinated and not delivered in a disjointed way.

SEN support in the early years

The nursery will follow the SEND Code of Practice 2014 in relation to Special Educational Needs support in the early years. See extract below:

It is particularly important in the early years that there is no delay in making any necessary special educational provision. Delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life.

*Where a setting identifies a child as having SEN they **must** work in partnership with parents to establish the support the child needs. Where a setting makes special educational provision for a child with SEN they should inform the parents and a maintained nursery school **must** inform the parents. All settings should adopt a graduated approach with four stages of action: assess, plan, do and review.*

1. Assess

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

2. Plan

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

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

3. Do

The early year's practitioner, usually the child's key person, remains responsible for working with the child on a daily basis. With support from the SENCO, they should oversee the implementation of the interventions or programmes agreed as part of SEN support. The SENCO should support the practitioner in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

4. Review

The effectiveness of the support and its impact on the child's progress should be reviewed in line with the agreed date. The impact and quality of the support should be evaluated by the practitioner and the SENCO working with the child's parents and taking into account the child's views. They should agree any changes to the outcomes and support for the child in light of the child's progress and development. Parents should have clear information about the impact of the support provided and be involved in planning next steps.

This cycle of action should be revisited in increasing detail and with increasing frequency, to identify the best way of securing good progress. At each stage parents should be engaged with the setting, contributing their insights to assessment and planning. Intended outcomes should be shared with parents and reviewed with them, along with action taken by the setting, at agreed times.

The graduated approach should be led and co-ordinated by the setting SENCO working with and supporting individual practitioners in the setting and informed by EYFS materials, the Early Years Outcomes guidance and Early Support resources.

*Where a child has an EHC plan, the local authority **must** review that plan as a minimum every twelve months. As part of the review, the local authority can ask settings, and require maintained nursery schools, to convene and hold the annual review meeting on its behalf.*

Transition

SEN support should include planning and preparing for transition, before a child moves into another setting or school. This can also include a review of the SEN support being provided or the EHC plan. To support the transition, information should be shared by the current setting with the receiving setting or school. The current setting should agree with parents the information to be shared as part of this planning process.

Involving specialists

Where a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to the child's area of need, practitioners should consider involving appropriate specialists, for example, health visitors, speech and language therapists, Portage workers, educational psychologists or specialist teachers, who may be able to identify effective strategies, equipment, programmes or other interventions to enable the child to make progress towards the desired learning and development outcomes. The decision to involve specialists should be taken with the child's parents.

Requesting an Education, Health and Care needs assessment

Where, despite the setting having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, the setting should consider requesting an Education, Health and Care needs assessment.

Record keeping

*Practitioners **must** maintain a record of children under their care as required under the EYFS framework. Such records about their children **must** be available to parents and they **must** include how the setting supports children with SEN and disabilities.*

Exceptional Needs Children Policy and Procedure:

Children with exceptional needs or abilities require the same things as all other children. They need care and attention and the chance to grow and develop in a stable, secure and affectionate environment, which is what we aim to achieve at Beckermat Nursery.

If it is felt that a child has an exceptional ability, then as with all other cases of special educational needs, the child will be observed to find out what or how their needs can be met. The child's needs cannot be met or fully understood until observation indicates clearly what they are. Once observations have been carried out we can then decide what course of action is best to take.

All children including children with exceptional needs will have:

- Access to a broad, balanced and relevant play environment
- Stimulating and interesting activities
- New challenges in all areas of their development
- Appropriate provision (provision for a child with exceptional needs will match the nature of his/her needs)
- Professionals and parents working in partnership. Parents will be included and informed of any decisions or points of action to take regarding their child. Permission will be sought before any observations are carried out.

English not First Language Policy and Procedure:

At Beckermat Nursery we aim to support children's communication within the status of *prime area* as stated in the EYFS 2017 statutory framework. In the case of children whom English is not their first language, we focus on the needs of the child and try to provide as many opportunities for the child to hear and see their first language as well as English, during the session; this is achieved by the child's key worker learning simple words and phrases from the child's parents and dual-language books.

We respect that bilingual children have ideas and experiences, but cannot always express them in English. If the parents can speak English, we aim to gain as much information as we can about the child before they come into Beckermat Nursery, so if they have done something very exciting over the weekend we are aware of what the child is trying to express.

Where available support is sought from an interpreter, this enables information to be relayed between the parents and the setting. If the parents' first language is not English, bilingual colleagues can also be helpful when communicating with parents and children; the nursery environment is enriched by taking on elements of different cultures through displays and physical and human resources.

When assessing children's development, communication, language and literacy skills, practitioners must assess children's skills in English. If a child does not have a strong grasp of English language, practitioners must explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.

Modern Slavery Policy:

This policy is made to adhere to the Modern Slavery Act 2015 and sets out the steps that Beckermat Nursery has taken and will continue to take to ensure that modern slavery or human trafficking is not taking place within our business or supply chain.

Modern slavery encompasses slavery, servitude, human trafficking and forced labour. Beckermat Nursery has a zero tolerance approach to any form of modern slavery. We are committed to acting ethically and with integrity and transparency in all business dealings and to putting effective systems and controls in place to safeguard against any form of modern slavery taking place within the business or our supply chain.

Beckermat Nursery operates a number of internal policies to ensure that we are conducting business in an ethical and transparent manner. These include:

Recruitment policy. We operate a robust recruitment policy, including conducting DBS and eligibility to work in the UK checks for all employees to safeguard against human trafficking or individuals being forced to work against their will.

Whistleblowing policy. We operate a whistleblowing policy so that all employees know that they can raise concerns about how colleagues are being treated, or practices within our business or supply chain, without fear of reprisals.

Our Suppliers

Beckermat Nursery maintains a preferred supplier list. We conduct due diligence on all suppliers before allowing them to become a preferred supplier. (For UK based employees) our suppliers must pay their employees at least the national minimum wage / national living wage (as appropriate), (For international employees) our suppliers must pay their employees any prevailing minimum wage applicable within their country of operations.

We may terminate the contract at any time should any instances of modern slavery implicating our suppliers come to light.

Performance Indicators

We will know the effectiveness of the steps that we are taking to ensure that slavery and/or human trafficking is not taking place within our business or supply chain if; No reports are received from employees, the public, or

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law enforcement agencies to indicate that modern slavery practices have been identified.

Staff:

Staff Behaviour Policy:

Beckermat Nursery has the following behavioural expectations of staff, which includes volunteers and students. These expectations should be read in line with our other policies and procedures, the Employee Handbook and each individual's Statement of Main Terms of Employment. These must be adhered to at all times.

- The best interests of the children, their welfare, safety, care and development are paramount. Children must be listened to.
- The requirements of the Statutory Framework for the Early Years Foundation Stage and Working Together to Safeguard Children should be followed at all times.
- Children, parents/carers, colleagues, visitors and other professionals are to be treated equally and with respect. Staff should be a good role model and not show any bullying, derogatory, prejudicial, or discriminatory behaviour/language. If anyone else presents this type of behaviour it should be addressed or brought to management's attention. Action should be taken to prevent or address children displaying this behaviour towards each other.
- Child's developmental records and assessment must be current and kept up to date. They should not leave the nursery premises and staff should ensure sufficient information is shared with parents/carers about their child ensuring confidentiality is still maintained.
- Confidential information should only be shared on a 'need to know' basis. Staff should be wary of how they share information i.e. the environment/method that they disclose it in, storage of information and also that they maintain confidentiality outside work.
- Ratios must be maintained at all times, even if this means staying at work longer, especially where a parent/carer is late collecting their child. Children must be adequately supervised at all times.
- Staff must arrive promptly at work and be ready to start work at their start time. If they are going to be late due to unforeseen circumstances they must notify the nursery as soon as possible.
- Staff are expected to disclose any convictions, cautions, court orders, reprimands, warnings or changes in circumstances which may affect their suitability to work with children.

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- Staff should be careful not to conduct themselves in a way that leaves them open to allegations of inappropriate behaviour towards children when toileting them, comforting them or managing their behaviour.
- Staff should be alert to concerns and indicators of abuse and children's needs not being met, specifically in relation to extremism, various types of abuse, neglect and special educational needs and disabilities. Concerns should be raised through appropriate channels. Concerns of a child protection/safeguarding nature should be reported to the Designated Safeguarding Co-ordinator.
- Staff must not be under the influence of alcohol or drugs while at work and should inform management of any medication they are taking to ensure that they are safe to carry out their duties. Medication must be stored securely out of the reach of children.
- Sickness reporting procedures and exclusion periods must be followed.
- Staff members' mobile phones must not be taken into nursery rooms or used in the presence of children and should be stored appropriately.
- Staff should practice safe internet, email and social media usage.
- Smoking is not permitted on the nursery premises or grounds, in uniform or in the presence of children.
- Staff must be aware and keep themselves up to date with any allergies and dietary requirements children have.
- Steps should be taken to ensure the nursery premises are safe and secure. Gates and doors should not be left open, visitors should have their identities checked before being permitted entry and children must only be permitted to leave nursery with authorised persons.
- Staff must ensure the safety of themselves and others, by identifying and eliminating/controlling risks and following guidance and training.
- Personal Protective Equipment (PPE) should be used as instructed in induction, policies, risk assessments and COSHH safety data sheets. This includes using gloves and aprons when dealing with bodily fluids.
- Good hygiene must be practised and others including children must be encouraged to do the same.

