**Totally Kidz Day Nursery**

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**SAFEGUARDING CHILDREN**

**Safeguarding children and child protection**

(Including managing allegations of abuse against a member of staff)

**Policy statement**

At Totally Kidz Day Nursery, we work with children, parents and the community to ensure the rightsand safety of children and to give them the very best start in life.

**Procedures**

We carry out the following procedures to ensure we meet the three key commitments of the Club Safeguarding Children’s policy.

**Key commitment 1**

**Totally Kidz Day Nursery is committed to building a 'culture of safety' in which children are protected from abuse and harm in all areas of its service delivery.**

**Staff**

Our Designated Safeguarding Lead is person who co-ordinates and oversees child protection issues:

**Manager – Andreen Brown** 020 3632 5515

and

**Provider/ Director: Latifat Uthman** 07503 882990

**Important Numbers:**

Anyone who is concerned about a child's safety or wellbeing can contact the **Multi-Agency Safeguarding Hub (MASH)**

The MASH is based at:

1st Floor, The Woolwich Centre, 35 Wellington Street, London SE18 6HQ

**Consultation line (for professionals only)**: 020 8921 2267 ([click here for more information on MASH consultation line](http://www.royalgreenwich.gov.uk/download/downloads/id/56/mash_consultation_service))

**Telephone number for referrals:** 020 8921 3172

Referrals or other communications via secure e-mail:

[mash-referrals@royalgreenwich.gov.uk](mailto:mash-referrals@royalgreenwich.gov.uk) or faxed to 020 8921 3180.

The MASH is operational during office hours:

Monday – Thursday:  9.00am-5.30pm

Friday: 9.00am-4.30pm

Referrals outside office hours are handled by the Out of Hours Social Worker who can be contacted on 020 8854 8888.

Agencies can also [download the inter-agency referral form from the Royal Borough of Greenwich website](http://www.royalgreenwich.gov.uk/downloads/file/1326/child_protection_inter-agency_referral_form) to refer a child or children to children's social care for assessment as a child in need.

If a child is in immediate danger, you should always **call the police on 999**.

**Reporting concerns about adults in a position of trust who work with children**

The LADO role is shared by the Quality Improvement Leaders who work on a consultation rota basis. [Click here to download the LADO leaflet](http://www.greenwichsafeguardingchildren.org.uk/safeguardingchildrenboard/download/downloads/id/113/lado_leaflet_-_blue).

If you have a concern involving an allegation against professionals please have a discussion with the Quality Improvement Leaders on telephone number 0208 921 3930. If appropriate you may be requested to complete a referral form and this should then be sent by email to [childrens-LADO@royalgreenwich.gov.uk](mailto:childrens-LADO@royalgreenwich.gov.uk)

The Quality Improvement Leaders are also available for advice on a range of safeguarding issues including Child Protection, Looked after Children, CSE, MAPPA, MARAC and LADO.

At Totally Kidz Day Nursery:

* **We** ensure all staff are trained to understand our safeguarding policies and procedures and parents are made aware of them too.
* All staff have an up-to-date knowledge of safeguarding issues, and are alert to signs and symptoms of abuse, and understand their professional duty to ensure safeguarding concerns are reported to our Designated Safeguarding Lead or local authority children’s social work team.
* All staff are confident to ask questions in relation to any safeguarding concerns and know not to just take things at face value but can be respectfully sceptical.
* We provide adequate and appropriate staffing resources to meet the needs of children.
* Applicants for posts are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.
* Enhanced Disclosure and Barring Service (DBS) checks and other suitability checks are carried out for staff and volunteers prior to their post being confirmed, to ensure that no disqualified person or unsuitable person works at the nursery or has access to the children.
* Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.
* Volunteers do not work unsupervised.
* Information is recorded about staff qualifications, and the identity checks and vetting processes that have been completed including, the DBS reference number,the date the disclosure was obtained; and details of who obtained it.
* All staff and volunteers are informed that they are expected to disclose any convictions, cautions, court orders or reprimands and warnings which may affect their suitability to work with children (whether received before or during employment with us).
* All staff and volunteers are required to notify us if anyone in their household (including family members, lodgers, partners etc.) Has any relevant convictions, court orders, reprimands and warnings or has been barred from, or had registration refused or cancelled in relation to any childcare provision (see above questions), or have had orders made in relation to care of their children.
* We will notify Ofsted, LADO and the Disclosure and Barring Service of any person who is dismiss from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of a child protection concern.
* Procedures are in place to record the details of visitors to the premises.
* Security steps are taken to ensure that we have control over who comes into the premises so that no unauthorised person has unsupervised access to the children.
* Steps are taken to ensure children are not photographed or filmed on video for any other purpose than to record their development or their participation in events organised by us.
* Parents sign a consent form and have access to records holding visual images of their children.
* Any personal information is held securely and use appropriately in line with General Data Protection Regulation 2018 and Data Protection Act 1998.
* We keep a written record of all complaints and concerns including details of how they were responded to.
* We ensure that robust risk assessments are completed, that they are seen and signed by all relevant staff and that they are regularly reviewed and updated, in line with our health and safety policy.
* Staff will inform the Designated Safeguarding Lead (DSL) at the first opportunity of every significant safeguarding concerns about a child’s welfare. DSL will liaise with head teacher at the school to see if they have similar concerns. This should not delay any referrals being made to the children’s social worker services, the LADO, OFSTED or Ri.

**Key commitment 2**

**Totally Kidz Day Nursery is committed to responding promptly and appropriately to all incidents or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in 'What to do if you’re worried a child is being abused' (HMG 2015).**

**Responding to suspicions of abuse**

* We acknowledge that abuse of children can take different forms ***-*** **physical, emotional, and sexual*,*** as well as **neglect.**
* When children are suffering from physical, sexual or emotional abuse, or may be experiencing neglect, this may be demonstrated through:
  + significant changes in their behaviour;
  + deterioration in their general well-being;
  + their comments which may give cause for concern, or the things they say (direct or indirect disclosure);
  + changes in their appearance, their behaviour, or their play;
  + unexplained bruising, marks or signs of possible abuse or neglect; and
  + any reason to suspect neglect or abuse outside the nursery.
* We take into account factors affecting parental capacity, such as social exclusion, domestic violence, parent’s drug or alcohol abuse, mental or physical illness or parent’s learning disability.
* We are aware that children’s vulnerability is potentially increased when they are privately fostered and when we know that a child is being cared for under a private fostering arrangement, we will inform our local authority children’s social care department.
* We are aware of other factors that affect children’s vulnerability such as abuse of disabled children, fabricated or induced illness, child abuse linked to beliefs in spirit possession, sexual exploitation of children such as through internet abuse and Female Genital Mutilation and radicalisation that may affect or may have affected children and young people using our provision.
* We also make ourselves aware that some children and young people are affected by gang activity, by complex, multiple or organised abuse, through forced marriage or honour based violence or maybe victims of child trafficking. While this may be less likely to affect young children in our care we may become aware of any of these factors affecting older children and young people who we may come into contact with.
* Where we believe a child in our care or known to us may be affected by any of these factors we follow the procedure for reporting child protection concerns and follow the LSCB procedures.
* Where such evidence is apparent, the child's key person makes a dated record of the details of the concern and discusses what to do with the nursery’s Designated Safeguarding Lead (DSL). The information is stored in the Safeguarding folder.
* In the event that a staff member or volunteer is unhappy with the decision made of the Designated Safeguarding Lead (DSL) in relation to whether to make a safeguarding referral they must follow escalation procedures.
* We refer concerns to the local authority children’s social care department and co-operate fully in any subsequent investigation. NB In some cases this may mean the police or another agency identified by the Local Safeguarding Children’s Board.
* We take care not to influence the outcome either through the way we speak to children or by asking questions of children.
* We take account of the need to protect young people aged 16-19 as defined by the Children Act 1989. This may include students or school children on work placement, young employees or young parents. Where abuse is suspected we follow the procedure for reporting any other child protection concerns. The views of the young person will always be taken into account, but the nursery may override the young person’s refusal to consent to share information if it feels that it is necessary to prevent a crime from being committed or intervene where one may have been or to prevent harm to a child or adult. Sharing confidential information without consent is done only where not sharing it could be worse than the outcome of having shared it.
* We have a whistleblowing policy in place.

**Recording suspicions of abuse and disclosures**

Where a child makes comments to a member of staff that gives cause for concern (disclosure), observes signs or signals that gives cause for concern, such as significant changes in behaviour; deterioration in general well-being; unexplained bruising, marks or signs of possible abuse or neglect that member of staff:

Listens to the child, offers reassurance and gives assurance that she or he will take action;

Does not question the child;

Makes a written record that forms an objective record of the observation or disclosure that includes:

* + the date and time of the observation or the disclosure; the exact words spoken by the child as far as possible; the name of the person to whom the concern was reported, with date and time; and
  + the names of any other person present at the time.

These records are signed and dated and kept in the child's personal file which is kept securely and confidentially.

The Safeguarding Designated Officer is informed of the issue at the earliest opportunity, and within 1 working day.

Where the Local Safeguarding Children Board stipulates the process for recording and sharing concerns, we include those procedures alongside this procedure and follow the steps set down by the Local Safeguarding Children Board.

**Making a referral to the local authority social care team**

We will make a referral to the local children’s social care team, full details on page 3 of this policy.

**Escalation process**

* If we feel that a referral made has not been dealt with properly or that concerns are not being addressed or responded to, we will follow the LSCB escalation process.
* We will ensure that staffs are aware of how to escalate concerns.
* We keep a copy of ‘What to do if you’re worried a child is being abused’ (HMG 2015).

**Informing parents**

Parents are normally the first point of contact. Concerns are discussed with parents to gain their view of events unless we feel this may put the child in greater danger.

Parents where we make a record of concerns in their child’s file and that we also make a note of any discussion we have with them regarding a concern.

If a suspicion of abuse warrants referral to social care, parents are informed at the same time that the referral will be made, except where the guidance of the Local Safeguarding Children Board does not allow this, for example, where it is believed that the child may be placed in greater danger.

This will usually be the case where the parent is the likely abuser. In these cases, the social workers will inform parents. If there is a possibility that advising a parent beforehand may place a child at greater risk the designated person should seek advice from children’s social work services, about whether ornot to advise parents beforehand, and should record and follow the advice given.

**Liaison with other agencies**

* We work within the Local Safeguarding Children Board guidelines.
* We have the current version of 'What to do if you’re worried a child is being abused' for parents and staff and all staff are familiar with what to do if they have concerns.
* We have procedures for contacting the local authority on child protection issues, including maintaining a list of names addresses and telephone numbers of social workers, to ensure that it is easy in any emergency, for the nursery and children’s social care to work well together.
* We notify Ofsted of any incident or accident and any changes in our arrangements which may affect the wellbeing of children or where an allegation of abuse is made against a member of staff. (Whether the allegations relate to harm or abuse committed on our premises or elsewhere). Notifications to Ofsted are made as soon as is reasonably practicable, but at the latest within14 days of the allegations being made.

**Abuse and Neglect of Children: Definitions and Impact**

**Abuse and neglect are forms of maltreatment of a child. An individual may abuse or neglect a child by inflicting harm or failing to act to prevent harm. A child may be abused in a family or at the nursery, by those known to them, or by more rarely, by a stranger. They may be abused by an adult or adults, or by another child or children. These procedures apply in all cases.**

Neglect or abuse, physically, emotionally or sexually, can have major long-term effects on all aspects of well-being. Sustained abuse is likely to have a deep impact on the child’s self-image and self-esteem, and on his or her future life. Difficulties may extend into adulthood. The experience of long-term abuse may lead to difficulties in forming or sustaining close relationships, establishing oneself in the workforce and to extra difficulties in developing the attitudes and skills needed to be an effective parent.

**Types of abuse**

**Physical abuse**

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or caregiver fabricates the symptoms of, or deliberately induces, illness in a child.

**Indicators of physical abuse may include:**

* Where the child has bruises or other injuries of different ages at the same time
* Any bruising in a baby not yet independently mobile is of concern, as is a reluctance to move a limb or limbs, or any tenderness on handling
* Ingestion of toxic substances, particularly when there is more than one incident
* A child may appear wary or flinch on closeness, as if expecting physical harm
* Where the explanation is not consistent with the injury, or with the child's age and stage of development
* Where there is a history of frequent injuries, even though the explanation of each individual occurrence may appear adequate. This can also indicate lack of supervision, or possible medical problems
* Where there is multiple facial bruising, particularly around the mouth, ears or eyes
* Where there are unexplained or inadequately explained burns or bite marks, or both

**The impact of physical abuse:**

Physical abuse can lead directly to neurological damage, physical injuries, pain and disability or, at the extreme, death. Harm may be caused to a child both by the abuse itself, and by the abuse taking place in a wider family or institutional context, of conflict and aggression. Physical abuse has been linked to aggressive behaviour, emotional and behavioural problems, and educational difficulties. Where a child is disabled, injuries or behavioural symptoms may mistakenly be attributed to his/her disability rather than the abuse. Professionals need to guard against attributing the possible indicators of abuse to racial, cultural or religious stereotypes.

**Sexual abuse**

Sexual abuse involves forcing or enticing a child or young person into sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact including assault by penetration (e.g. rape, buggery or oral sex) or non-penetrative acts (e.g. masturbation, kissing, rubbing and touching outside of clothing). They may also include non-contact activities, such as involving children in looking at, or in the production of sexual online or printed images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by male adults. Women can also commit acts of sexual abuse, as can other children.

**Indicators of emotional abuse may include:**

**Physical signs**:

* Genital or anal lacerations, bleeding or other trauma.
* Genital or peri-anal inflammation or irritation.
* Persistent or recurrent vaginal discharge.
* Sexually transmitted disease, including peri-anal or genital warts.
* Pregnancy.