- Uniform requirements must be adhered to during working time.

Selection and Recruitment Policy:

The process of selection and recruitment must be fair, systematic, efficient and effective, ensuring equality of opportunity. Employees must be recruited in accordance with relevant statutory obligations.

Our approach will be to ensure that Beckermert Nursery effectively employs people with the right skills and at the right time, however being a childcare provider the employee **MUST ENJOY BEING WITH CHILDREN**; working with children must be a passion and this must be shown during the recruitment process.

Criteria

The criteria for selection should be based on relevant knowledge, skills, attitudes and physical ability to do the job as described in an up-to-date job description and person specification.

Authority for recruitment

All positions must have the Director's approval.

Record keeping and management

A record of the full process of recruitment and selection should always be made and maintained meticulously. It is the responsibility of the recruiting managers to ensure that records are kept; this includes notes of meetings, emails, telephone calls, copies of correspondence etc. All sensitive information should be treated confidentially and meet the requirements of the General Data Protection Regulation 2018.

Equal Opportunities

Beckermert Nursery is committed to the fair treatment of its staff, potential staff or users of its services regardless of race/ethnic origin, gender, gender reassignment, religion, sexual orientation, responsibilities for dependents/pregnancy, age, marital status, or disability.

It is unlawful to refuse employment to someone on the grounds relating to trade union membership; either membership of a trade union, refusal to join a trade union or previous/current trade union activities.

Recruitment monitoring

In order that the effectiveness of our recruitment policy can be monitored, job applicants are asked to provide information for monitoring purposes. The information will not be used as selection criteria but it will provide information needed for monitoring our equality commitment.

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Disclosure and Barring Service (DBS) & Recruitment of Ex-offenders

We actively promote equality of opportunity for all with the right mix of talent, skills and potential and welcome applications from a wide range of candidates, including those with criminal records. We select all candidates for interview based on their skills, qualifications and experience.

As an organisation using the Disclosure and Barring Service (DBS) to assess applicants' suitability for positions of trust, Beckermets Nursery complies fully with the DBS Code of Practice and undertakes to treat all applicants fairly. It undertakes not to discriminate unfairly against any subject of a disclosure on the basis of a conviction or other information revealed.

A DBS check is only requested after a thorough risk assessment has indicated that one is both proportionate and relevant to the position concerned. For those positions where a DBS check is required, all application forms, job adverts and recruitment briefs will contain a statement that a DBS check will be requested in the event of the individual being offered the position.

Where a DBS check is to form part of the recruitment process, we encourage all applicants called for interview to provide details of their criminal record at an early stage in the application process. We request that this information is sent under separate, confidential cover, to a designated person with Beckermets Nursery and we guarantee that this information will only be seen by those who need to see it as part of the recruitment process.

We ensure that all those in Beckermets Nursery who are involved in the recruitment process have undertaken Safer Recruitment training to identify and assess the relevance and circumstances of offences. We also ensure that they have received appropriate guidance and training in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act, and that adequate periods of time are allocated to the recruitment process from advertisement (with safer recruitment terminology included) to taking up the job role.

At interview, or in a separate discussion, we ensure that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment.

We make every subject of a DBS check aware of the existence of the DBS Code of Practice and make a copy available on request. We undertake to discuss any matter revealed in a DBS check with the person seeking the

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position before withdrawing a conditional offer of employment. **Having a criminal record will not necessarily bar you from working with us.** This will depend on the nature of the position and the circumstances and background of your offences.

For further information see the Safer Recruitment & Suitability of Staff Policy and also the DBS Checking & ID Procedure.

The Charity Commission

A person is disqualified from acting as a charity trustee or holding a senior management position within a charity, if certain legal disqualification reasons apply to them. Guidance relating to this legislation can be found here <https://www.gov.uk/guidance/automatic-disqualification-rule-changes-guidance-for-charities> and a Declaration Form which should be completed annually by all trustees and people in relevant senior management positions can be found in the appendix. This form should also be used during recruitment for these positions.

Permission to work in the United Kingdom

Beckermets Nursery observes its legal obligations in checking the right to work in the UK when employing all staff.

The Asylum and Immigration Act 1996 makes it a criminal offence for an employer to employ those who do not have permission to live or to work in the United Kingdom. As a result, in all advertisements the following line of text must be used: **"Applicant must be eligible to work in the UK in order to apply for this role"**.

Further information on checking the right to work can be found in the Right to Work in the UK Policy.

Recruitment process

Stage 1: Recruitment need identified:

The following information is required before starting the process:

❖ Job description (JD)

Before recruiting for a new or existing position, it is important to invest time in gathering information about the nature of the job. This means thinking not only about the content such as the tasks of the position, but also the purpose, the outputs required by the job holder and how it fits into the organisation's structure. Any designated professional roles that are expected to be undertaken as part of the role being recruited for will be included within the job description.

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❖ Person specification (PS)

It is also important to consider the skills and personal attributes needed to perform the role effectively. A person specification states the essential and desirable criteria for selection. This is based on a set of competencies identified as necessary for the performance of the job. The person specification should be used to inform the criteria you use to short-list applicants.

In general, specifications should include details of:

- Skills, aptitude, knowledge and experience;
- Qualifications – which should be only those necessary to do the job;
- Personal qualities relevant to the job, such as ability to work as part of a team.

❖ Drafting job advert (JA)

Adverts should be clear and outline:

- the requirements of the job;
- the essential and the desirable criteria for job applicant's salary range;
- the job tenure (for example, contract length for a fixed term contract);
- the interview date;
- The closing date.

Stage 2: Publishing the vacancy

In general all vacant positions must be advertised internally and if necessary externally before they are filled. Where an existing employee shows interest, their application will be considered before more general recruitment action is taken.

If externally, the vacancy is prepared for publishing, approved and then published. Options are the newspapers or other forms of media.

Stage 3: Selecting applicants for interview

All applications will be considered by using the essential and desirable criteria contained in the person specification and by assessing **application forms** (not CVs) against these criteria.

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Once a short list has been formulated, each candidate should be sent a copy of the job description for the role applied for.

Stage 4: The interview

- A venue will be selected ensuring appropriate seating arrangements and that any necessary adjustments, that have been requested, are made.
- A plan of the time scale of interviews will be made.
- Questions in relation to job requirements will be prepared.
- Questions from candidates will be anticipated and have responses prepared.
- We will ensure candidates are aware of any documentation they are required to bring to the interview.
- All necessary documentation such as job description, person specification and application forms etc will be to hand.
- There will be no interruptions.
- The candidate will be welcomed and put at ease.
- The interviewer will ensure that the candidate understands the purpose of the interview, the decision making process and anticipated time scale.
- The organisation, its objectives and culture will be outlined.
- The job role and the main terms and conditions will be outlined.
- The interviewee will firstly be asked to confirm and expand on the application form.
- The interviewee will be encouraged to speak freely whilst control of the interview is still maintained.
- We will not ask discriminatory questions.
- The availability of the candidate to start work, should they be successful, will be ascertained.
- The interviewee will be given the opportunity to ask questions; the type of questions they ask are often very revealing. For example, if their questions centre around sick pay, holidays and company benefits it may indicate a lack of commitment. However, if the questions are based on career prospects, training and career development this is often a positive indicator.

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- The interviewer will go through the job description in detail with the candidate, and ask them to confirm that they are capable and competent of carrying out all the duties listed, working the required hours of work and attending the place of work. This very often provides answers to questions the interviewer may not ask.
- Health related questions will not be asked prior to employment.

The use of Interview Rating Forms in interviews is both helpful to the interviewer and crucial in defending a case of discrimination in the future. An unsuccessful candidate may challenge your selection decision claiming that they feel they are more qualified, experienced and knowledgeable than other candidates.

When making and processing the final selection decision, these need to be based solely on the criteria previously defined in the person specification. A brief written assessment of each candidate should be produced and kept with other papers relating to the selection process, including interview rating forms for 6-12 months from the date of the appointment.

Stage 5: Interview outcome and making an offer

The manager will inform the successful candidate orally and will follow up the offer in writing once the individual has orally accepted, even if a start date has not yet been agreed. The unsuccessful candidates are informed subsequently in writing.

Following oral confirmation of the preferred candidate's acceptance an offer of employment will be sent out. Various employment checks will be necessary depending on the position and these include:

- Employment references;
- Qualifications check (if necessary);
- DBS Check (if necessary for the role);
- Permission to work in the UK document check, and approval from the Home Office (if required).