**Medical problems such as**:

* Recurrent urinary symptoms or 'cystitis'.
* Enuresis or secondary enuresis (wetting or soiling).
* Recurrent unexplained abdominal pain.

**Behavioural problems can include:**

* Overt sexualised behaviour
* Compulsive masturbation
* Acting out and aggressive behaviour
* Drawings and play activity which are explicitly sexual
* A sudden change in normal behaviour patterns, or sexual awareness
* Knowledge in advance of what would be expected at the child's age and level of development

**The impact of sexual abuse:**

Disturbed behaviour including self-harm, inappropriate sexualised behaviour, sadness, depression and loss of self-esteem, have all been linked to sexual abuse. Where disabled children are concerned these behaviours have sometimes mistakenly been attributed to their disability without any real assessment of their cause. The adverse effects of sexual abuse may endure into adulthood. Action will be taken under this heading if the staff team have witnessed occasions where a child indicated sexual activity through words, play, drawing, had an excessive preoccupation with sexual matters, or had an inappropriate knowledge of adult sexual behaviour.

**Emotional abuse**

Emotional abuse is the persistent emotional maltreatment of a child so as to cause severe and persistent adverse effects on the child’s emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child’s developmental capability or preventing them participating in normal social interaction. It may involve seeing or hearing the ill treatment of another (e.g. domestic abuse). It may involve serious bullying (e.g. including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone. Parents/caregivers of children with multiple needs may find it difficult to ensure that the full range of their needs, including their emotional needs, is met. It may be hard to include such children in everyday activities alongside other family members, but not to include them may be harmful.

**Indicators of emotional abuse may include:**

* Have impaired ability for enjoyment and play.
* Lack normal curiosity and natural inquisitiveness.
* Be delayed in language development and play skills.
* Have low self-esteem.
* Show eating disturbances or growth failure.
* Not trust any kindness, expecting it to be accompanied by harmful words or action.
* In severe cases, show physical signs of deprivation as described earlier. These may occur even though physical care appears adequate and there may be no physical cause.

**The impact of emotional abuse:**

There is increasing evidence of the adverse long-term consequences for children’s development where they have been subject to sustained emotional abuse. Emotional abuse has an important impact on a developing child’s mental health, behaviour and self-esteem. It can be especially damaging in infancy. Underlying emotional abuse may be as important, if not more so, than other more visible forms of abuse in terms of its impact on the child. In families where the child experiences a low level of emotional warmth and a high level of criticism, negative incidents may have a more damaging impact on the child. Domestic abuse, adult mental health problems, substance misuse or racism from a caregiver, may feature in families where children are exposed to emotional abuse, and in extreme cases can lead to suicide Action will be taken under this heading if the staff team have 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.

**Neglect**

Neglect is the persistent failure to meet a child’s basic physical and/or physiological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or caregiver failing to:

* Provide adequate food, clothing or shelter (including exclusion from home or abandonment)

* Protect a child from physical and emotional harm or danger
* Ensure adequate supervision including the use of inadequate caregivers
* Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

**Indicators of neglect may include:**

* **Failure to thrive,** for which no medical cause has been demonstrated.
* **Extreme hunger or lack of appetite** and increased feeding difficulties in young babies.
* **Inappropriate or inadequate clothing**, taking into account the context of where the childlives and the level of poverty. This may also apply to poor hygiene.
* **Lack of appropriate supervision.**
* **Persistent failure to seek or to follow medical or nursing advice.**
* **Developmental delay** for which no medical cause has been demonstrated - particularly iflanguage and social skills are disproportionately affected.
* **Poor relationships with peers**, but attention seeking from adults.
* **Physical signs of long-standing neglect**, including poor growth, thinning hair, a protuberantabdomen, decaying teeth, and persistently cold, reddened hands and feet.

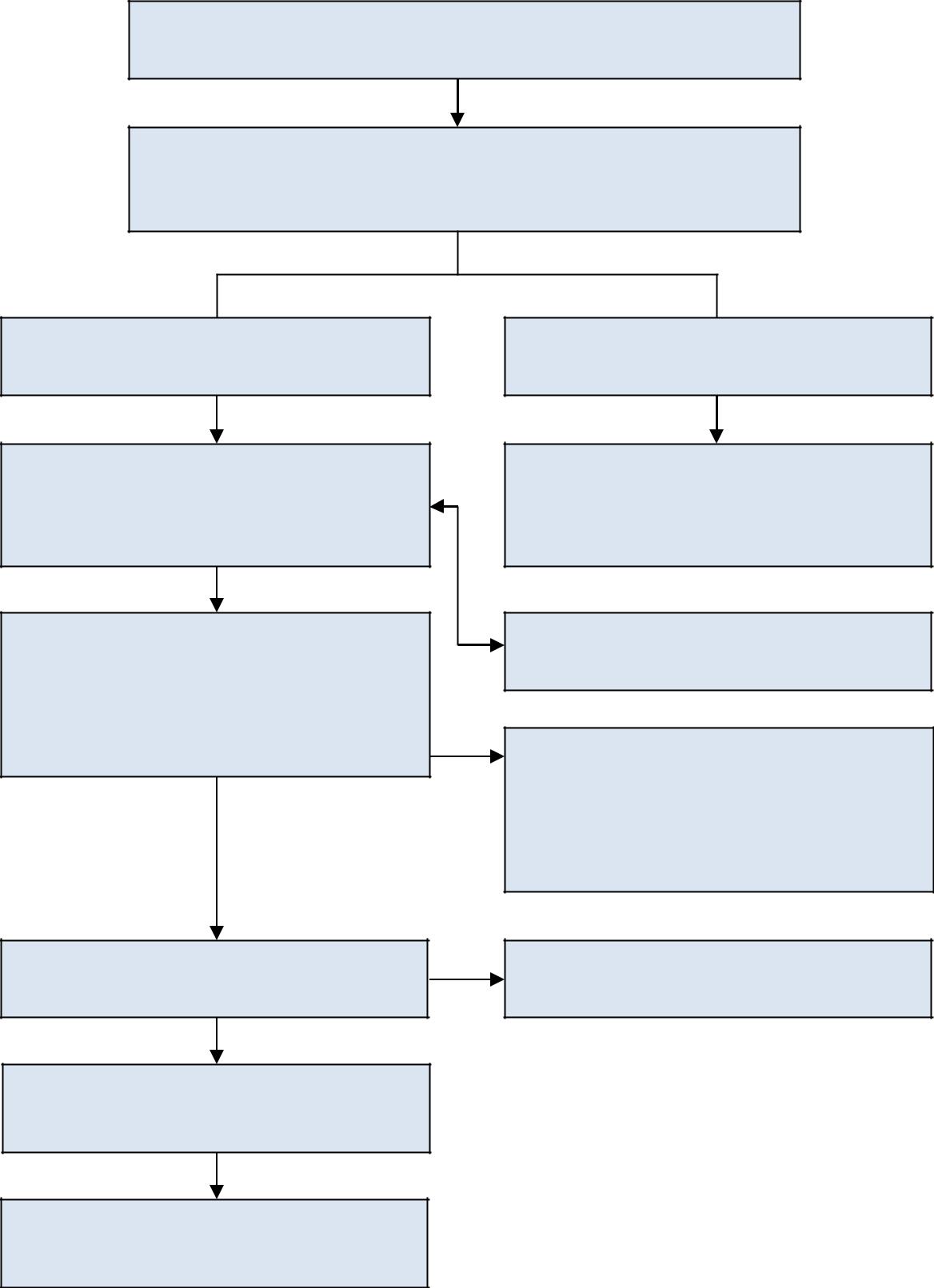
**The impact of neglect:**

Severe neglect of young children is associated with major impairment of growth and intellectual development. Persistent neglect can lead to serious impairment of health and development, and long-term difficulties with social functioning, relationships and educational progress. Neglect can also result, in extreme cases, in death.

Action will be taken under this heading if the staff team have 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 and starvation) which results in serious impairment of the child's health or development, including failure to thrive.

**What to do if you’re worried a child is being abused**

**A flow chart 1 for referral**

****

Practitioner has concern about child’s welfare

Practitioner discusses with Manager and/or other senior colleagues as they think appropriate

Still has concerns

Practitioner refers to social services, following up in writing within 48 hours

Social worker and Manager acknowledge receipt of referral and decide on next course of action within one working day

Initial assessment required

Concerns about child’s immediate safety

See flow chart 3 on emergency action

No Longer has concerns

No further child protection action, although may need to act to ensure services provided

Feedback to referrer on next course of action

No further social services involvement at this stage, although other action may be necessary e.g. onward referral

See flow chart 2 on initial assessment

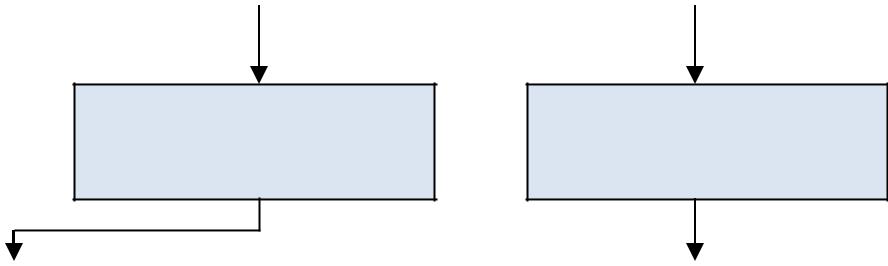
**What happens following initial assessment?**

**Flowchart 2**

****

**Initial assessment completed within 7**

**working days from referral to LA children’s ** Feedback to referrer **social care**

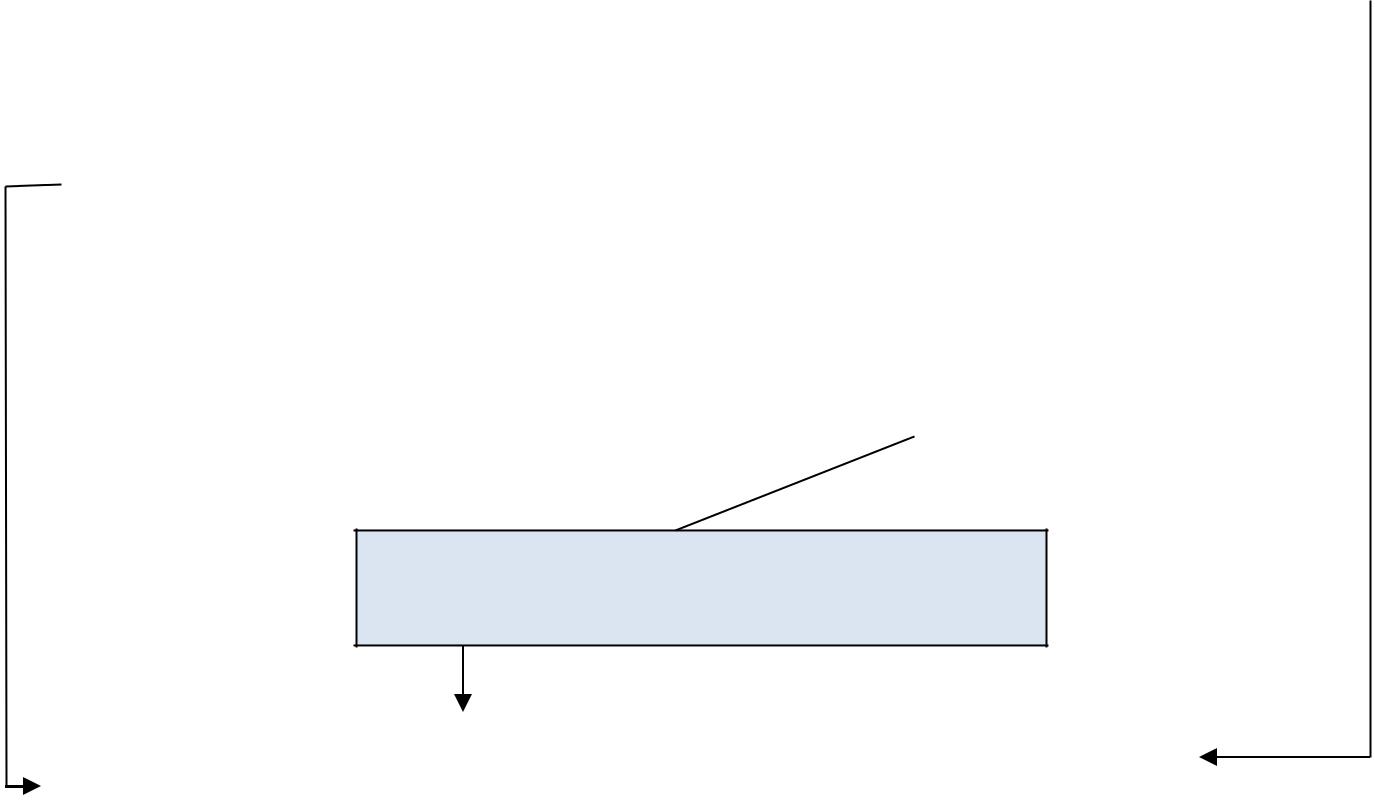


|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| No LA children’s social care | |  | Child in need | |  |
| support required, but other action | |  |  |  |  |
| may be necessary, e.g. onward | |  |  |  |  |
| referral | |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

No actual or likely significant harm

Actual or likely significant harm

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Social worker discusses with | | |  |  | Strategy discussion, involving LA children’s | | |  |  |
| child, family and colleagues to | | |  |  |  | social care, police and relevant agencies, to | |  |  |
|  |  |  |  |  |
|  | decide on next steps | |  |  |  | decide whether to initiate a s47 enquiry | |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  | Decide what services are | |  |  |  | Concerns arise about the child’s safety | |  |  |
|  |  | required |  |  |  |  |  |  |  |
|  |  | |  |  |  |  |  |  |  |
|  |  | |  |  |  |  |  |  |  |
|  | In-depth assessment required | |  |  |  | Social worker leads core assessment; other | |  |  |
|  |  |  |  |  |  | professionals contribute | |  |  |
|  |  |  |  |  |  |  |  |  |  |