Stage 6: Induction

On the first day of employment, Beckermat Nursery will carry out a formal induction for the new starter. This process acts as a welcome to the organisation and puts the new employer at ease. It will include:

- Introductions to direct management;
- A tour of the workplace and facilities;

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- An explanation of action to be taken in case of emergency;
- Going through all policies and procedures;
- Confirmation of the terms and conditions of employment;
- Providing Beckermets Nursery with written proof that the new employee is aware of the organisation's standards, expectations and rules;
- Confirmation that all relevant and necessary documentation has been received;
- Health and safety arrangements;
- A signature from the new employee confirming they have read and understood the employee handbook and statement of main terms of employment and accept that they form their contract of employment and that they will keep themselves informed of their contents.

Safer Recruitment & Suitability of Staff

Beckermets Nursery practices robust recruitment and selection procedures in checking the suitability of staff, volunteers and students to work with children. This will ensure the process of safe recruiting; job adverts include deterrent and advisable statements of DBS enhanced checks for regulated activities, and follow guidance from the DBS.

Safer recruitment means that all applicants will:

- Complete an application form, CVs on their own are unacceptable;
- Provide two referees, including at least one who can comment on the applicant's suitability to work with children;
- Provide evidence of identity, qualifications and the right to work in the UK as per the DBS ID Process & the Home Office requirements.
- We ensure that the people we employ to work with children are suitable to fulfil the requirements of their role.
- We make sure that all of our staff obtain an enhanced DBS check for regulated activity. We tell our staff that they are expected to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children.
- We do not allow any staff whose suitability has not been checked through an enhanced DBS check for regulated activity to have any unsupervised contact with children in our care.

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- We record all information about staff qualifications, identity checks, right to work and vetting processes that have been completed including the enhanced DBS check for regulated activity reference number, the date a disclosure was obtained and who obtained it.
- We also meet our responsibilities under the Safeguarding Vulnerable Groups Act 2006 which includes a duty to make a referral to the Disclosure and Barring Service when a member of staff is dismissed or would have been if they had not left the setting first because they have harmed a child or put a child at risk of harm.

We are committed to ensuring that all staff, including students are suitable to work with children. We have systems in place to ensure all staff are suitable to work with or be in regular contact with children. This includes making a decision about suitability as part of the recruitment process and monitoring continued suitability as part of regular staff or student supervision. We continually look out for staff who have behaved or may have behaved in a way that indicates they may not be suitable to work with children.

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

Staff awaiting these checks will never:

- Be left unsupervised whilst caring for children;
- Take children for toilet visits unless supervised by staff holding an enhanced check;
- Change nappies;
- Be left alone in a room or outside with children;
- Administer medication;
- Administer first aid;
- Take photographs of any children;

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- Be involved in looking at a child's learning and development log, although they may contribute to it;
- Have access to children's personal details and records.

Whilst ensuring all of the above are adhered to, we recognise that it is vital that the staff member awaiting an enhanced disclosure is made to feel part of the team and participate fully in every aspect of the nursery day.

Students are welcomed into our setting as more than just an extra pair of hands. They must have written confirmation from their course provider that they are a student and need a placement. All students will receive an interview to ensure that they are suitable, an induction process to ensure they fully understand and are able to implement the nursery procedures, working practices and values. Students will have access to a copy of all policies. All students will be fully supervised to ensure they receive the appropriate support, training and information they require. They will not be allowed unsupervised access to children **unless they are deemed competent, over 18 years and have a valid DBS check that we have obtained**. They will not make the number of adults present too great for the safety and benefit of children's learning.

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

All staff are responsible for notifying the manager in person if any there are any changes to their circumstances that may affect their suitability to work with children. This includes any incidents occurring outside the nursery or involving people they live in a household with.

DBS Checking & ID Procedure

As an organisation which works with children, Beckermat Nursery are entitled to ask about both spent and unspent convictions, unless the nature of the position means that an applicant would not be required to be subject to a DBS check.

On a standard or enhanced DBS check, rather than cautions and convictions being deemed as 'spent' after a period of time, some are 'filtered' which

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means that they are automatically removed from the DBS check and they don't need to be disclosed. Some cautions and convictions will never be filtered and are contained within a list covering a range of offences which are serious, relate to sexual or violent offending or are relevant in the context of safeguarding.

Cautions, where the individual was 18 or over at the time of the caution, will be filtered after 6 years. For under 18's this is done after 2 years. This is providing that the offence is not one on the list of offences that are never filtered. Cautions include reprimands and warnings.

Convictions, where the individual was 18 or over at the time of the conviction, will be filtered after 11 years providing it is their only offence, did not result in a custodial sentence and is not on the list of offences that are never filtered. Otherwise, it will remain on the certificate. Where there is more than one offence, details of all convictions will be shown and are not filtered. For those under 18 the rules are the same, except filtering occurs after 2 years.

The person going through a DBS check (the applicant) must give their employer original documents (not copies) to prove their identity. The documents required will depend on the route the application takes. The applicant must try to provide documents from Route 1 first.

Route 1

The applicant must be able to show:

- one document from Group 1, below
- 2 further documents from either Group 1, or Group 2a or 2b, below

At least one of the documents must show the applicant's current address.

Route 2

If the applicant doesn't have any of the documents in Group 1, then they must be able to show:

- one document from Group 2a
- 2 further documents from either Group 2a or 2b

At least one of the documents must show the applicant's current address. The organisation conducting their ID check must then also use an appropriate external ID validation service to check the application.

Route 3

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Route 3 can only be used if it's impossible to process the application through Routes 1 or 2. For Route 3, the applicant must be able to show:

- a birth certificate issued after the time of birth (UK and Channel Islands)
- one document from Group 2a
- 3 further documents from Group 2a or 2b

At least one of the documents must show the applicant's current address. If the applicant can't provide these documents they may need to be fingerprinted.

Continuation sheets

The applicant can use a DBS continuation sheet for additional information they can't fit on the DBS application form.

Unusual addresses

The applicant must make sure they fill in the address part of the form correctly if they have an unusual address, e.g. if they live abroad, in student accommodation or a hostel.

Group 1: Primary identity documents

<u>Document</u>	<u>Notes</u>
Passport	Any current and valid passport
Biometric residence permit	UK
Current driving licence photocard - (full or provisional)	UK, Isle of Man, Channel Islands and EU
Birth certificate - issued within 12 months of birth	UK, Isle of Man and Channel Islands - including those issued by UK authorities overseas, e.g. embassies, High Commissions and HM Forces
Adoption certificate	UK and Channel Islands

Group 2a: Trusted government documents

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<u>Document</u>	<u>Notes</u>
Current driving licence photocard - (full or provisional)	All countries outside the EU (excluding Isle of Man and Channel Islands)
Current driving licence (full or provisional) - paper version (if issued before 1998)	UK, Isle of Man, Channel Islands and EU
Birth certificate - issued after time of birth	UK, Isle of Man and Channel Islands
Marriage/civil partnership certificate	UK and Channel Islands
HM Forces ID card	UK
Firearms licence	UK, Channel Islands and Isle of Man

*All driving licences must be valid.

Group 2b: Financial and social history documents

<u>Document</u>	<u>Notes</u>	<u>Issue date and validity</u>
Mortgage statement	UK or EEA	Issued in last 12 months
Bank or building society statement	UK and Channel Islands or EEA	Issued in last 3 months
Bank or building society account opening confirmation letter	UK	Issued in last 3 months
Credit card statement	UK or EEA	Issued in last 3 months
Financial statement, e.g. pension or endowment	UK	Issued in last 12 months

<u>Document</u>	<u>Notes</u>	<u>Issue date and validity</u>
P45 or P60 statement	UK and Channel Islands	Issued in last 12 months
Council Tax statement	UK and Channel Islands	Issued in last 12 months
Work permit or visa	UK	Valid up to expiry date
Letter of sponsorship from future employment provider	Non-UK or non-EEA only - valid only for applicants residing outside of the UK at time of application	Must still be valid
Utility bill	UK - not mobile telephone bill	Issued in last 3 months
Benefit statement, e.g. Child Benefit, Pension	UK	Issued in last 3 months
Central or local government, government agency, or local council document giving entitlement, e.g. from the Department for Work and Pensions, the Employment Service, HMRC	UK and Channel Islands	Issued in last 3 months
EU National ID card		Must still be valid
Cards carrying the PASS accreditation logo	UK, Isle of Man and Channel Islands	Must still be valid
Letter from head teacher or college principal	UK - for 16 to 19 year olds in full time education - only used in exceptional circumstances if other documents cannot be provided	Must still be valid

Disclosure & Barring Update Service

It is the policy of Beckermets Nursery to enhance our safeguarding process and reduce risks. To achieve this, when an employee's DBS certificate is due for rechecking, a DBS check will be carried out at the expense of the employee and the employee will subscribe to the DBS update service. The cost of subscribing to the DBS Update Service will be £13.00 per annum and the cost will be borne by the employee. It is a condition of employment that employees will subscribe to the service for the duration of their employment with Beckermets Nursery and that they give Beckermets Nursery their ongoing consent to carry out checks for the duration of their employment.

Benefits to employees of subscribing to the Update Service:

- Saves them time and money;
- One DBS certificate is all they may ever need;
- Take their DBS Certificate from role to role within the same workforce;
- They are in control of their DBS Certificate;
- They can get ahead of the rest and apply for jobs pre-checked.

Update Service Status Checks (results):

When Beckermets Nursery carries out an online status check of a DBS certificate, we will receive one of the following status results:

- **The DBS Certificate did not reveal any information and remains current, as no further information has been identified since its issue.** (Current and Valid). This means the original certificate was empty and no new information has been added.
- **This DBS Certificate remains current as no further information has been identified since its issue.** (Current and valid). This means the original certificate had something minor and insignificant on it but nothing new has been added.
- **This DBS Certificate is no longer current. Please apply for a new DBS check to get the most up to date information.** (Not Current, Not Valid). Should we receive this status report, the employee will be suspended on full pay immediately whilst we check with the DBS to see

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if the individual is barred using the Early Confirmation of barring. This process should take 5 working days. A copy of the Early Confirmation form can be found in the appendix.

- **The details entered do not match those held on our system, please check and try again.** (Not valid). This means; the individual is not subscribed to the Update Service, the individual has unsubscribed themselves from the service, or the information submitted was inaccurate.

Guidance for employees and employers regarding DBS Update Service may be found in the Appendix.

Cautions & Convictions

The police have it within their remit to give cautions for a variety of different offences. The caution is sent in the post and requires you to sign to say that you accept this offence.

However, signing this caution is an admission of guilt and will result in your offence being forwarded to the Disclosure and Barring Service. The same applies to convictions. They will then be placed on your DBS file and in certain cases, if appropriate, may result in Beckermets Nursery taking the following steps:

- Disciplinary Proceedings – potentially dismissal, for example, if the company's name is brought in to disrepute.
- Safeguarding issues resulting in barring.

During this process the company's policies and procedures will be adhered to at all times.

It is the responsibility/contractual obligation of all staff to inform the nursery of any cautions or convictions they may have received immediately.

Right to Work in the UK

We conduct right to work checks on all potential employees. This means that we ask all people that we are considering employing to provide us with their documents. These checks are carried out when offering employment which would be 'subject to obtaining proof of the right to work in the UK'. To ensure that we do not discriminate against anyone, we treat all job applicants in the same way at each stage of our recruitment process.

Only original documentation is checked, using the physical document itself, not a faxed, scanned or photographed copy. It is also done in the presence of the person being checked.

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A copy of the documentation is taken in a format that cannot be altered, e.g. paper copy, or PDF or JPEG. This will clearly show all important details including; name, photograph, date of birth, nationality, signature, date of expiry, date that leave to remain and work in the UK expires. The copies will be kept securely for the duration of the person's employment and for a further two years after they stop working for us. The date that the check was made will also be recorded.

If it is reasonably apparent that the document is false or that the person being checked is not the person in the document then acceptance of those documents and allowing that person to work could result in a civil penalty or prosecution. Failure to carry out these checks correctly, or at all, and if found to be employing someone illegally, could result in a civil penalty of up to £20,000 for each illegal worker. It is a criminal offence to knowingly employ an illegal worker and may result in up to 2 years' imprisonment and/or an unlimited fine.

List A - Acceptable documents to establish a continuous statutory excuse

Contains documents that can be accepted as proof of permanent right to work in the UK and will only need to be checked at the start of the employment, providing adequate records are kept.

1. A passport showing the holder, or a person named in the passport as the child of the holder, is a British citizen or a citizen of the UK and Colonies having the right of abode in the UK.
2. A passport or national identity card showing the holder, or a person named in the passport as the child of the holder, is a national of a European Economic Area country or Switzerland.
3. A Registration Certificate or Document Certifying Permanent Residence issued by the Home Office to a national of a European Economic Area country or Switzerland.
4. A Permanent Residence Card issued by the Home Office to the family member of a national of a European Economic Area country or Switzerland.
5. A current Biometric Immigration Document (Biometric Residence Permit) issued by the Home Office to the holder indicating that the person named is allowed to stay indefinitely in the UK, or has no time limit on their stay in the UK.
6. A current passport endorsed to show that the holder is exempt from immigration control, is allowed to stay indefinitely in the UK, has the right of abode in the UK, or has no time limit on their stay in the UK.
7. A current Immigration Status Document issued by the Home Office to the holder with an endorsement indicating that the named person is

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allowed to stay indefinitely in the UK or has no time limit on their stay in the UK, together with an official document giving the person's permanent National Insurance number and their name issued by a Government agency or a previous employer.

8. A full birth or adoption certificate issued in the UK which includes the name(s) of at least one of the holder's parents or adoptive parents, together with an official document giving the person's permanent National Insurance number and their name issued by a Government agency or a previous employer.
9. A birth or adoption certificate issued in the Channel Islands, the Isle of Man or Ireland, together with an official document giving the person's permanent National Insurance number and their name issued by a Government agency or a previous employer.
10. A certificate of registration or naturalisation as a British citizen, together with an official document giving the person's permanent National Insurance number and their name issued by a Government agency or a previous employer.

List B

Contains documents that can be accepted as proof of temporary right to work in the UK. These need to be re-checked in the near future as they are not permanent. For Group 1 documents, this is once they expire; for Group 2 documents this is 6 months after the date specified in your Positive Verification Notice.

Group 1 – Documents where a time-limited statutory excuse lasts until the expiry of leave

1. A current passport endorsed to show that the holder is allowed to stay in the UK and is currently allowed to do the type of work in question.
2. A current Biometric Immigration Document (Biometric Residence Permit) issued by the Home Office to the holder which indicates that the named person can currently stay in the UK and is allowed to do the work in question.
3. A current Residence Card (including an Accession Residence Card or a Derivative Residence Card) issued by the Home Office to a non-European Economic Area national who is a family member of a national of a European Economic Area country or Switzerland or who has a derivative right of residence.
4. A current Immigration Status Document containing a photograph issued by the Home Office to the holder with a valid endorsement indicating that the named person may stay in the UK, and is allowed to do the type of work in question, together with an official document giving the

person's permanent National Insurance number and their name issued by a Government agency or a previous employer.

Group 2 – Documents where a time-limited statutory excuse lasts for 6 months

1. A Certificate of Application issued by the Home Office under regulation 17(3) or 18A (2) of the Immigration (European Economic Area) Regulations 2006, to a family member of a national of a European Economic Area country or Switzerland stating that the holder is permitted to take employment which is less than 6 months old together with a Positive Verification Notice from the Home Office Employer Checking Service. The Certificate of Application must state that work is permitted. An initial acknowledgement letter does not demonstrate a right to work.
2. An Application Registration Card issued by the Home Office stating that the holder is permitted to take the employment in question, together with a Positive Verification Notice from the Home Office Employer Checking Service.
3. A Positive Verification Notice issued by the Home Office Employer Checking Service to the employer or prospective employer, which indicates that the named person may stay in the UK and is permitted to do the work in question.

Positive Verification Notice

For List B Group 2, it is a requirement to contact the Home Office and obtain a Positive Verification Notice through the Employer Checking Service (<https://www.gov.uk/employee-immigration-employment-status>).

Responses are usually provided within 5 working days. The person being checked will be informed that we are carrying out this check.

If the person being checked hasn't provided any acceptable documents in List B because they have an outstanding application made before their previous permission expired, have an appeal or an administrative review pending then a Positive Verification Notice will need to be obtained (see number 3 of List B, Group 2). For this, 14 days after the application, appeal or review should be allowed to request a verification check so that the Home Office has time to register the application, appeal or review.

EEA Nationals

EEA nationals have the right to work in the UK. However, we still require any person who claims to be an EEA national to produce an official document showing their nationality. Not all EEA nationals are permitted to

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work in the UK without restrictions. The following EEA Nationals may work without restriction:

Austria	Belgium	Bulgaria	Cyprus
Czech Republic	Denmark	Estonia	Finland
France	Germany	Greece	Hungary
Iceland	Ireland	Italy	Latvia
Liechtenstein	Lithuania	Luxembourg	Malta
Netherlands	Norway	Poland	Portugal
Romania	Slovakia	Slovenia	Spain
Sweden			

(Nationals of Switzerland may also work without restriction.)

Family Members of EEA Nationals & those with Derivative Right of Residence

Family members of EEA Nationals also have the right to live and work in the UK. This applies equally to family members of Swiss Nationals. Family members are spouses, civil partners, children under 21 and dependant relatives in the ascending line such as parent or grandparent. Other relatives such as unmarried partners must be issued with a Residence Card by the Home Office to be classed as a family member.

When the current residence card, permanent residence card, accession residence card or derivative residence card is inserted into the holder's national passport, there is no requirement for that passport to be current. However, we will ensure that the passport belongs to that person and take particular care checking the passport photograph if the passport is a number of years old.