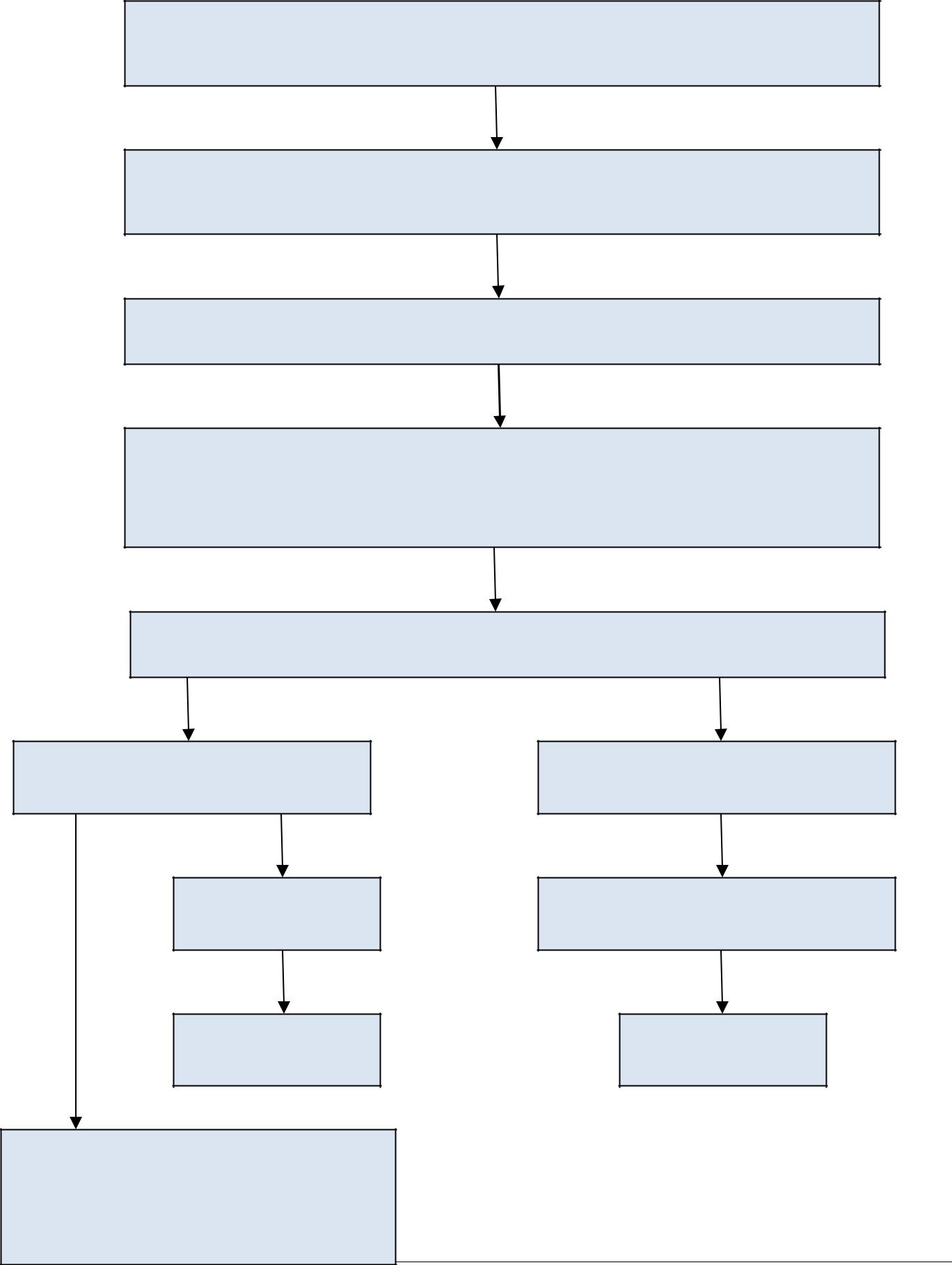


Further decisions made about service provision

|  |  |  |
| --- | --- | --- |
| Social worker co-ordinates |  | See flow chart 4 |
| provision of appropriate services, |  |  |
| and records decisions |  |  |
|  |  |
|  |  |  |
| Review outcomes for child and |  |  |
| when appropriate close the case |  |  |
|  |  |  |

**Urgent action to safeguard children**

**Flowchart 3**

****

**Decision made that emergency action may be necessary to safeguarding a child**

Immediate strategy discussion between LA children’s social care, police and other agencies as appropriate

Relevant agency seeks legal advice and outcome recorded

Immediate strategy discussion makes decisions about:

* + Immediate safeguarding action
* Information giving, especially to parents

Relevant agency sees child and records outcome

No emergency action taken

Child in need

See flow chart 2

Appropriate emergency action taken

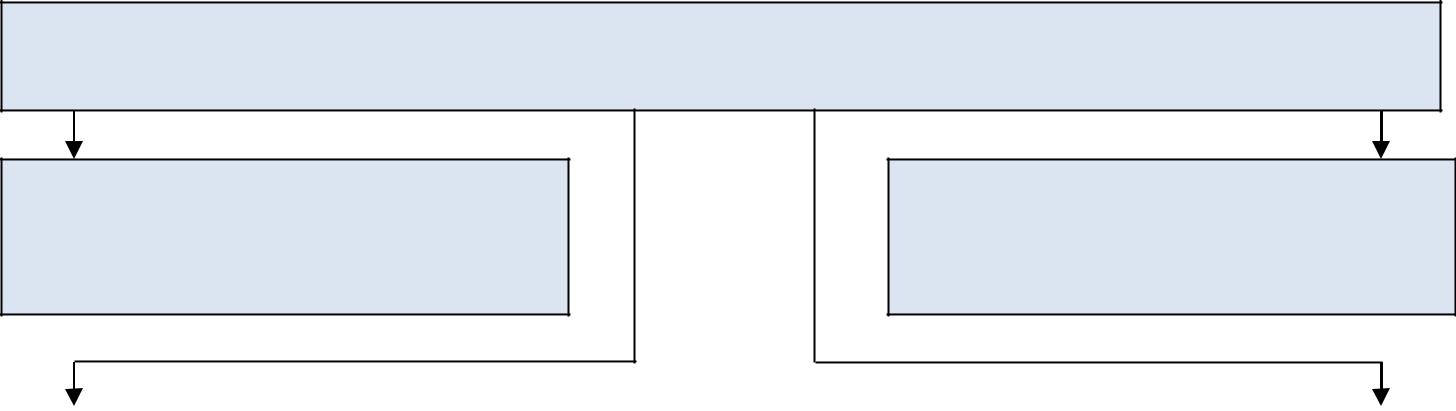
Strategy discussion and s47 enquires initiated

See flow chart 4

**With family and other professionals, agree plan for ensuring child’s future safety and welfare and record decisions**

**What happens after the strategy discussion?**

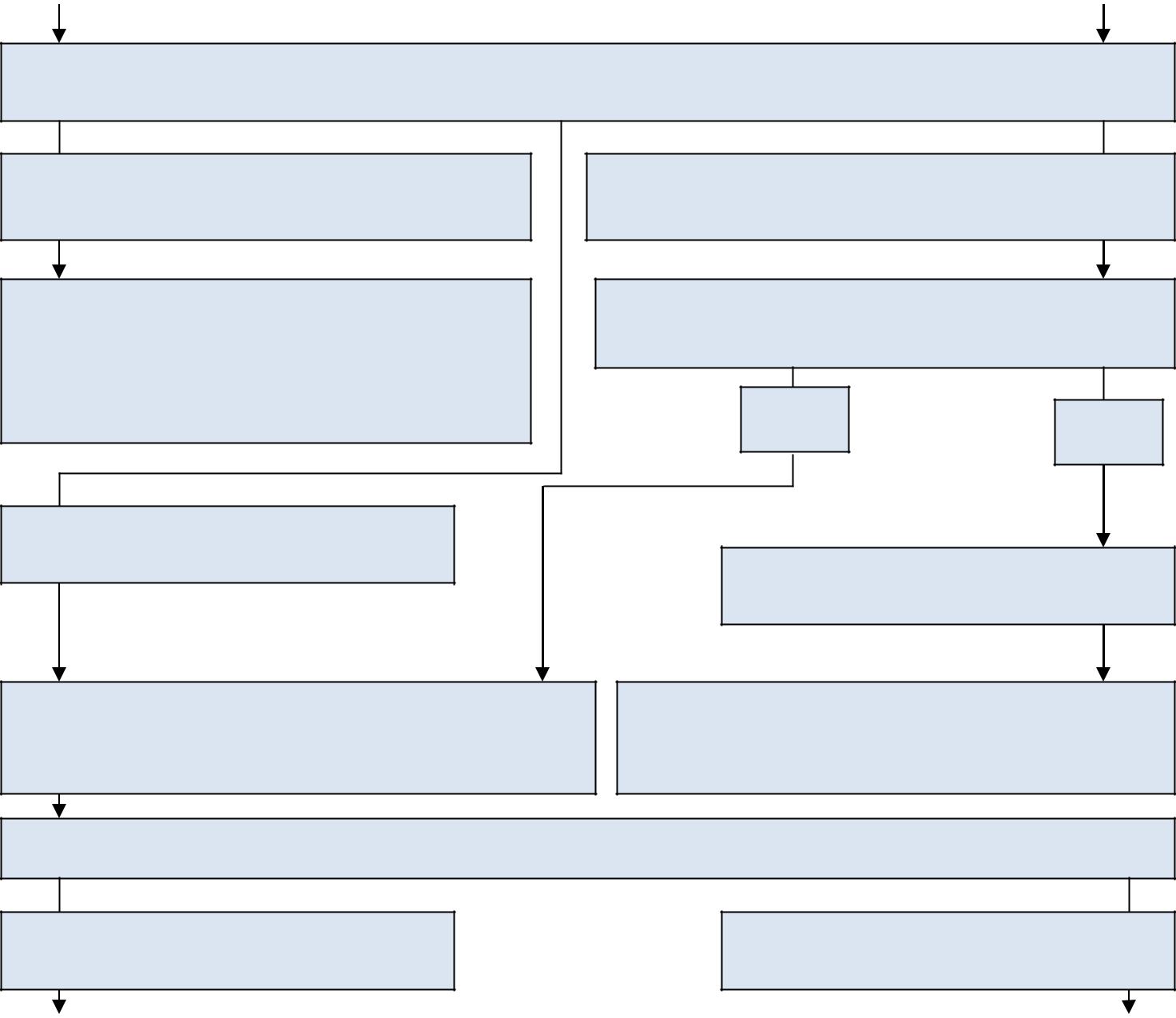
**Flow chart 4**

****

**Strategy discussion makes decisions about whether to initiate s47 enquires and decisions are recorded**

|  |  |
| --- | --- |
| No further LA children’s social | Decision to commence core |
| care involvement at this stage, but | assessment under s17 of Children |
| other services may be required | Act 1989 |

|  |  |  |
| --- | --- | --- |
| Decision to initiate s47 enquires |  | Police investigate possible crime |
|  |  |  |



Social worker leads core assessment under s47 of Children Act 1989 and other professionals contribute

Concerns about harm not substantiated but child is a child in need

**With family and other professionals, agree plan for ensuring child’s future safety and welfare and record decisions**

Concerns substantiated but child not at continuing risk of harm

Agree whether child protection conference necessary and record decision

|  |  |
| --- | --- |
| Yes | No |
|  |

Concerns substantiated, child at continuing risk of harm

Social work Club Leader convenes child protection conference within 15 working days of last strategy discussion

Social worker leads completion of core assessment

**With family and other professionals agree plan for ensuring child’s future safety and welfare and record decisions**

Decisions made and recorded at child protection conference

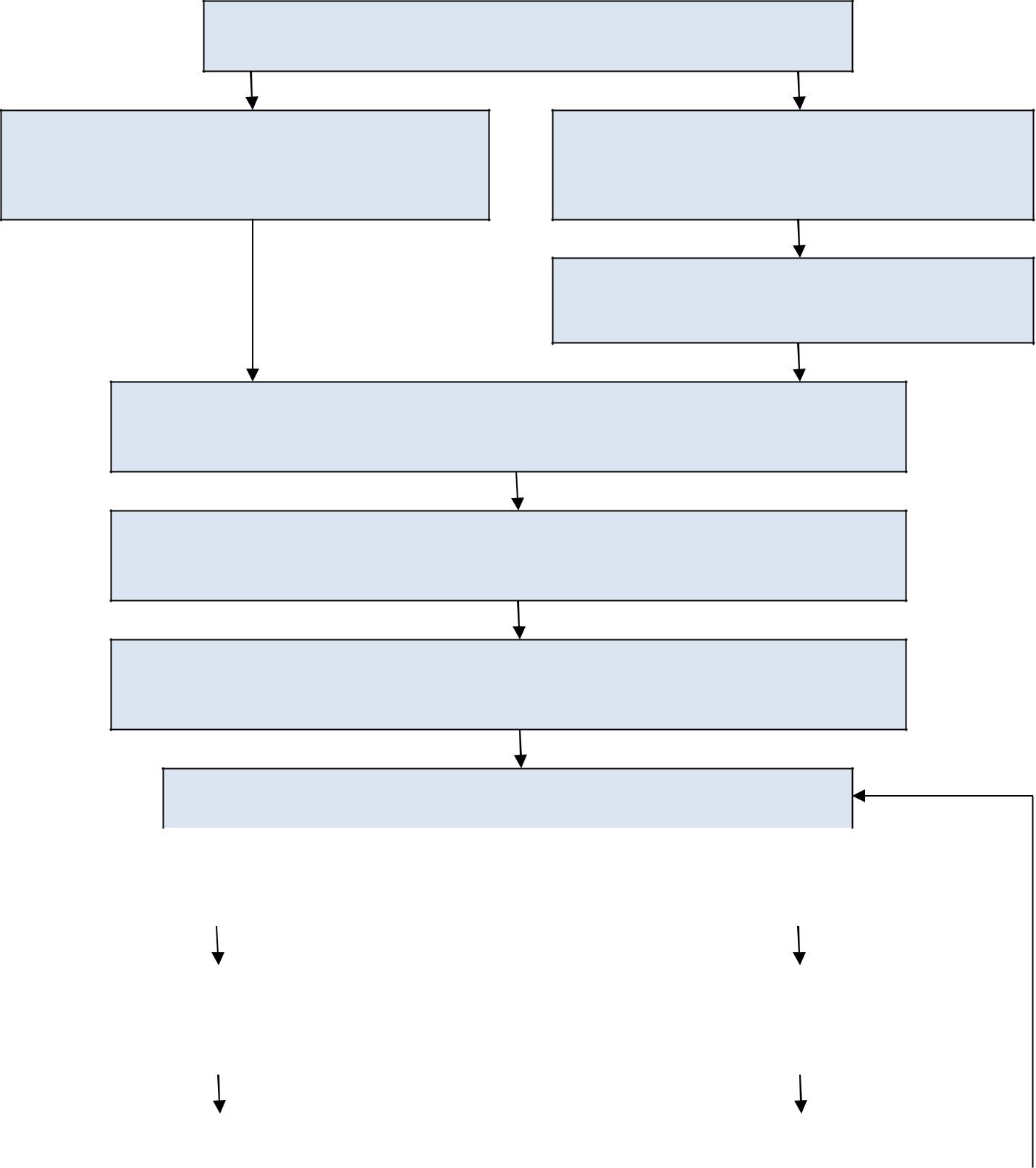
Child at continuing risk of significant harm

|  |  |  |
| --- | --- | --- |
| **Child is subject of child protection plan;** |  | Further decisions made about completion of |
| **outline child protection plan prepared;** |  | core assessment and service provision |
| **core group established see flow chart 5** |  | according to agreed plan |
|  |  |  |

Child not at continuing risk of significant harm

**What happens after the child protection conference, including the review process?**

**Flow chart 5**

****

**Child is the subject of a child protection plan**

Core group meets within 10 working days of child protection conference

Keyworker leads on core assessment to be completed within 35 working days of commencement

Core group members commission further specialist assessments as necessary

Child protection plan developed by key worker, together with core group members, and implemented

Core group members provide/commission the necessary interventions for child and/or family members

First child protection review conference is held within 3 months of initial conference

Review conference held

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |
| No further concerns about harm | | |  | Some remaining concerns about harm | | | |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| Child no longer the subject of child | | |  | Child remains subject of a child | | | |  |
| protection plan and reasons recorded | | |  | protection plan which is revised and | | | |  |
|  |  |  |  | implemented | | | |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| Further decisions made about | | |  | Review conference held within 6 | | |  |  |
| continued service provision | | |  | months of initial child protection | | |  |  |
|  |  |  |
|  |  |  |  | review conference | | |  |  |

**Allegations against Staff**

We ensure that all parents know how to complain about the behaviour or actions of staff or volunteers at the nursery, or anyone living or working on the premises occupied by the nursery, which may include an allegation of abuse.

We respond to any inappropriate behaviour displayed by members of staff, volunteer or any other person living or working on the premises, which includes:

* + - Inappropriate sexual comments;
    - Excessive one-to-one attention beyond the requirements of their usual role and responsibilities, or
    - Inappropriate sharing of images

We follow the guidance of the Local Safeguarding Children Board when responding to any complaint that a member of staff, or volunteer within the nursery, or anyone living or working on the premises occupied by the nursery, has abused a child.

We ensure that all staff or volunteers know how to raise concerns about a member of staff or volunteer within the nursery. We respond to any concerns raised by staff and volunteers who know how to escalate their concerns if they are not satisfied with our response.

We respond to any disclosure by children or staff that abuse by a member of staff or volunteer within the nursery, or anyone living or working on the premises occupied by the nursery, may have taken, or is taking place, by first recording the details of any such alleged incident.

We refer any such complaint immediately to the Local Authority's Designated Officer

0208 921 3930 to investigate. If appropriate you may be requested to complete a referral form and this should then be sent by email to [childrens-LADO@royalgreenwich.gov.uk](mailto:childrens-LADO@royalgreenwich.gov.uk)

We also report any **such alleged incident to Ofsted** and what measures we have taken. We are aware that it is an offence not to do this.

We co-operate entirely with any investigation carried out by children’s social care in conjunction with the police.

Where the management team and children’s social care agree it is appropriate in the circumstances, the member of staff or volunteer will be suspended, for the duration of the

investigation. This is not an indication of admission that the alleged incident has taken place, but is to protect the staff as well as children and families throughout the process.

**Disciplinary action**

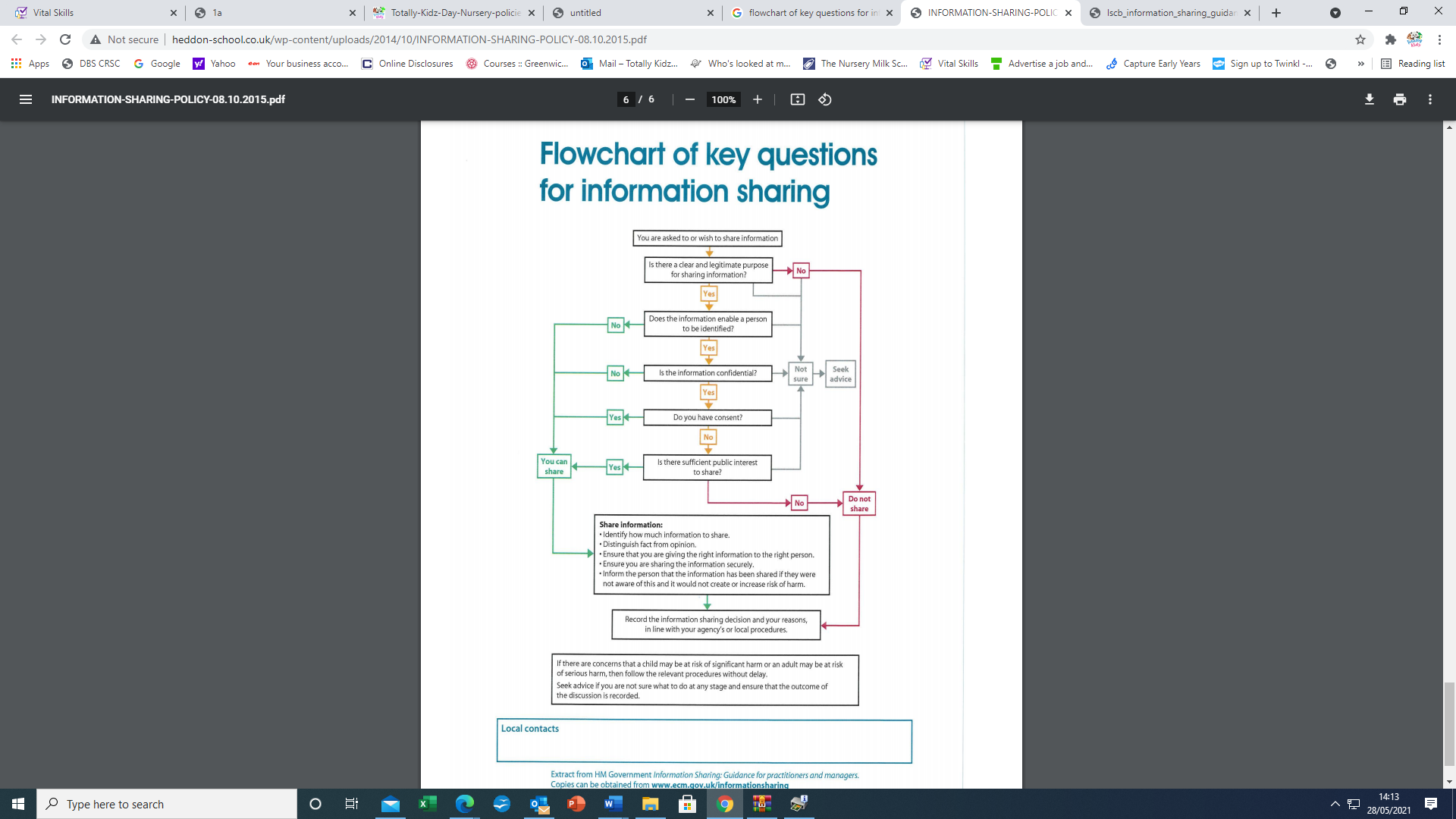
Where a member of staff or volunteer has been dismissed due to engaging in activities that caused concern for the safeguarding of children or vulnerable adults, we will notify the Disclosure Barring Service (DBS) of relevant information so that individuals who pose a threat to children (and vulnerable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

**Sharing information**

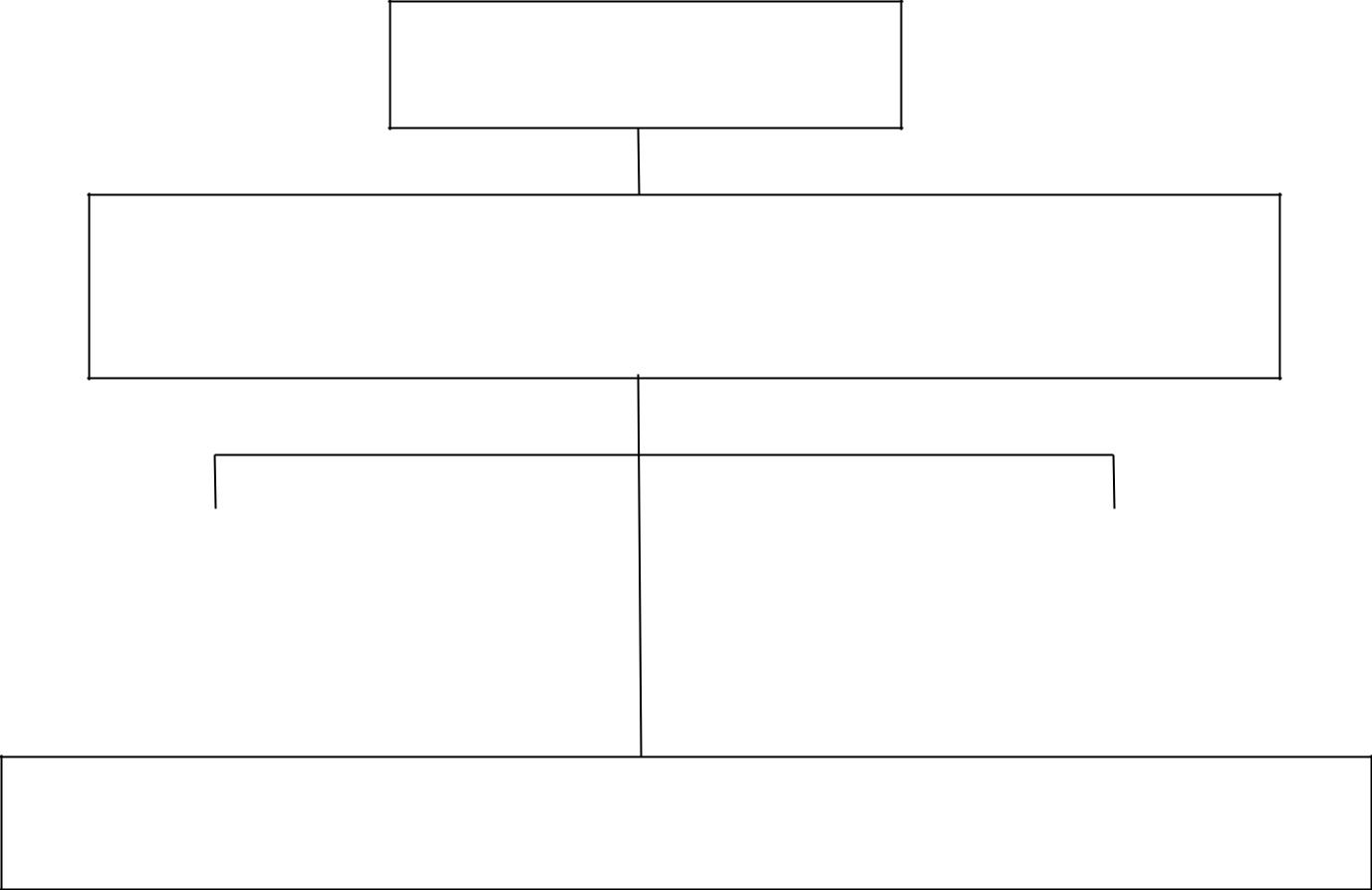
When sharing information, we follow the Information sharing advice for practitioners providing services to children, young people, parents and carers.

**The seven golden rules to sharing information**

1. Remember that the General Data Protection Regulation 2018, Data Protection Act 1998 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing, or requesting personal information from someone, be certain of the basis upon which you are doing so. Where you have consent, be mindful that an individual might not expect information to be shared.
5. Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.