Derivative Right of Residence means that rights to live and work in the UK have been established by the Court of Justice of the European Union in cases where the non-EEA national's presence is necessary in order to enable an EEA national or British citizen to live here. E.g. the non-EEA parent of an EEA child may meet the requirements. These rights only arise in a limited range of circumstances and only where the specific conditions are met.

There is no mandatory requirement for non-EEA nationals who are resident in the UK as a family member of an EEA national, or who have a derivative right of residence in the UK, to register with the Home Office or to obtain documentation issued by the Home Office. It is up to the Employer to decide whether to accept proof of existence of the right to work in the form of other documents not listed in Lists A and B, however the employer would

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be liable if the non-EEA National was found not to have the right to work in the UK. Therefore we would not accept this and would contact the Home Office for further advice should this issue arise.

Croatian Nationals

Croatian Nationals are able to move and reside freely since 2013, however the UK has applied transitional restrictions on their right to work in the UK, so Croatian Nationals must hold a valid accession worker authorisation document (purple registration certificate) or be exempt from work authorisation.

Croatian students with a yellow registration certificate are permitted to work 20 hours during term time and full time during vacation periods.

Non-EEA family members of Croatian Nationals who require work authorisation are issued with Accession Residence Cards which are acceptable under List B and are therefore only temporary.

Entrepreneurs

If a person is granted leave under Tier 1 of the Points Based Scheme as an entrepreneur they are not permitted to be employed. This would be clear from their passport or Biometric Residence Card.

Students

International students are often able to work part-time during their studies in the UK and full-time during their vacations and any period of time between completing their studies and the expiry of their permission to be in the UK. Some international students have no right to work at all. Short-term students have no right to work.

For those that do have a limited right to work, the permitted working hours depend on when the permission to stay in the UK was applied for, the type of course they are studying and the type of educational provider.

For students with a limited right to work in the UK during term time, we are required to obtain and retain evidence of their academic term and vacation dates. This will make it easier for us to know when an international student employee may work part-time, and when they are permitted to work full-time. We will obtain the dates for the entire duration of the course or, if this is not possible, we will obtain and copy them annually ensuring the information we hold is current at the time of the student's employment. Acceptable evidence is one of the following:

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1. A printout from the student's education institution's website or other material published by the institution setting out its timetable for the student's course of study (we will check the website to confirm the link is genuine); or
2. A copy of a letter or email addressed to the student from their education institution confirming term time dates for the student's course; or
3. A letter addressed to us as the employer from the education institution confirming the term time dates for the student's course.

For students with permission to study under Tier 4 of the Points Based System, the right to work is linked with 'following a course of study' at the appropriate academic level and with a sponsor of a specified academic status that permits them to work up to a number of hours. If they cease studying before they complete their course they no longer have the right to work as they are no longer following a course of study.

The student's passport or Biometric Residence Permit will state if they are permitted to work and the hours they can work during term time. If this is not stated, they do not have the right to work.

Work Placements

Tier 4 students, including child students aged 16 or over, are allowed to undertake work placements where they are an integral and assessed part of the course. Tier 4 education sponsors should provide a letter addressed to us as the work placement provider confirming that the work placement forms an integral part of the course, meets the specific criteria and does not breach the restrictions. The letter should also include the terms and conditions of the work placement, including the work that the student will be expected to do, and how and when they will be assessed. We will obtain and retain such a letter as evidence of the work placement and evidence that the work placement restrictions have not been breached.

Summary of Employment Permitted by International Students

Date of Application	Education Provider	Course Type	Age of Migrant	Work Conditions
Before 2 nd March 2010	Any	Any	n/a	• Max. 20 hours per week during term time. • Any duration during vacations. • Employment as part of course related work placement (no more than

				half of total length of course). • Employment as Student Union Sabbatical Officer (max 2 years). • Employment as a postgraduate doctor or dentist on a recognised Foundation programme. • No self-employment. • No employment as a professional sports person (including a sports coach) or an entertainer.
From 3 rd March 2010 to 3 rd July 2011 (inclusive)	Any	Degree level (NQF 6 and above) Foundation degree course (NQF 5)	n/a	• Max. 20 hours per week during term time. • Any duration during vacations. • Employment as part of course related work placement (no more than half of total length of course). • Employment as Student Union Sabbatical Officer (max 2 years). • Employment as a postgraduate doctor or dentist on a recognised Foundation programme. • No self-employment. • No employment as a professional sports person (including a sports coach) or an entertainer.
	Any	Below degree level (NQF 5 and below) (excluding foundation degree course)	n/a	• Max. 10 hours per week during term time. • Any duration during vacations. • Employment as part of course related work placement (no more than half of total length of course). • Employment as Student Union Sabbatical Officer (max 2 years). • Employment as a postgraduate doctor or dentist on a recognised Foundation programme. • No self-employment. • No employment as a professional sports person (including a sports coach) or an entertainer.

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On or after 4 th July 2011	Tier 4 (General) Students Higher Education Institution (HEI – e.g. University) or sponsored by an overseas HEI to undertake a short-term Study Abroad Programme in the UK.	Degree level (NQF 6) or above	n/a	• Max. 20 hours per week during term time. • Any duration during vacations. • Employment as part of course related work placement (no more than half of total length of course)* • Employment as Student Union Sabbatical Officer (max 2 years). • Employment as a postgraduate doctor or dentist on a recognised Foundation programme. • No self-employment. • No employment as a professional sports person (including a sports coach) or an entertainer.
		Below degree level (NQF 5 and below)	n/a	• Max. 10 hours per week during term time. • Any duration during vacations. • Employment as part of course related work placement (no more than half of total length of course).* • Employment as Student Union Sabbatical Officer (max 2 years). • Employment as a postgraduate doctor or dentist on a recognised Foundation programme. • No self-employment. • No employment as a professional sports person (including a sports coach) or an entertainer.
	Tier 4 (General) Students at a publicly- funded further education college	Any	n/a	• Max. 10 hours per week during term time. • Any duration during vacations. • Employment as part of course related work placement (no more than a third of the total length of course).* • Employment as Student Union Sabbatical Officer (max 2 years). • Employment as a postgraduate doctor or

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				dentist on a recognised Foundation programme. • No self-employment. • No employment as a professional sports person (including a sports coach) or an entertainer.
	Tier 4 (General) Students privately funded Further Education College	Any	n/a	No work allowed.
	Tier 4 (Child) Students (Children under 16 yrs of age may only be educated at independent fee paying schools)	Any	Aged 16 or over	• Max. 10 hours per week during term time. • Any duration during vacations. • Employment as part of course related work placement (no more than half of total length of course). • Employment as Student Union Sabbatical Officer (max 2 years). • Employment as a postgraduate doctor or dentist on a recognised Foundation programme. • No self-employment. • No employment as a professional sports person (including a sports coach) or an entertainer.
			Under 16	No work allowed.

*For Tier 4 (General) Student cases that were granted leave between 4 July 2011 and 5 April 2012 (inclusive), employment as part of a course-related work placement was restricted to half the total length of the course undertaken in the UK. For Tier 4 (General) Student cases granted leave from 6 April 2012 onwards, employment as part of a course-related work placement is restricted to no more than one third of the total length of the course undertaken in the UK unless the student is following a course at degree level or above and is sponsored by an HEI or by an overseas HEI to undertake a short-term Study Abroad Programme in the UK, or there is a statutory duty for the course length to be longer than one third of the course length.

Rechecking

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This only applies where documents originally provided were from List B. List A documents provide a permanent proof of right to work in the UK.

If, on the date on which permission (as set out in the document checked) expires, we are reasonably satisfied that our employee has either:

- (i) submitted an in time application to extend or vary their permission to be in the UK; or
- (ii) made an appeal or an administrative review against a decision on that application;

Our statutory excuse will continue from the expiry date of our employee's permission for a further period of up to 28 days to enable us to obtain a positive verification from the Employer Checking Service.

If during this period of 28 days, our employee provides evidence that their application, appeal or administrative review has been determined with permission to remain granted together with the relevant acceptable document from List A or List B Group 1, we may establish our excuse by checking these documents in the normal way and a positive verification by the Employer Checking Service will not be required. If, however, the documents provided are from List B Group 2, verification by the Employer Checking Service that the employee can continue to do the work in question will still be required for us to obtain a continuing excuse.

In respect of an appeal or administrative review, we will seek positive verification through the Employer Checking Service. A letter from a solicitor indicating a successful appeal or administrative review or a copy of a successful court judgment will not provide us with a statutory excuse.

We can reasonably satisfy ourselves of a pending application through, for example, a Home Office acknowledgment letter or a Home Office or appeal tribunal reference number, and proof of date of postage. If our employee cannot provide this evidence, this does not necessarily mean that they have not made an application, appeal or applied for an administrative review.

It is possible for someone to make an application to extend or vary their leave after their permission to be in the UK has expired, but it must normally be made within 28 days of expiry. As this existing permission would then have expired their corresponding right to work would also have expired, so we would not permit this person to continue working until the outcome has been determined.