**Flowchart of Procedure for Handling Professional Abuse Allegations**

****

Allegation of professional abuse to be reported to Designated Safeguarding Lead (DSL)

DSL to report allegation to the Local Authority Designated Officer (LADO)

|  |  |  |
| --- | --- | --- |
| Matter to be dealt with by |  | CP Strategy meeting needs to be |
| DSL/Manager |  | convened by Children’s Social |
|  |  | Care in conjunction with LADO/ |
|  |  | CP Coordinator and relevant |
|  |  |
|  |  | professionals |
|  |  |  |

When necessary the LADO will record the allegation and outcome in a confidential/limited access section of the Children’s Social Care Case Management Information System

**Key commitment 3**

**Totally Kidz Day Nursery** is committed to promoting awareness of child abuse issues throughoutits training and learning programmes for adults. We are also committed to empowering young children, through early childhood curriculum, promoting their right to be strong, resilient and listened to.

**Training**

Training opportunities are sought for all adults involved in the Club to ensure that they are able to recognise the signs and signals of possible physical abuse, emotional abuse, sexual

abuse and neglect and that they are aware of the local authority guidelines for making referrals.

We ensure that Designated Safeguarding Lead (DSL) receive training in accordance with that recommended by the Local Safeguarding Children Board. We ensure that all staff and parents know the procedures for reporting and recording their concerns.

**Planning**

The layout of the rooms allows for constant supervision. No child is left alone with staff or volunteers in a one-to-one situation without being visible to others.

**Learning Opportunities**

We introduce key elements of keeping children safe into our programme to promote the personal, social and emotional development of all children, so that they may grow to be strong, resilient and listened to and that they develop an understanding of why and how to keep safe.

We create a culture of value and respect for the individual, having positive regard for children's heritage arising from their colour, ethnicity, languages spoken at home, cultural and social background.

We ensure that this is carried out in a way that is developmentally appropriate for the children.

**Confidentiality**

All suspicions and investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the Local Safeguarding Children Board.

**Support to families**

We believe in building trusting and supportive relationships with families, staff and volunteers.

We make clear to parents our role and responsibilities in relation to child protection, such as for the reporting of concerns, information sharing, monitoring of the child, and liaising with the local children’s social care team.

We will continue to welcome the child and the family whilst investigations are being made in relation to any alleged abuse.

We follow the Child Protection Plan as set by the child’s social care worker in relation to the role and tasks in supporting that child and their family, subsequent to anyinvestigation.

Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child in accordance with the Confidentiality and Client Access to Records procedure and only if appropriate under the guidance of the Local Safeguarding Children Board.

**E-Safety Policy and Procedures**

**Policy statement**

E-safety encompasses internet technologies and electronic communications such as mobile phones and wireless technology. It highlights the need to educate children about the benefits and the risks of using new technology and provides safeguards and awareness for users to enable them to control their online experiences. **Totally Kidz Day Nursery** has a commitment to safeguarding children and this e-safety policy is in operation at all times in line with our Safeguarding Children policy.

It is important for children to learn to be e-safe from an early age and we feel that we play a vital part in starting this process.

The internet is regarded as an essential resource to support teaching and learning and it is fast becoming as commonplace as the TV or a telephone. Unmediated internet access brings with it the possibility of placing children in embarrassing, inappropriate and even dangerous situations.

**Totally Kidz Day Nursery e-safety policy is built around the following principles:**

Guided educational use

Significant educational benefits should result from internet use including access to information from around the world. Internet use should be carefully planned and targeted within a regulated and managed environment.

Risk Assessment

We have a duty to ensure children within our care are not exposed to inappropriate information or materials. We also need to ensure that children know how to ask for help if they come across material that makes them feels uncomfortable.

Responsibility

Internet safety depends upon staff, parents, carers and visitors taking responsibility for the use of internet and other communication technologies, such as mobile phone. It is our responsibility to use technical solutions to limit internet access and to monitor their effectiveness. For example, no use of personal mobile phone and internet on the premises. Any usage of internet will be password protected, inappropriate website block and constant supervision of children.

**Internet usage**

Any usage of internet access to the children is designed for educational use and includes appropriate filtering. Children will learn appropriate internet use. Staff guide children in online activities that support their learning journeys.

The internet is also used to support the professional work of staff, to allow effective planning and to enhance the management information and business administration systems.

All staff need to understand the significance of e-safety which highlights the importance of safeguarding children and keeping them safe which is of paramount importance. E-safety reflects the importance it places on the safe use of information systems and electronic communications.

**Methods of ensuring E-safety**

* The Manager is responsible for the staff and ensuring they only access sites appropriate to their job.

* The Manager does not allow the staff to access any social network sites whilst on duty with the children present.
* Passwords for e mails are not given out to anyone and only management have access to them.
* The management will audit the use of ICT to establish if the e-safety policy is appropriate and the internet is not been accessed for anything other than what it is meant for the nursery.
* We use the internet to enrich and extend the children’s learning. Access levels are reviewed to reflect the requirements and age of the child.
* Staff will guide the children when using the internet and support the learning.
* Children are supervised at all times by a member of staff.
* Virus and spy ware protection will be installed and updated regularly.

**Camera & mobile phone**

It is our intention to provide an environment in which children, parents and staff are safe from images being recorded and inappropriately used in turn eliminating the following concerns:

1. Staff being distracted from their work with children
2. The inappropriate use of mobile phone cameras around children

Our aim is to have a clear policy on the acceptable use of mobile phones and cameras that is understood and adhered to by all parties concerned without exception.

**Mobile Phones & Devices**

1. Staff, volunteers and visitor bringing personal mobile phone and devices on the premises must ensure there is no inappropriate or illegal content on the device.
2. Personal mobile phone & devices should be lock away when working with children. Do not use personal devices to take photographs of children and to contact a parent/carer.
3. All staff must ensure that their mobile telephones/devices are left inside their bag throughout contact time with children. Staff bags should be lock away (in separate room) as agreed with manager
4. Mobile phone calls may only be taken at staff breaks and outside of children’s reach.
5. If staff have a personal emergency they are free to use the nursery phone or make a personal call from their mobile in the designated staff area.

1. If any staff member has a family emergency or similar and required to keep their mobile phone to hand, prior permission must be sought from The Manager and the mobile phone should be placed on The Manager desk/ phone box.
2. Staff (will need to) ensure that The Manager has up to date contact information and that staff make their families and children’s schools etc. aware of emergency work telephone numbers. This is the responsibility of the individual staff member.
3. During group outings nominated staff will have access to our mobile phone agreed as agreed by The Manager, which is to be used for emergency purposes only.
4. It is the responsibility of all members of staff to be vigilant and report any concerns regarding the use of mobile phones to The Manager. Concerns will be taken seriously, logged and investigated appropriately.
5. The Manager reserves the right to check the image contents of a member of staff’s mobile phone should there be any cause for concern over the appropriate use of it.
6. Should inappropriate material be found then our Local Authority Designated Officer (LADO) will be contacted immediately. We will follow the guidance of the LADO as to the appropriate measures for the staff member’s dismissal.

**Camera**

Photographs taken for the purpose of recording a child or group of children participating in activities or celebrating their achievements is an effective form or recording their progression in the Early Years Foundation Stage. However, it is essential that photographs are taken and stored appropriately to safeguard the children in our care.

1. Only the designated nursery camera is to be used to take photo/ video of children.
2. Images taken on this camera must be deemed suitable without putting the child/children in any compromising positions that could cause embarrassment or distress.
3. All staff are responsible for the location of the camera; this should be placed within the lockable cabinet when not in use.
4. The camera must be locked away at the end of every session.
5. Images taken and stored on the camera must be downloaded as soon as possible, ideally once a week.
6. Images must only be downloaded by The Manager or a nominated senior member of staff.
7. If the technology is available images should be downloaded onsite. Should this facilities not be available these may be downloaded off-site and erased from the personal computer as soon as the images have successfully been printed.
8. Photographs should then be distributed to members of staff (key workers) to record in children’s learning journeys.
9. Under no circumstances must cameras of any kind be taken into the bathrooms without prior consultation with The Manager.
10. If photographs need to be taken in a bathroom, i.e. photographs of the children washing their hands, then The Manager must be asked first and staff be supervised whilst carrying out this kind of activity. At all times the camera must be placed in a prominent place where it can be seen.
11. Failure to adhere to the contents of this policy will lead to disciplinary procedures being followed.

**Social network, such as Facebook, MSN, Twitter**

Social networks should be personal to the staff member, staff should not comment on their work place, colleagues, parents or children from the nursery. There should never be photos of Totally Kidz Day Nursery play areas or the children who attend the nursery on a staff member’s profile. Staff should ensure that their profiles are “private” and not accessible for everyone to see. Any staff found doing any of the above, will be subject to a disciplinary procedure.

**CCTV**

All playrooms, corridors and entrance to the premises have cctv for security purposes. All CCTVs must be monitored by the manager for children’s security and safety. All parents must be made aware of the CCTVs on the premises.

**PREVENT DUTY Policy and Procedures**

POLICY STATEMENT From 1 July 2015 all schools, registered early years childcare providers and registered later years childcare providers (referred to in this advice as ‘childcare providers’) are subject to a 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”. This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies.

**Policy statement**

At Totally Kidz Day Nursery, it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified.  Protecting children from the risk of radicalisation should be seen as part of wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

We promote fundamental British values and we emphasise this daily through personal, social and emotional development and understanding of the world.  All staff are instructed to challenge extremist and radical views

All staff are expected to assess the risk of children being drawn into terrorism.  This means being able to demonstrate both a general understanding of the risk affecting children and specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. As with managing other safeguarding risks, staff should be aware of changes in children's behaviour which would indicate that they may be in need of protection. Staff should use their personal judgement in identifying children who might be at risk of radicalisation and act accordingly which may include making a referral to the Channel programme.

**Procedure for reporting concerns**

If a member of staff has a concern they should follow our normal safeguarding procedures, and report to the nursery’s Designated Safeguarding Lead (DSL) or report to

**MASH Referral:** 020 8921 3172

***LADO:*** 0208 921 3930

Referrals or other communications via secure e-mail:

[mash-referrals@royalgreenwich.gov.uk](mailto:mash-referrals@royalgreenwich.gov.uk) or faxed to 020 8921 3180.

Referrals outside office hours are handled by the Out of Hours Social Worker who can be contacted on 020 8854 8888.

The local police can be contacted or dial 101 (the emergency number) they can talk to you in confidence about concerns and help gain access to support and advice.

Also, they can advise if this would be a case for Channel the Department for Education has a dedicated telephone helpline (020 7340 7264) to enable staff and directors to raise concerns relating to extremism **Concerns can also be raised by email to** [**counter.extremism@education.gsi.gov.uk**](mailto:counter.extremism@education.gsi.gov.uk)

**What is Radicalism?**

Radicalism 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 our wider safeguarding duties and is similar to protecting children from other forms of harm and abuse. During the process 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. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family/ friends online. **Make note of children attendance records and report any abnormalities in their attendance to DSL. Report concerns about children and families travelling to countries that are at risk of extremism practice.**

**What is 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. Also included in extremism are calls for the death of members of our armed forces, in this country or overseas.

**Promoting British Values**

At Totally Kidz Day Nursery, we value all of our children and families. We promote mutual respect and are an inclusive nursery. We want children to be independent learners so that they can make their own choices and build and develop strong relationships and friendships with lots of people. We expect children to join in and try their best and to follow our simple rules.  All of these things are the foundations for growing in to good citizens and promote the ‘British Values’ of democracy, the rule of the law, individual liberty, mutual respect and tolerance.

**Democracy**

* Sharing ideas and experiences
* Children plan their own activities
* Sharing resources
* Staff represent the community

**Mutual Respect**

* We understand that children are different and develop at different rates with different needs.
* We work hard to build relationships with all of our different families.
* We celebrate special occasions that are important to our families and the wider world.

**Individual Liberty**

* Children can spend part of the day choosing their own activity.
* Children can choose whether to work inside or outside at different times.
* Children can choose when they want to have snack and what to eat from a selection.
* We celebrate children’s individual interests and incorporate them in to planning.

**The Rule of Law**

* We expect all children to follow our simple rules with support.
* Children understand why we need to have simple rules – to keep us safe and make things fair.
* Our policies and procedures make sure we are consistent and have clear expectations that all are aware of.

**Tolerance to those of different faiths and beliefs**

* We promote respect and tolerance for different people, faith, cultures and languages.
* We have positive images reflecting diversity.
* We ensure we offer children exposure to a wide range of cultures over the time they are with us.

**Visitor’s policy and Procedures**

All visitors must sign the visitor’s book on arrival and departure. If a visitor is spending a considerable part of the day within the nursery, The Manager must point out fire procedures. A member of staff must accompany visitors in the nursery at all times whilst in the building.

**Supervision**

* Whether children are in or out of the building, they must be supervised at all times.
* Be aware that children can drown in only a few centimetres of water.
* Special care should be taken when children are using apparatus e.g. climbing frame and when walking down outside steps.
* A member of staff must supervise large outdoor play equipment at all times.
* When outdoors, staff must be aware of bushes, shrubs and plants.
* Children must be carefully supervised when using scissors.
* If the nursery has hired a bouncy castle for the day then STRICT safety guidelines should be followed as laid down by the hiring company. A member of staff MUST supervise the children at all times.

**Security**

* No child should be given into the care of any person we DO NOT know. If in doubt check the person’s identity by ringing the child’s parent/guardian or the emergency number. Information must be passed on to all staff and recorded if it specifies whom can/cannot collect a child.
* A consent form for a child to be picked up by a person other than his or her parent/guardian or named emergency contact must be signed in this event. Photo identification and/or a password are also required where possible.
* Staff must check the identity of any visitors they do not recognise before allowing them on the premises. Visitors to the nursery must be recorded in the visitor book and accompanied by a member of staff at all times whilst in the building.
* All external doors must be kept locked at all times and external gates closed. All internal doors and gates must be kept closed to ensure children are not able to wander.