TUPE

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In a TUPE situation, right to work checks carried out by the 'seller' are deemed to have been carried out by the 'buyer', however liability also transfers to the 'buyer' where these were not done so correctly. In this situation should it arise with Beckermets Nursery as 'buyers', we would therefore ensure that checks for the right to work are done again. The government allows for a 60 day grace period from the date of the transfer for doing so. This would also help us determine and update records for the dates for rechecking.

Induction Procedure

Staff will undertake an induction upon starting employment to ensure that an ethos of openness and being welcoming is practiced by all staff for parents and children using the nursery and linked sites.

During the process all relevant forms concerning employment will be completed and the following will be outlined:

- The job expectations;
- Details of job role and responsibilities;
- Standards expected in the nursery;
- Beckermets Nursery's policies and procedures;
- The nursery's routine and standards and ensure the employee's understanding in order to be able to apply, use and follow them.

Induction procedures include:

- New employees will be informed of the health and safety and emergency evacuation procedures as well as fire exit locations in their induction. Inductions will be carried out by the manager/deputy manager.
- If there is a change to current procedures, these changes will be addressed in staff meetings.
- A copy of the main policies are kept in the reception area. These are refreshed by the manager as necessary and all staff in the nursery are required to sign these policies to show they have read and understood them.
- New policies are circulated throughout the rooms before being added to the policy file, displayed in the entrance of the nursery.

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- All new members of staff are employed with an initial six month probationary period. At the end of the probationary period the manager will conduct a supervision and, if successful, allow the employee to continue being employed. Staff must be familiar with the policies before obtaining a permanent contract and will sign to say they have read and understood them.
- New employees will be supplied with a name badge. This must be worn at all times during working hours.

Continued Personal Professional Development Policy - CPD

Beckermat Nursery is an equal opportunities employer. We recognise that our employees are part of a team that makes the provision of care, development and learning for the children in our care.

We further recognise that our employees have talents, skills and experience beyond those immediately required of their job descriptions. We believe in developing the skills of our employees, both their professional and specialist skills, particularly where they are of benefit to the organisation.

With this commitment, we ask employees to work with us on a programme of continued professional and personal development (CPD); this is also to be understood as flexibility of time and of learning. CPD is not based in explicit training only, it is more than that. It to be implicitly understood under the willingness and commitment that oneself makes towards improvement, personal and professional growth, in that the employee understands its value to the community, to the workplace and ultimately to oneself.

A consistent and motivated CPD attitude is paramount to foster Beckermat Nursery's aims and objectives and, ultimately, its vision. A positive attitude to CPD is instrumental for sustainability of growth and quality of childcare provision. In line with this understanding, the programme, being broader than this, includes:

- Assessing every member of staff at least once every year and setting out their own personal development plan (PDP) as part of Beckermat Nursery's performance assessment activity.
- Encouraging staff to pass on their knowledge to those less experienced.
- Holding regular staff supervision meetings.
- Encouraging, where practical, staff to attend external training courses.

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- Developing a training analysis addressing both qualifications and continuous professional development needs of each staff member and the nursery as a whole.

Within this commitment and when requested under a reasonable amount of time and frequency, the employee must attend compulsory (e.g. legislative nature requirements) training sessions and should attend non-compulsory training workshops (e.g. CPD nature) organised by Beckermat Nursery. Failure to attend a booked course will result in the full amount of the particular course being deducted from the staff member's wage.

Supervision/Appraisal Policy

Aims

- To assist all employees in performing their jobs to the best of their abilities, maximising their levels of job satisfaction and their contributions to Beckermat Nursery's objectives.
- To identify individual employee's training and development needs required to meet the nursery's goals.
- To highlight the potential of each individual employee to develop within their current position, or into another.
- To ensure that employees are aware of the contribution they make to the achievement of the objectives of Beckermat Nursery.

Procedure

Each employee will be appraised regularly, and an exchange of views will take place between supervisors and their immediate subordinates. The Action Plan is intended to be a fair representation of the discussion, and is referred to as a working document throughout the year.

Personal appraisal documentation must be stored in the individual employee's personnel file, and subject to the normal security and privacy measures applying to that file.

Supervisions are backward looking; the assumption is made that the employer has competently appointed the person being supervised, and they have the skills to do their job. Therefore the supervision interview is about how well, or otherwise, the person has used their skills in achieving the standards required, and identifying where they need to lift their performance and use the skills they have.

Effective supervision provides support, coaching and training for the practitioner and promotes the interests of children. Supervision should

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foster a culture of mutual support, teamwork and continuous improvement, which encourages the confidential discussion of sensitive issues. Supervision should provide opportunities for staff to:

- Discuss any issues – particularly concerning children's development or well-being;
- Identify solutions to address issues as they arise; and
- Receive coaching to improve their personal effectiveness.

Appraisals are forward looking; they are about stating what the business objectives are for the next year, as set out in the business plan, and identifying and clarifying the appraiser's part in achieving those objectives.

Following on from that, the discussion focuses around what new skills, capabilities or resources the appraisee needs in order to meet the personal objectives which have just been agreed. If reference is made to past performance, it is only done when it is required to identify the current level of the appraisee's performance. This would be done in order to decide what development is required to move to the level of performance required by the new objectives.

Appraisals are more collaborative than supervisions, the intention being for the appraiser and appraisee to co-operate on deciding how they are jointly to achieve the future objectives of their mutual employer.

Appraisal interviews will take place on an annual basis during a two month period which is announced well in advance. They should be carried out by the appraiser's immediate line employee on a one-to-one basis.

Training or coaching will be provided to all appraisers prior to conducting their first appraisal interview. New employees will be appraised after six months of employment, and thereafter on an annual basis that coincides with the overall schedule.

Prior to appraisal, appraisers should inform the appraisee that their interview is due, and give them the appraisal preparation form together with the current Job Description and (if any) task list. The appraisee should be shown the appraisal form to ensure that they are aware of the types of questions they will be asked and can prepare for them. The appraiser will gather appropriate information relevant to the performance review, such as:

- Supervision records,
- Line manager's, or other manager's opinions,

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- Training records,
- General discreet enquiries to relevant co-workers.

By “discreet” it is meant that such information gathering must be carried out in a manner which does not undermine the authority or dignity of the person being appraised, and does not give rise to a general discussion of their merits and demerits.

All employees will be appraised in order to ensure that the communication of corporate objectives is made more effectively.

The appraisal interview should take place in private, in comfortable surroundings with no distractions, not overlooked by other people, and arrangements made to have no interruptions.

As the appraisal proceeds, any matters requiring action must be listed on the Action Plan, noting all agreed actions, together with agreed resources and target dates.

Appraisal forms will be completed by the appraiser shortly after the interview takes place, with a short follow-up meeting to review, agree and sign the form. A copy of the completed appraisal form should be given to the appraisee.

The completed appraisal form and Action Plan must be viewed as working documents and as such be continually referred to and reviewed throughout the year. Any items on the Action Plan requiring the actions of others, or for others to be informed, should be added to the appropriate individual’s or the general Action Plan.

Progress against the Action Plan should be reviewed by the appraisee and their line manager at each performance review meeting.

Staff Qualifications, Training, Support and Skills

The daily experience of children in early year’s settings and the overall quality of provision depends on all staff having appropriate qualifications, training, skills and knowledge and that they have a clear understanding of their roles and responsibilities. We make sure that all of our staff receive induction training to help them understand their roles and responsibilities. Our induction training includes information about all of our policies and procedures especially emergency evacuation procedures, safeguarding and child protection, equality, health and safety issues. We will support staff to undertake appropriate training and professional development opportunities to the equivalent of at least 24 hours per year to make sure they offer

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quality learning and development experiences for children, and so that they are continually improving.

We will put appropriate arrangements in place for the supervision of staff that have contact with children and families. Our supervisions will provide support, coaching and training for the member of staff. Supervisions should foster a culture of mutual support, teamwork and continuous improvement which will encourage the confidential discussion of sensitive issues. Our supervisions will provide opportunities to staff such as:

- Discuss any issues, particularly concerning children's development or well-being;
- Identify solutions to address issues as they arise;
- Receive coaching to improve their personal effectiveness.

The Nursery leader holds a BSc Hons Degree Level 6 in Child and Family Studies and a Foundation Degree Level 5 in Integrated Care and Education and the Senior Nursery Nurse holds the CACHE level 3 Diploma in Pre-school Practice or an equivalent qualification and a minimum of half of our employees hold the CACHE level 2 Certificate in Pre-school Practice or an equivalent or higher qualification.

At least one person with a current paediatric first aid certificate will be on the premises and available at all times when children are present, and will accompany children on any outing they may go on. Paediatric first aid training is relevant for workers caring for young children and babies. We take into account the number of children, staff and layout of the premises to ensure that a paediatric first aider is able to respond to emergencies quickly.

Beckermat Nursery ensures that staff have sufficient understanding and use of English to ensure the well-being of children in their care. All staff at Beckermat Nursery are in a position to keep records, to liaise with other agencies, to summon emergency help and to understand instructions such as those for the safety of medicines or food hygiene.