**Intruder Policy & Procedures**

An intruder is a person who has not been invited into the premise, and/or who has no legal right or permission to enter. An intruder may be a person new to the building, which has been either misdirected or is lost and poses no threat to the children or staff. Alternatively an intruder may arouse suspicion as to his/her presence in the building, and may pose a safety hazard.

**Procedure**

Any member of staff who observes an intruder in the premises or ground must determine if the person poses a safety hazard or just needs advice, guidance or redirection. If safe to do so the intruder should be asked their name and reason for being there and The Manager will be informed.

**Non-suspicious Cases**

If it is established that an intruder is quite innocent and their authority to be on the premises has been established, then they may be shown or redirected. Advice must be given as to our visitor’s policies, and if necessary they should be accompanied whilst on the premises. Ensure that security arrangements have not been breached. The nursery security procedure need to be review to avoid any reoccurrence.

**Suspicious Cases (Possible Safety Hazard)**

Identify yourself to the intruder, politely greet them and question their purpose for being on the premises. Ask a colleague to alert The Manager then witness your actions. Explain that visitors must report to The Manager. Ask them politely to wait outside the premises until you get the manager.

Depending on circumstances and demeanour of the intruder, The Manager will make every effort to call the police. If the intruder becomes agitated, displays violence or refuses to co-operate with directions, an attempt will be made to calm and comfort him/her whilst also attracting another member of staff to call the police. Do not attempt to restrain him/her.

Have regard to the safety of any children present, and if possible evacuate them from the area. Do not panic, act in a calm manner as so not to cause alarm or distress.

If the intruder attempts to leave, do not prevent him/her from doing so, but carefully note their direction and clothing, and any vehicle they may have. Note the direction they take and alert the police of the circumstances. If the intruder remains until the arrival of the police, inform officers of the circumstances. In the presence of the police, may a firm request for the intruder not to return. Review security procedure and make a written report in the communication book.

**Intruder Who is Armed or Poses a Serious Safety Hazard**

Alert staff to call the police (999) as soon as possible. Give the operator the location of the intruder, a physical and clothing description and the weapons involved. Advice the operator of your action to safeguard the children and other members of staff, and remain on the line until told to hang-up. Monitor the location of the intruder.

Evacuate all children from the immediate area, if allowed to do so, and do not approach or engage with him/her. In a hostage situation where children or staffs are prevented from leaving the room or area, the first consideration must be to calm the children without creating panic or fear. Try to engage the children in carpet songs or activities, if allowed to do so.

Attempt to pacify the intruder, and ascertain if possible his/her reasons for being there. Be aware that you will be asked to recall any comments or statements made by him/her.

Remain calm and do not attempt to disarm the intruder. The Manager or staff should be aware of the location, description and type of weapon in possession of the intruder, in order that she can tell the police on their arrival.

All other members of staff and children should remain inside the premises unless otherwise directed by the police or the intruder get inside the premises. There will inevitably be an investigation into the incident, and all staff or other witnesses may be called to recollect what happened.

**Lock Down Policy and Procedures**

The safety of everyone at the nursery is given the highest priority. There are some occasions when it may be necessary to keep the children inside the nursery buildings for their safety. Examples range from a dangerous dog or an armed adult roaming the nursery grounds to sheltering from the fumes given off by a hazardous material spilt during an incident on one of the roads near the site.

Depending on the type and severity of the incident, parents may be asked NOT to collect their children from the nursery as it may put themselves and children at risk. Parents may not be able to contact the nursery by telephone as we will be using this to contact the authorities. There may also be further information on the nursery website [tbc](http://www.malearn.co.uk)

As a result of an incident your children may have been moved from their normal playroom to another safer place within the premises, so please, do not be unduly worried if they are not in their normal room.

All children will be supervised at all times and communication with parents and carers will be re-established once the incident has been dealt with or advice given from the appropriate authorities/emergency services.

If the end of the day is extended due to the lock down, parents will be notified and will receive information about the time and place, children can be picked up from the premises or emergency lock down premises.

Inform parents of context of lockdown and to encourage parent to reinforce with their children the importance of following procedures in these very rare circumstances.

**PROCEDURES**

**In the event of a lockdown…**

**A member of staff will call the emergency services immediately.**

**Another senior staff member will telephone each playroom from the office to alert the staff that they are in a lockdown situation. If children and staff are outside, they will blow their whistle 3 times and state ‘CUP OF TEA’, repeat this several times to alert everyone.**

**The Manager or most senior staff member on the premises is to control the lockdown.**

**All staff and children are to remain and or proceed indoors and follow lockdown procedures:**

1. **If outside, once the whistle has blown and ‘CUP OF TEA’ is announced, each adult is to gather children and get inside with them as fast as you can.**
2. **Open doors and gates to allow everyone in.**
3. **Once everyone is inside, close doors and barricade with whatever is closest and close all windows, pull down blinds on windows that have them.**
4. **Keep all children inside. Take all children in the premises and keep them calm and as quiet as possible, stay away from the windows and doors.**

**Ensure all children are present and if possible all emergency medication e.g. Epi Pens, Asthma Medication and parent’s contact details etc.**

1. **All doors to be kept closed. Main entrance to be locked and not opened.**
2. **Do Not Attempt to interact with the perpetrator.**

**If the danger enters the building**

**Use the closest emergency exit door that is safe to leave the building. Take the children to Eldon Children Centre or the main school building if they are still open. This is located within close proximity of the nursery.**

1. **Follow directions from The Manager or senior controlling staff member from emergency services An “All Clear” (said) announcement will end the lockdown. If a Safeguarding issue arises from the situation then we follow the guidelines of the police and the Local Authority.**

\*IT IS CRITICAL TO REASSURE CHILDREN AT ALL STAGES TO AVOID UNDUE DISTRESS. CHILDREN MUST REMAIN UNDER THE SUPERVISION OF THE MEMBER OF STAFF AT ALL TIMES.

The Manager or senior controlling staff member to notify parents as soon as possible after the lockdown via website/phone calls/email etc. All areas checked and cleared by The Manager or senior controlling staff member after “All Clear”.

**STAY SAFE FEEL SAFE**

**Arrivals and Departures Procedures**

It is the policy of Totally Kidz Day Nursery to give a warm welcome to each child when they are arriving at nursery. Staff must record the time that child arrival at nursery . Parents must enter their child’s end time and sign their name daily.

The staff handing over the child must check immediately to ensure all children are signed out of the nursery, and the attendance register is accurate. Any specific information provided by the parents should be recorded.

If the parent requests for their child to be given medicine during the day, the staff member must ensure that the medicine consent procedure is followed.

If the child is not to be collected by the parent/carer at the end of the session, an agreed procedure must be followed to identify the nominated adult.

The planned departure of the child should be anticipated by staff.

All medicines should be recovered from the medicine box/fridge only when the parent/carer has arrived and should be handed to him/her personally.

No child should be handed over to anyone other than the known parent/carer unless an agreement has been made at the time of arrival. On departure, the child register must be immediately marked to show that the child has left the premises.

For arrivals and departures of visitors the appropriate records must be completed on entry and exit e.g. in the visitors book.

**Late collection & non-collection**

**Late collection**

We understand that occasionally situations may arise, which might mean that you will be arriving late to collect your child(ren). Late collection will incur an additional fixed fee of £10.00 for every 10 minutes you are late. And you are expected to inform the nursery of your lateness via a phone call to the nursery’s telephone number.

**Non collection**

All parents agree to an approximate time to collect their children from the nursery and are informed of procedures on what to do, if they will be running late for collection.

In the case of a child not being collected from the nursery with a reasonable amount of time and no calls from the parents/ carer, indicating that they are running late after the child(ren) pick up time.

The following procedures will be initiated by the members of staff:

* Inform The Manager if a child has not been collected.
* The Manager will check for any information regarding changes to normal routines, parents work patterns or general information. If there is no information recorded, the parents/carers will be contacted on the numbers provided for their home or work. If this fails the emergency contacts will then be contacted as per the child’s records.
* The Manager and one other member of staff must stay behind with the child (if it falls outside normal operating hours). During normal operating times, staff ratios must be met and planned for accordingly.
* If the parents/carers still have not collected the child, The Manager will telephone all contact numbers available every 10 minutes until contact is made. These calls need to be logged on the full incident record in the event of no contact being made after one hour has lapsed, the person in charge will ring Greenwich Out of Hours Social Worker who can be contacted on 020 8854 8888.
* The two members of staff will remain in the building until suitable arrangements have been made for the collection of the child. The child’s welfare and needs will be met at all times.

**Lost or Missing Child Policy and procedures**

**Lost child** **procedure (at the nursery)**

In the unlikely event of a child going missing within/from the nursery, the following procedure will be implemented immediately.

* The Manager will be informed immediately and all staff present will be informed and deployed to start an immediate thorough search of the premises.
* If the child has still not been accounted for, The Manager or senior staff in charge will contact the police immediately.
* The Manager will also contact the parents/carers of the missing child.
* The Manager will ensure staff search the surrounding area and all other children remain supervised throughout.
* During this period, staff will be continually searching for the missing child, whilst other staff maintain as near to normal routine as possible for the rest of the children in the nursery.
* The Manager will meet the police and parents/carers.
* The Manager will then await instructions from the police.
* Any incidents must be recorded in writing.
* LADO and Ofsted must be contacted and informed of any incidents.
* With incidents of this nature parents, carers and children may require support and reassurance following the traumatic experience.

**Lost child** **procedure (on outings)**

* Regular head counts are carried out on children throughout the outing. In the unlikely event of a child going missing whilst on an outing the following procedure will be implemented immediately.
* The organiser will be informed immediately and all staff present will be informed and deployed to start an immediate thorough search of the area, ensuring that all other children remain supervised throughout.
* If appropriate, on-site security will also be informed and a description of the child/children given.
* In the event of a child not being found, the designated person in charge will immediately inform the police.
* The designated person in charge will then inform The Manager who will contact the child’s parents/carers giving details of what has happened. In the case of the whole nursery being on an outing, all parents/carers details would be taken on the trip by the person in charge.
* Staff will be sent to assist the safe return of the other children.
* During this period, staff will be continually searching for the missing child, whilst other staff maintains the safety of the remaining children.
* At least one member of staff will remain at the scene whilst others return to the nursery with the children. This member of staff will continue searching for the child/children.
* The remaining member of staff will meet the police and parents/carers when they arrive at a designated point.
* Any incidents must be recorded in writing.
* LADO and Ofsted must be contacted and informed of any incidents of lost or missing child.
* With incidents of this nature parents, carers and children may require support and reassurance following the traumatic experience.

**Legal framework**

**Primary legislation**

* Children Act (1989 s47)
* Protection of Children Act (1999)
* Data Protection Act (1998)
* The Children Act (Every Child Matters) (2004)
* Safeguarding Vulnerable Groups Act (2006)
* Childcare Act 2006

**Secondary legislation**

* Sexual Offences Act (2003)
* Criminal Justice and Court Services Act (2000)
* Equalities Act (2010)
* Data Protection Act (1998) Non Statutory Guidance
* Childcare (disqualification) regulations 2009
* Children and Families Act 2014
* Serious Crime Act 2015

**Further Guidance**

* Working together to safeguard children (March 2015)
* What to do if you’re Worried a Child is Being Abused (DFE 2015)
* Framework for the Assessment of Children in Need and their Families (DoH 2000)
* The Common Assessment Framework for Children and Young People: A Guide for Practitioners (CWDC 2010)
* Statutory guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children Act 2004 (HMG 2007)
* Information Sharing: Guidance for Practitioners and Club Leaders (DfE 2015)
* Disclosure and Barring Service: [www.gov.uk/disclosure-barring-service-check](http://www.gov.uk/disclosure-barring-service-check)
* Keeping Children Safe in Education (2015)

**Other useful Pre-school Learning Alliance publications**

* Safeguarding Children (2013)
* Safeguarding through effective supervision (2013)

**Recruitment and Selection Policy and Procedures**

Totally Kidz Day Nursery is committed to recruiting, appointing and employing staff in accordance with all relevant legislation. The provider and manager will appoint the best person for each job and will treat fairly all applicants for jobs and all those appointed. We will ensure that adults looking after children, or having unsupervised access to them, are suitable to do so.

No applicant will be rejected on the grounds of age, gender, sexuality, class, means, family status, disability, colour, ethnic origin, culture, religion or belief. Commitment to implementing the group's equal opportunities policy will form part of the job description for all workers.

**Advertising**

A position will be advertised using available local resources and online platform, such as job centre and Indeed website. Job vacancies are advertised in the local community and job descriptions and application forms are sent to all applicants. The advert will state that appointment is subject to DBS checks and references. We will always appoint the best person for the job and will treat fairly all applicants for jobs. Previous experience and relevant childcare qualifications are considered before appointing anyone.

**Safer Recruitment & DBS Policy and Procedures**

**Offering the job**

If a candidate is suitable they will be made an offer of employment SUBJECT to acceptable reference checks (at least 2) and DBS checks. The candidate will be directed to complete an online form plus how to access the accompanying notes for completion. The Manager will verify the additional identification checks.

Applicants will not be able to start working until we receive their two references (one of which should be a previous employer) and enhanced DBS check.

The employee will be subject to an induction period (see checklist) and may be required to complete the Induction Standards. Photocopies of all qualifications and identification will be kept in the office. All disclosure information will be stored and disposed of in accordance with the DBS's Code of Practice.