Teamwork Policy

At Beckermat Nursery, we pride ourselves on having a close staff team and we encourage all staff to respect and value each other to establish a positive working environment.

Communication is of the highest importance - we communicate on a daily basis, in particular in regards to sharing information about the children. We

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also ask staff to share ideas and issues, both positive and negative at staff meetings. All issues are then discussed and we try to reach a conclusion together as a team by listening to each other and taking turns to give opinions.

All staff should support each other in their job role and responsibilities and jobs should be shared equally.

We operate a '*no blame*' culture meaning we will never point blame or put anybody down for things that may go wrong. We aim to talk about these things and try to find a way to resolve them together.

Management hold regular meetings in which we discuss a number of issues that may arise, these are then passed on and discussed with the staff.

We are serious about the commitment we make to our staff in providing an enjoyable, relaxed and productive working environment. Equally, we expect that our employees are serious about the commitment they make to the company and their colleagues. Teamwork is paramount and we take seriously any disruption to this established relationship; misleading and ill-interpreted conversations are not acceptable.

Children are at the heart of what we do and we strongly believe that a healthy environment is maintained by putting effort into a positive attitude to peer interaction.

Each member of staff is highly valued and each plays an important role in providing a safe and happy environment for the children to play and learn.

Staff Arrival & Departure

All staff are aware that they must use the front entrance when entering and leaving the building. We use a clocking in and out system. If staff leave the premises they are required to write their time of departure in the staff hours file and change the numbers board accordingly. All staff times are recorded on registers daily. We also have an area for staff to take breaks away from areas being used by children if they do not wish to leave the premises.

Staff working with their own Children

As a nursery we understand the stresses of returning to work after having a baby or working in the same environment as your child or a close relation. We wish to support smooth transitions for both you and the child, therefore we request that the member of staff meets with the nursery manager and room leader where appropriate to discuss the needs of all parties.

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We believe our staff should remain neutral and treat all children with the same concern; therefore, it is not appropriate for staff to care for their own children whilst working in the nursery. However, we will endeavour to accommodate all wishes of our staff and come to an agreement which suits us all.

- Staff caring for another staff member's child will treat them as they would any other parent/child. No special treatment will be offered to any child or parent who has connections with the nursery.
- Staff will be required to adhere to guidelines about contact with their child during the nursery day. Although we do not want to restrict a parent seeing their child, we must consider the room routine and the upset that a visit may cause the child when their parent leaves the room again. This will be agreed by the manager and the room leader in order to cause as little upset as possible to all children involved.
- If there are staff shortages resulting in the movement of staff, the staff members will be placed in a different room to that of their child or close relation wherever possible.
- Where a staff member's baby requires breastfeeding, the nursery will adapt the above guidelines to suit both the baby and mother's needs. Cover will be provided during this time.

Special Consideration for Employees

We recognise that certain employees such as young persons, new and expectant mothers and persons with a disability require special consideration under the Management of Health and Safety at Work Regulations 1992 and the Equality Act 2010. The Health and Safety Policy should have regard to such persons both at the commencement of employment and during the course of it. The following procedure is therefore set down to achieve this aim.

Procedure

Any employee requiring special consideration will be assessed by the manager and in conjunction with the individual on induction to the nursery or when their condition comes to light. The risk assessments relating to the occupation of such workers will be considered at these times and special measures such as training and supervision, arrangements, modifications and medical surveillance, if necessary, will be agreed with the worker.

Further assessments and reviews will be carried out at least annually, or if and when any changes to the special circumstances or environment occur.

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Staff Breaks

It is the responsibility of the nursery manager to ensure that all staff take a break for the time allocated in their Statement of Main Terms of Employment, but as a minimum 20 minutes where they are working six hours or more, at a suitable time dependent on hours worked, ensuring that ratios are maintained. All breaks should be taken away from an employee's normal work area.

Young Persons

The school leaving age is 18 years, however young people can leave school on the last Friday in June if they turn 16 by the end of that summer holidays but then must stay in full time education e.g. college; start an apprenticeship/traineeship or work/volunteer more than 20 hours while in part time education/training until the age of 18.

They are entitled to 30 minute rest breaks if they work more than 4.5 hours, daily rest of 12 hours and weekly rest of 48 hours. Young workers are entitled to compensatory rest which is rest that they should have had but have missed and must be of the same amount that they missed, taken within 3 weeks.

Staff Absence & Leave:

Our policies relating to sickness absence, work related stress and other types of leave, including family-related leave rights can be found in the Employee Handbook.

It is our aim to make sure staff sickness levels are kept to a minimum, as it is important for the children to have consistency with staff. We do our utmost to prevent or reduce sickness or illness by:

- Having hand wash facilities and encouraging staff to wash hands regularly (soap/hand wash provided);
- Disposing of waste appropriately (i.e. hand towels);
- Providing personal protective equipment - i.e. gloves and aprons provided when changing children who have diarrhoea - or are extremely messy.

As well as these measures, we do daily, monthly and yearly risk assessments to ensure the workplace is safe and secure for staff as well as children. We provide information about manual handling and follow safety procedures throughout the day such as putting out the wet floor sign when it has been mopped.

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All staff upon successful appointment are asked to fill out a 'health declaration' form before commencing work. This gives us an idea of any illness that may be reoccurring or any health problems that we should be aware of. We will not discriminate against anyone with health issues and we do our utmost to make adjustments for all staff with health problems.

When staff are off work due to sickness they are encouraged to rest and return to work at the earliest convenience. Support will be given once they have returned to work and a sickness record will be kept.

Right to Search

This policy will define the company philosophy regarding the rights of nursery management to search persons and personal property during work:

- Management of the nursery reserves the right to take all reasonable precautions to safeguard the resources of the nursery at all times. This can include the right to institute a random search of an employee's identity, person and property at any time while that person is on duty and on the nursery premises. This may include the employee's vehicle.
- The reasons for random searches are also explained to each employee. It is emphasised that requesting an employee to undergo a search does not necessarily imply suspicion, nor is it an accusation of guilt.
- Any employee reserves the right to refuse to be searched.
- The employee who has been requested to be searched has the right to have a work colleague present during the time of the search, and any subsequent internal investigative questioning that takes place.
- The mechanics of a search may involve requesting that the employee removes the contents of their pockets, bags and briefcases. For vehicles this may involve a search of the boot, glove compartment and under the seats.
- The nursery management reserves the right to call the police at any stage of the search.

Capability, Disciplinary & Grievance Procedures:

These procedures can be found within the Employee Handbook. They are not contractual however.

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Whistle Blowing Policy:

Whistle blowing is when a member of staff chooses to raise concerns about misconduct within the nursery or give information about illegal or underhand practices, either to their employer or outside agency.

Our aims:

- Encourage staff to feel confident in raising serious concerns and to question and act upon concerns about practice.
- Provide avenues for staff to raise those concerns and that they are aware of how to pursue them if they are not satisfied.
- The nursery manager will reassure that them that they will be protected from possible reprisals or victimisation if they have made their disclosure in reasonable belief.
- There are existing procedures in place to enable staff to raise a grievance relating to their employment and procedures.
- All reports will be investigated and dealt with in confidence, including only those staff on a 'need to know' basis.

Safeguards:

- The nursery manager makes it clear that staff can speak without fear of harassment, victimisation or discrimination.
- It is recognised that the decision to report a concern can be a difficult one to make. If what they are saying is true, staff should have nothing to fear because they will be doing their duty to their employer and those for whom they are providing a service.
- Any investigation into allegations of potential malpractice will not influence or be influenced by any disciplinary or other procedures that already affect the member of staff.

Whistle blowing is particularly important within the nursery because it is very important that staff would feel confident to raise concerns about child protection issues, without fear of it damaging their role in the nursery.

Any employee who is involved in victimising employees who make a disclosure or takes any action to deter employees from disclosing information may be subject to disciplinary action which may result in dismissal.

Failure to report serious matters will also be investigated and potentially lead to disciplinary action which may result in dismissal.

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Who does this policy apply to?

This policy applies to all employees of Beckermets Nursery. This includes students and volunteers, who should be aware of how to raise their concerns appropriately through the use of this policy. Beckermets Nursery actively seeks an honest and open relationship with parents and carers and as such, they are additionally encouraged to express any concerns they may have around practice.

What should be reported?

It is important to consider that this list is not final, and that there are many other reasons as to why you may raise a potential concern. These could include:

- Actions which cause or could cause significant harm to a child or vulnerable person;
- Employees failing to meet their contracted roles and responsibilities;
- Malpractice or mistreatment in dealing with any party within the nursery, which may lead to endangering health and safety expectations;
- A criminal offence which is actual or potential;
- Failure to adhere to any legal obligations;
- Misuse of money within the nursery;
- Abuse of power or position;
- Actions which cause damage to the environment;
- Actions intended to conceal any of the above.

Who to speak to?

It is important to carefully consider the best member of staff to raise your concern with. The person who you speak to, will depend on the nature of your concern. It should be a member of staff that is not involved with your concern. The first person you would speak to would be your line manager, however if the concern is around this person, you will need to look to a suitable member of higher seniority.

How to raise a concern?

It is important that when raising a concern, you do so in a manner that is confidential. When you have decided who you will speak to, it will need to happen in an environment that is private, to safeguard those involved.

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As you raise your concern, you may find that the person you are discussing it with will record key points or ask another senior member of staff to. It is important that as you raise your concern, you are able to provide full details around the concern, such as name(s), date(s) and an accurate account of the issue.

Depending on the nature of concerns, they may have to be passed on or reported to:

- Manager;
- Management Committee;
- LADO;
- Ofsted.

However, the number of people involved will be on a 'need to know' basis. All of this will then help management deal with, and investigate the concern.

It is acceptable for a staff member to raise their concern anonymously in writing by sending a letter to any of the people identified above. In order to protect all members of staff involved, certain safeguards are in place. Confidentiality will be maintained throughout raising the concern and then investigating the concern. This is to protect staff member's identities, to ensure that there are no situations in which the staff member may become victimised or subject to harassment. It is therefore important that the person raising the concern discusses it only within meetings with senior members of staff. This is to protect them, but additionally the member(s) of staff they have concerns around. If confidentiality is not maintained this could result in disciplinary action being taken.

Investigation Process

The investigation of the concern may depend on the seriousness of the concern. Investigations reported within the setting, will be conducted within the setting, although information may be passed onto outside parties such as:

- Ofsted
- Police
- Social Care
- LADO
- Local Safeguarding Arrangements Team

Unfounded or malicious allegations

It is also important to note that no actions will be taken against any members of staff who raised concerns which are found to be unfounded

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and untrue within an investigation. However, during an investigation, should any concerns raised by an employee be found to be malicious, disciplinary action may be taken against them.

Feedback to the employee making the concern

Beckermat Nursery values the importance of dealing with all concerns and actively investigates them with a view of always striving for the best possible practice. We accept the importance of ensuring that the person reporting the concern will need to know that the matter had been addressed and will, within reason, ensure that they are consulted with regard to the matter. If an employee or other party raising a concern is not satisfied with the way that the situation has been dealt with they may wish to look for higher parties to consider the concern.

Whistle blowing using Ofsted Hotline:

To contact the hotline call:

0300 123 3155 (Monday to Friday from 08.00 to 18.00)

Email: whistleblowing@ofsted.gov.uk

Or write to WBHL, Ofsted, Piccadilly Gate, Store Street, Manchester M1 2WD.

A charity called 'Public Concern at Work' give free and confidential advice and can help you decide whether and/or how to raise concerns at work. You can call Public Concern at Work on 0207 404 6609, email helpline@pcaw.co.uk or visit www.pcaw.co.uk/law/uklegislation.htm for useful information about whistle blowing legislation.

All concerns of poor practice or concerns about a child's welfare brought about by the behaviour of colleagues should be reported to the designated safeguarding person and/or manager. Complaints about the designated safeguarding person/manager should be reported to the director/owner and/or Ofsted.

All staff should be aware that the policy will apply where they reasonably believe that the information disclosed and any information contained in it is substantially true.

Procedure for making a whistle blowing complaint (protected disclosure)

A member of staff wanting to make a whistle blowing complaint should do so in writing clearly stating that they are making a whistle blowing complaint. This clearly identifies the nature of the complaint and enables the setting to respond to the complaint within 48 hours.

Staff Confirmation - Agreement to meet Terms:

By signing this document, you are agreeing to meet the terms and conditions of these policies/procedures. It is a condition of your employment that you adhere to them, and any failure to do so may result in disciplinary action being taken.

Name	Date	Signature

[illegible]

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Appendix:

Individual Healthcare Plan

Useful Contact Numbers & Websites

Rules for Visitors

Appraisal Form

DBS Employer's Guide to the Update Service

DBS Referral Form

DBS Early Confirmation of Barring Form

5 Stage Barring Procedures

Potentially Harmful Plant List

Automatic Disqualification Declaration for Charities

Beckermat Nursery
Individual Healthcare Plan:

DATE

CHILD'S NAME

ADDRESS

.....

CONTACT DETAILS

To be inclusive we would like to make reasonable adjustments when considering the following:-

Religion requiring consideration:

.....

Dietary requirements:

.....

Dietary allergies:

.....

Medical requirements:

.....

Does your child require intimate care:

.....

Medication required:

.....

Any other requirements:

.....

Signature of person with parental responsibility.....

Useful Contact Numbers & Websites:

- Local Safeguarding Arrangements Team –
Safeguarding Hub: 0333 240 1727
- Local Authority Designated Officer (LADO) –
Multi-agency Business Support Team: 01768 812267
Emergency Duty Team (Out of hours): 0333 240 1727
- Disclosure & Barring Service Helpline: 01325 953795
- Ofsted: 0300 123 1231
- Whistle Blowing using Ofsted hotline: 0300 123 3155
Email: whistleblowing@ofsted.gov.uk

www.ofsted.gov.uk

www.gov.uk/government/organisations/disclosure-and-barring-service

If you have reason to believe a child is in immediate risk of harm, contact the police on: 999

The relevant legislation, standards and guidance used as a framework for these policies and procedures include:

- The Childcare Act 2006
- Protection of Children Act 1999
- Freedom of Information Act 2000
- General Data Protection Regulation 2018
- Human Rights Act 1989
- United Nations Convention of the Rights of the Child
- Care Standards Act 2000
- Safeguarding Vulnerable Groups Act 2006
- The Equality Act 2010
- Children & Families Act 2014
- The Statutory Framework for the Early Years Foundation Stage 2014

Rules for Visitors:

By signing in to the visitor's book you are agreeing to adhere to the following rules of our nursery:

- 1) All visitors are required to sign in on arrival;
- 2) Mobile phones must be switched off for the duration of your visit in order to protect the privacy of our children;
- 3) In case of fire, please leave the building via your nearest fire exit and head straight to our designated assembly points. Remain there until a member of staff has recorded your attendance;
- 4) If at any point during your visit, you have any concerns regarding the welfare of a child you must report this to the management immediately;
- 5) Should you sustain any injury whilst on the premises it must be recorded with the manager before you leave;
- 6) Whilst children are on the premises they are under the responsibility & care of our staff at all times;
- 7) All visitors must sign out before they leave the premises.

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Appraisal Form:

Name: _____

Date: _____

Individual Objectives from the last period (SMART) (Specific, Measurable, Agreed, Realistic, Timebound)	Comments
Objectives agreed: Signature: _____ Date: _____	

Responsibilities of your role: **1=poor** **3=average** **5=excellent**

Performance Standards	Score 1- 5	Comments
Day-to-day	Score 1- 5	
Appropriate levels of attendance		
Appropriate levels of punctuality		
Adherence to the uniform policy		
Adherence to the mobile phone policy		
Adherence to the confidentiality policy		
Attendance to staff meetings		
Communication/Interpersonal Scope within the job role:	Score 1- 5	Comments
Demonstrate an appropriate standard of written and spoken English and numeracy		
Demonstrate good working relations with team members, immediate team leader and management team		
Demonstrate confidence and initiative in the job role		
Working effectively within the team environment	Score 1- 5	Comments
Clear communication with the team		
Demonstrate the ability to be a good team player and contribute to the team's success		
Demonstrate understanding team objectives		
Clear regular communication with immediate team leader and senior members of the team		
Able to ask for direction off team leader if needed		
Communicating effectively with children	Score 1- 5	Comments
Communicate and engage effectively with the children at all times		
Use a variety of communication methods with the children		
Consistently using correct pronunciation and vocabulary in a childcare context		

Communicating effectively with parents/carers		Score 1- 5	Comments
	Confident to greet in an appropriate manner		
	Able to discuss confidently and clearly the child's daily routine		
	Able to explain clearly any mishaps/incidents that have happened throughout the day		
	Consistently using correct pronunciation and vocabulary in a childcare context		
EYFS Framework Child Development		Score 1- 5	Comments
	Accurate and timely completion of planning and observations on the children as well as all other documentation with guidance		
	Supporting children and parents through transitions with guidance		
	An understanding of underpinning knowledge and commitment to EYFS and continually improving outcomes for children		
Safeguarding		Score 1- 5	Comments
	Adhering to and applying to the behaviour management policy at all times		
	Application and understanding of how to create a safe nursery environment		
	Up to date knowledge of safeguarding and CAF		
	Adhering to and up to date knowledge and application of SEN practices		
	Knowing who to approach and steps to take if a safeguarding issue did occur		
Continuous Professional Development		Score 1- 5	Comments
	Identified/utilised any opportunities for development		
	Received work related feedback in an appropriate manner		
	Attended any statutory training and volunteered for extra training for further development		

Individual objectives for the next period (SMART) (Specific, Measurable, Agreed, Realistic, Timebound)	To be completed by:
Objectives agreed: Signature _____ Date: _____	

Appraisal Completed By: _____

Signed: _____

Date: _____