**In addition, we:**

* Will keep records to demonstrate to Ofsted that the checks have been done, including the number and date of issue of the enhanced DBS Disclosure.
* We will employ persons based on their suitability and will request:

Evidence of right to work in the UK

Two suitable written references

Full employment history

Qualifications evidence

Attendance for interview

Identity checks as necessary

DBS enhanced disclosure

* Prospective employees or volunteers will be notified that they are expected to declare all convictions and/or cautions; as well as court orders which may disqualify them from working with children or affect their suitability to do so.
* Staff and/or volunteers will understand that being under the influence of drugs or alcohol will not be tolerated.
* Where an employee or volunteer is taking medication which may affect their ability to care for children, medical guidance will be sought.
* We recognise that it is an offence under *Section 76 of the Childcare Act 2006*, to employ anyone who is disqualified from working with children.
* We recognise our own responsibility in relation to the *Safeguarding Vulnerable Groups* *Act* (2006). When a person has left or been dismissed in connection with a childprotection issue, we will notify the relevant authorities, such that the person concerned will be listed and effectively barred from working with vulnerable groups in the future.

**Safer Recruitment training**

The Manager and any staff involve in the recruitment process will attend safer recruitment training.

1. **Aim**

The aim of this recruitment and selection procedure is:

* + To ensure that Totally Kidz Day Nursery can recruit the most appropriate person for each post.
  + To help prevent discrimination. It sets out how consistent and justifiable criteria must be established and used for decisions in selection and promotion.
  + To ensure safe recruitment methods are practiced when employing staff to ensure the safeguarding and welfare of children and young people.

This policy is written with regard to, and in line with The Children’s Act 1989 and 2004 and The Protection of Freedoms Act 2012.

1. **Methods**
   1. *Recruitment Officers*
      1. The Provider or Manager have overall responsibility for the recruitment of qualified and suitable employees.
      2. have completed the on-line safer recruitment training or an accredited Safer Recruitment course.
   2. *Job descriptions*
      1. There will be a person specification and job description for every position in the nursery; the job description will provide detailed guidance to applicants on the role.
      2. The job description will include a statement on the responsibility of the member of staff to safeguard and promote the welfare of children.
      3. The person specification will include reference to the member of staff’s suitability to work with children.
   3. *Advertising*
      1. Posts are advertised widely.
      2. Job adverts state clearly the position, required skills and knowledge, and expected qualifications and experience. Adverts will also include the hours and salary for the position.
      3. All job adverts will list safeguarding training as a desirable qualification and include a statement on safeguarding children.
      4. Job adverts will inform applicants that an enhanced disclosure and barring service (DBS) check will be required for the post.
   4. Adverts will state a closing date for the receipt of application forms, expected interview dates and the start date for the post.
2. *Applications*
   1. All applicants will be requested to complete an application form either online or a hard copy. Only fully completed application forms will be

considered.

* 1. Application forms will include an applicant’s full employment history, training and qualifications, and professional references.
  2. Applicants will be required to disclose any criminal convictions, cautions, or reprimands, warnings or bind-overs which they have incurred. The application form will include a statement explaining that positions working with children are exempted from the Rehabilitation of Offenders Act 1974. This includes any convictions considered as

‘spent’ under the Act.

* 1. A question like this one should be a part of the application form. ***‘Do you*** ***have any convictions, cautions, reprimands or final warnings that are not "protected" as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013)***
  2. All application forms should be signed by the applicant.

1. *Shortlisting*
   1. Applicants will be short listed according to the criteria set out in the job advert and job description by the named recruitment officers.
2. *References*
   1. At least 2 professional references will be required for successful applicants.
   2. Where possible references should be sought for short-listed candidates prior to the interview. One reference must be from the applicants’ current or most recent employer where possible.
   3. Written references must be followed up by a telephone call to verify authenticity.
3. *Interviews*
   1. Interviews are undertaken by at least two people and one of the interviewers will have done a Safer Recruitment training course.
   2. Shortlisted applicants should be contacted to attend an interview.
   3. Prior to the interview applicants should be informed of the documentation they will need to provide as evidence of their identification and in support of their qualifications.
   4. Applicants will be informed in advance if they will need to come in at an additional time to do a practical element for the interview process.
   5. Pre-agreed questions based on the post will be used to conduct the interview. Responses will be recorded on the short listing and recruitment analysis form.
   6. Any discrepancies on the application form, or gaps in employment should be explored at the interview, as well as any individual questions arising from references or the interview.
      1. Check whether the applicant is suitable for work with children.
   7. *Checks*
      1. The applicant’s identity is verified with photographic proof e.g. passport or driving licence.
      2. The applicant’s qualifications are verified with the original documents.
      3. An applicant’s right to work in the UK is confirmed through scrutiny of appropriate documents.
      4. The applicant’s health and physical capacity to undertake the role is verified.
      5. No copies of the above documents are taken at the interview. Successful candidates will be asked to bring in all the documentation once they have been appointed.
   8. *DBS checks*
      1. All applicants will have given details of their right to work with children in the job being offered, in the declarations on the application form.
      2. Applicants will be asked for written agreement for the organisation to seek details of their current suitability from the DBS Update Service.
      3. Where individuals are not registered with the Update Service they will be asked for details needed to make a new DBS check.
   9. *Decision to appoint*
      1. Successful interviewees will be sent an employment offer letter, clearly stating that the position is subject to a clear DBS check and satisfactory references.
      2. The letter will state the candidate’s rate of pay.
      3. The candidate will need to return a signed copy of the letter as acceptance of the position prior to starting work.
   10. *Commencement of employment*
       1. A suitable date to start will be agreed.
       2. The candidate will need to bring in all verification documents on this day for The Manager to take copies.
       3. The candidate will take part in an induction on the first day. This should include a checklist covering all key aspects of the organisations policies.
       4. It will ensure that new employees have read and understood the Safeguarding policy, Behaviour Management Policy and the Code of conduct. Employees will sign to affirm their understanding and acceptance of these policies.
       5. In the unusual circumstance that an employee will commence work prior to the DBS check being completed the candidate will be informed of tasks and activities they are not to, or to do under supervision, until a satisfactory the DBS certificate of disclosure arrives.
4. *Probationary Period*
   * 1. All new staff will be subject to a 6 month probation period. The staff member will be offered regular supervision during this period.

**Staff Development & Training**

Totally Kidz Day Nursery highly values its staff. It is in the interests of the children, families, and the individual, that each staff member be given the opportunity to develop their skills to their maximum and to broaden their knowledge and skills in caring for children.

Personal and professional development is essential to maintaining the quality and delivery of high-quality care and education for young children in early years. It underpins all aspects of curriculum delivery and positive interactions. At Totally Kidz Day Nursery, we will ensure that most of staff are qualified to Level 2 or 3 in childcare and education. We will offer opportunities to students training towards their childcare qualification or volunteers willing to undertake relevant trainings to enhance their skills supporting children. We strongly promote constant professional development and all staff will have individual training records and training plans to enhance their skills and expertise.

**Training plan**

To facilitate the development of staff we:

* coach, lead and role model with staff, and offer encouragement and support to achieve a high level of morale and motivation
* promote teamwork through ongoing communication, involvement and a no blame culture to enhance their practice
* provide opportunities for delegation based on skills and expertise to offer recognition and stimulate staff
* encourage staff to contribute ideas for change and hold regular staff meetings and team meetings to develop these ideas. Regular meetings are also held to discuss strategy, policy and curriculum planning
* encourage staff to further their experience and knowledge by attending relevant external training courses
* encourage staff to pass on their knowledge to those who are less experienced and disseminate knowledge from external training to other staff
* provide regular in-house training relevant to the needs of the provision
* carry out regular supervisions with all staff. Staff appraisals are carried out every year and reviewed six monthly where objectives and action plans for staff are set out, whilst also sourcing training according to their individual needs
* develop a training plan addressing both qualifications and continuous professional development needs of the provision and of individual staff
* promote a positive learning culture within the provision
* delegate responsibilities according to an individual’s expertise
* offer annual team building training
* cascade information and hold regular internal training events
* carry out full evaluations of all training events and use these to evaluate the training against the aims set to enable the development of future training programmes to improve effectiveness and staff learning
* provide inductions to welcome all new staff and assign a ‘work-mentor’ to coach and support new staff
* offer ongoing support and guidance

**Induction policy and checklist**

Induction of staff, volunteers, students and The Manager

**Policy Statement**

At Totally Kidz Day Nursery, we provide an induction for all staff, volunteers, students and The Manager in order to fully brief them about the nursery, the families we serve, our policies and procedures, curriculum and daily practice.

**Procedures**

* We have a written induction plan for all new staff, which includes the following:
* Introductions to all staff and volunteers, including a welcome tour of the premises.
* Show them the premises and explain the health and safety procedures.
* Ensure they read the policies and procedures and know how to implement them in their day-to-day practice.
* Introducing them to parents, especially parents of allocated key children.
* Developing relationships with their key children and familiarising themselves with key information to support children effectively.
* Knowing and adhering to the data protection and confidentiality policy and procedures.
* Details of the tasks and daily routines to be completed.
* The Manager inducts new staff and volunteers. Duration for induction period is a minimum two weeks, however, this is flexible and recognise it may take part time staff a longer period. Maximum duration for the probation period is six months.

The Manager or a senior staff responsible to induct staff, volunteers and students to ensure they are familiar with our policies and procedures. During the induction period, the individual must demonstrate understanding of and compliance with policies, procedures, tasks and routines. Successful completion of the induction forms part of the probationary period.

**Staff, Volunteers and Students Policy and Procedures**

**Aim**

Staff are deployed to meet the care and learning needs of children and ensure their safety and well-being. There are effective systems in place to ensure that adults looking after children are suitable to do so.

**Objectives**

* Staff and volunteers are employed according to Totally Kidz Day Nursery Personnel procedures.
* All staff and volunteers that have access to the children must have an enhanced DBS disclosure checks.
* All staff and volunteers working with children have appropriate training, skills and knowledge.
* All staff, students and volunteers are deployed in accordance with the procedures.
* Staff and volunteers are expected to behave in accordance with the Code of Conduct and there are procedures for dealing with disagreements between staff.

**Deployment of Staff**

* Staff are on the premises before children are admitted in the morning and at the end of the day. There will always be a manager or a senior staff onsite at all times.
* The Manager deploys staff appropriately to ensure consistent supervision of children using the indoor and outside play areas.
* In the open plan area, a rota based model ensures staff are positioned in areas of the room and outdoors, to supervise children and support their learning.
* Staff spend time with key groups daily; these times are not just for focussed activities but for promoting shared times and friendships.
* Staff are responsible for ensuring equipment in their area is used appropriately and is tidy at the end of the session.
* Staff plan their focus activity in conjunction with the deployment rota.
* One staff ‘floats’ to support busy areas or to track or observe children across the space.
* The float person covers if the designated staff member has to leave an area.
* Staff inform colleagues if they have to leave the room and say where they are going.
* There must be adequate supervision when children are playing outside.
* The Manager can direct other staff to join those outside if the numbers of children warrant additional staff available.
* Staff focus their attention to children at all times.
* Staff do not spend time in social conversation with colleagues while they are working with children.
* Staff allow time for colleagues to engage in ‘sustained shared interaction’ with children and do not interrupt activities led by colleagues.
* Sufficient staff are available at story times to engage children and keep them settled.

**Deployment of volunteers**

Volunteers are deployed to meet the care and learning needs of children and to ensure their safety and wellbeing at all times. Volunteers are always under the supervision of a permanent member of staff. They are not included in staff ratios.

* The Manager ensure that volunteers are deployed to assist a staff and should never be left alone with the children.
* Volunteers assist designated staff in ensuring the equipment in their designated area is used appropriately and that it is left tidy at the end of the session.
* Volunteers give additional support for busy areas.
* Volunteers inform colleagues where they are going if they leave the room.
* Volunteers do not have unsupervised access to children – they do not take them into a separate room for an activity and do not take them off premises.
* Staff can direct volunteers to join those outside if the numbers of children warrant additional staff available.
* Volunteers focus their attention to children at all times.
* Volunteers do not spend time in social conversation with colleagues while they are working with children.
* Volunteers allow time for colleagues to engage in ‘sustained shared interaction’ with children and do not interrupt activities led by colleagues.

**Student placement**

Totally Kidz Day Nursery, we recognise the important contribution that qualifications and training make to the quality of care and education. As part of our commitment to quality, we offer placements to students undertaking early years qualifications and training.

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

* The Manager ensures that students meet the ‘suitable person’ requirements.
* The good character of students under the age of 17 years is vouched for by the school that places them.
* Students under the age of 17 years do not have unsupervised access to children.
* Students who are placed on a short-term basis are not counted in staffing ratios
* There is public liability and employer’s liability insurance which covers students and voluntary helpers.
* Students are aware of the need for confidentiality and procedures are explained.
* Student induction includes how the provision and sessions are managed, and policies and procedures.
* Appropriate members of staff co-operate with students’ tutors in order to assist them in fulfilling the requirements of their course of study.
* The nursery communicates a positive message to students about the value of qualifications and training.
* The needs of the children remain paramount at all time and students are only admitted in numbers that do not hinder the essential work of the nursery.

**Students**

Totally Kidz Day Nursery is committed to sharing best practice with those wishing to pursue a career in childcare. Therefore, students will be welcome to join our staff and gain work experience. We welcome the chance to encourage training. We accept student placements and recognise this as an opportunity to examine and revise our own practice. We will only have one student at a time as we feel this benefits the student and reduces unnecessary pressure on staff members. Students are expected to be associated with a recognised childcare related course. Placements will be offered after discussions with the appropriate tutors, and close links have been established with the college or centre.

Students will attend a pre-visit for an interview, followed by their student induction and tour of the premises. At this time students will have the opportunity to read and discuss relevant safeguarding and health and safety policies, receive a copy of the Student Handbook which includes their hours, dress code, telephone number and important policies and procedures such as confidentiality, Health and Safety, Manual handling and what to do in a fire drill.

They will also have to sign their contract in readiness for their first day:

* students will be supervised at all times by a member of staff assigned to them and will not be left alone with the children
* we require students to keep to our confidentiality policy
* it is expected that during the student’s placement, their tutor will visit the premises or have verbal communication with The Manager or senior staff to receive feedback about the student’s progression
* students will be offered support and guidance throughout their placement and offered constructive honest feedback in respect of their performance. Staff will respect individual students’ needs and abilities and will aid their development
* an accurate evaluation of ability and performance for both students and training providers will be provided. We will support students who are experiencing difficulties with action plans if needed
* to maintain parent partnerships, parents will be informed of students working with us and relevant consent will be seek as appropriate, e.g. to do observation of children

All students on placement must adhere to the same codes of conduct as staff and this also applies to time-keeping and dress codes. Confidentiality must be upheld at all times. Students are attached to a senior member of staff (their mentor), who supervises their work and ensure they adhere to Totally Kidz Day Nursery routines, policies and procedures at all times. All students are encouraged to contribute fully to the routines and to gain practical experiences planning, implementing and observing activities with children. Students must not be left alone with children and should not support children with nappy/ toilet needs.

**Informing parents**

Parents should be informed of students working within the nursery and we will seek their consent before students can complete observation of their children. We must remember parents are the first point of contact. They have any concerns, including the suspicion of abuse they must report to The Manager. If they wish they can report directly to Ofsted or children services for Royal London Borough of Greenwich.

**Dealing with conflict between staff**

Staff maintain pleasant-sounding relationships within the nursery so that the atmosphere experienced by children and parents is calm, friendly and warm at all times. Disagreements between staff are dealt with in a constructive way so that the harmony of the group is maintained.

People do not always agree and in any working environment there will be disagreements. The way in which these are resolved is important. If staff feels angry, frustrated or annoyed this affects the atmosphere of the nursery. Children will sense a difficult atmosphere and become upset.

* In general staff will work together showing kindness and concern towards one another.
* They are respectful and are courteous to each other, developing understanding and tolerance for each other’s ways.
* Staff respect cultural differences and value the multiple perspectives that this brings to the work of the team.
* If a disagreement between staff arises, staffs acknowledge their differences and agree to discuss them outside of the group room. They continue to work in the group room showing courtesy towards each other.
* In a separate space, they air their difference using non-blaming and non-accusatory language.
* Both sides should state their case clearly, listening to and acknowledging each other’s feelings and point of view.
* In most cases a compromise point can be found and staff can apologise to each other and get on with the day.
* In cases where the rifts are more serious, The Manager will mediate, giving each side a chance to air their grievance and bring them round to a point of mutual understanding.
* When staff gets over their differences and difficulties they should be praised.
* Commitment for harmonious relations needs recognition and The Manager will demonstrate that they value staff who work to these principles.
* If staff continues to disagree and disharmony is affecting the group, The Manager may intervene to suggest solutions. If there is continuance of behaviour leading to disharmony The Manager may consider disciplinary action in conjunction with our procedures.

**Equality and inclusion**

Totally Kidz Day Nursery takes great care to treat each individual as a person in their own right, with equal rights and responsibilities to any other individual, whether they be an adult or child. Totally Kidz Day Nursery is committed to providing equality of opportunity and anti-discriminatory practice for all children and families according to their individual needs. Discrimination on the grounds of gender, age, race, religion/belief, colour, creed, marital status, ethnic or national origin, or political belief, has no place within this provision.

A commitment to implementing our equal opportunities policy will form part of each employee’s job description. Should anyone believe that this policy is not being upheld, it is their duty to report the matter to the attention of The Manager at the earliest opportunity.

**Staff are committed to:**

* Recruiting, selecting, training and promoting individuals on the basis of occupational skills. In this respect, we will ensure that no job applicant or employee will receive less favourable treatment on the grounds of age, gender, marital status, race, religion/belief, colour, cultural or national origin, or sexuality, which cannot be justified as being necessary for the safe and effective performance of their work or training.
* Providing a childcare place, wherever possible, for children who are designated disabled or disadvantaged according to their individual circumstances, and we ability to provide the necessary standard of care.
* Striving to promote equal access to services and projects by taking practical steps, (where possible) such as ensuring access to people with additional needs and by producing materials in relevant languages and media.
* Providing a secure environment in which all our children can flourish and all contributions are valued.
* Including and valuing the contribution of all families to our understanding of equality and diversity.
* Providing positive non-stereotype information about different ethnic groups and people with disabilities.
* Improving our knowledge and understanding of issues of equality and diversity.
* Regularly reviewing childcare practice to ensure the policy is effective and practices which are discriminatory.
* Making inclusion a thread, which runs through all of the activities of the provision including encouraging positive role models through the use of toys, imaginary play and activities that promote non-stereotyped images.

**Admissions/ service provision**

Our nursery is accessible to all children and families in the local community and further afield through a comprehensive and inclusive admissions policy. We will strive to ensure that our nursery is accessible and relevant to all groups and individuals in the community within targeted age groups.

**Recruitment**

Totally Kidz Day Nursery will strive in its recruitment to ensure that the staffing levels reflect the community it serves. All vacancies will be advertised as widely as budgets allow. Every effort will be made to ensure there is a representative balance on the selection group and all members of the group will be committed to equal opportunities practice as set out in this policy and will have received appropriate training in this regard. An application form will be sent out along with a copy of the equal opportunities policy. Our application form will not include questions that potentially discriminate against the grounds specified in the statement of intent.

At interview no questions will be posed which potentially discriminate against the grounds specified in the statement of intent. At interview, all candidates will be asked the same questions, and members of the selection group will not introduce nor use any personal knowledge of candidates acquired outside the selection process. Candidates will be given the opportunity to receive feedback on the reasons why they were not successful.

**Staff**

It is the policy of Totally Kidz Day Nursery not to discriminate, whether directly or indirectly in the treatment of others. All staff are expected to co-operate with the implementation, monitoring and improvement of this and other policies. All staff are expected to challenge language, actions, behaviours and attitudes which are oppressive or discriminatory on the grounds as specified in this policy. All staff are expected to participate in equal opportunities training. The equal opportunities co-ordinator is trained and she oversees the equal opportunities within the nursery.

**Training**

Totally Kidz Day Nursery recognises the importance of training as a key factor in the implementation of an effective inclusion and equality policy. We will strive towards the provision of inclusion, equality and diversity training for all staff on an annual basis.

**Curriculum**

The curriculum offered will supports children to develop positive attitudes to people who are different from them. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

We do this by:

* Making children feel valued and good about themselves
* Ensuring that children have equality of access to learning and opportunities
* Reflecting the widest possible range of communities in the choice of resources
* Avoiding stereotypes or derogatory images in the selection of materials
* Celebrating a wide range of appropriate festivals
* Creating an environment of mutual respect and tolerance
* Helping children to understand that discriminatory behaviour and remarks are unacceptable
* Ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities
* Ensuring that children whose first language is not English have full access to the curriculum and are supported in their learning.

**Food**

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

**Meetings**

* Meetings will be arranged to ensure parents get regular information about their child’s progress and development

Information about meetings and activities will be communicated in a variety of ways according to individual needs (written, verbal and translated), to ensure that all parents have information about access to the meetings.

**Special Educational Needs and Disabilities Policy and Procedures**

Totally Kidz Day Nursery recognizes that children and their families within the community have a wide range of needs and we will endeavor to play a part in meeting those needs. The provision is committed to inclusion.

We understand the importance of children with Special Education Needs and disabilities having access to the provision, we will do our utmost to overcome any physical constraint to the premises to allow access to all children. The best interests of the child will always be paramount. This policy represents the agreed principles for Special Educational Needs throughout the provision.

**Definition of Special Educational Needs (SEN)**

“Children have a Special Educational Need if they have a learning difficulty which calls for Special Educational provision to be made for them”. As defined by the Code of Practice 2014 for those who have Special Educational Needs and disabled children

**Introduction**

The building is accessible for wheelchair users.

At Totally Kidz Day Nursery, we strive to provide a broad and balanced curriculum for all children for them to become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education.

The Early Years Foundation Stage is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, staff set suitable learning challenges and respond to children’s diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by staff/ manager.

Where a child appears to be behind expected levels, or where a child’s progress gives cause for concern, staff should consider all the information about the child’s learning and development from within and beyond the provision, from formal checks, from practitioner observations and from any more detailed assessment of the child’s needs. Staff should consider information on a child’s progress in communication and language, physical development and personal, social and emotional development. Where any specialist advice has been sought from beyond the provision, this should also inform decisions about whether or not a child has SEN. Information with school teachers about children’s progress is valuable. All the information should be brought together with the observations of parents and considered with them.

A delay in learning and development in the early years may or may not indicate that a child has SEND, that is, that they have a learning difficulty or disability that calls for special educational provision. Equally, difficult or withdrawn behavior does not necessarily mean that a child has SEND. However, where there are concerns, there should be an assessment to determine whether there are any causal factors such as an underlying learning or communication difficulty. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behavior, a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, should be adopted.

Children may have Special Educational Needs either throughout or at any time during their Club development. This policy ensures that curriculum planning and assessment for children with Special Educational Needs takes account of the type and extent of the difficulty experienced by the child.

**We have a named person who has overall responsibility for children with SEND. The named person is: Evelyn Osei**

**In order to achieve this, we will:**

* Have regard to the DfES Code of Practice in the Identification and Assessment of Special Educational Needs and disabilities
* Appoint a SEND Special Needs Co-Ordinator to co-ordinate provision
* Work in partnership with parents
* Recognize the importance of early intervention in identifying and meeting the individual needs of children
* Ensure that all children have access to a broad range of activities and experiences, irrespective of their Special Educational Need and disabilities.
* Explore all opportunities to provide additional resources to match the individual needs of children
* Develop areas of knowledge and specialism within the staff team
* Provide appropriate opportunities for the development of every child’s self-esteem and encourage full integration
* Support parents/carers in obtaining help and advice from outside agencies, such as health visitors, psychologists, pediatricians etc.
* Regularly consult parents/carers and appropriate professionals regarding the child’s progress and the way forward. This will ensure a planned, co-ordinate approach for provision of the child’s needs
* Observe children, in conjunction with parents/carers, to assess the effectiveness of the provision made for the child and act accordingly
* Make available appropriate training and offer it to all staff
* Encourage staff to establish relationships with school teachers to share expertise and training
* Evaluate the success of this policy by monitoring the progress of children with Special Educational Needs and disabilities
* If parents are dissatisfied with the provision for their child they should contact The Manager/ SENCO in the first instance. If they remain unhappy following this they should follow our complaints procedure, as detailed in this booklet.

**Supporting children: The role of the SEND Special Needs Co-Ordinator (SENCO)**

* To take responsibility for the day to day operation of the Special Educational Needs and disabilities Policy.
* To liaise with staff and primary carers to ascertain which children are giving cause for concern.
* To take the lead in observation and assessment of identified children, considering their strengths, weaknesses and consequent needs.
* To take the lead in planning future support for children with SEND Special Needs, in discussion with the child’s parents and Key Person.
* To take the lead in implementing and reviewing statements of Special Educational Needs and disabilities.
* To liaise with parents and other professionals in respect of children with Special Educational Needs and disabilities.
* To co-ordinate provision for children with Special Educational Needs and disabilities through Early Years Action and Early Years Action Plus Stages.
* To take responsibility for the transfer of records to the child’s next provision.
* To offer support and advice to staff and parents. This will include attendance at meetings between staff and parents, attendance at meetings between staff and outside agencies, provision of written Individual.
* If a child/ren within our care has SEND, the SENCO will inform the Local Authority Area SENCO and School teachers as soon as possible and ask for advice.
* Education Plans, containing targets for the child, review date and strategies to be used, taking the lead in monitoring and reviewing the action taken.
* To maintain an up to date Monitoring of Concerns Register.
* To ensure that relevant background information about individual children with Special Educational Needs and disabilities is collected, recorded and updated
* To keep up to date with changes in legislation and methodology regarding Special Education Needs and disabilities, and to attend such training as may be required.
* To provide training, both internal and external, for staff
* To perform any other duties in connection with children with Special Educational Needs and disabilities as may be deemed necessary by the management.

**Procedure**

When a child with Special Educational Needs and disabilities is admitted to the provision, the SENCO will work closely with the child’s parents, other professionals, and school teachers, if applicable, to ensure smooth transition and admission for the child in line with our Transition, Continuity and Inter-agency Working Policy.

**Assessment is important.** Early identification is vital. Our staff will inform the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. The staff and the SENCO assess and monitor the children’s progress in line with existing practices. This is an ongoing process.

The SENCO works closely with parents and Key person to plan an appropriate programme of support. The assessment of children reflects as far as possible their participation in the whole curriculum. The Key person and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate feedback of the child’s needs and interests.

Once the child has been identified as having Special Educational Needs and disabilities, and following consultation with the parents, if it is deemed necessary, the child will be placed on the Monitoring of Concerns Register (at this stage it may be necessary to intervene through Early Years Action). If appropriate an individual Education Plan (IEP) may be drawn up by the Club SENCO and the child’s Key Person, in consultation with the child’s parents and other professionals.

The SENCO, the child’s Key Person and the child’s parents will regularly review the IEP and determine whether it continues to meet the child’s needs (reviews need not be formal meetings). The child’s IEP may be revised in the light of reviews held. If, following a further review, the child still fails to make progress, the child will move on to the Early Years SEN support plan Action Plus Stage.

The Early Years SEN support plan Action Plus Stage involves accessing external support services, which can provide more specialist assessments, help with advice on new IEP and targets, give advice on the use of new or specialist strategies or materials and in some cases, provide support for particular strategies. If the child still fails to make progress, a statutory multi-disciplinary assessment may be required. The LEA will determine the child’s need for a statutory assessment. This assessment will enable the correct choice of school to be made and determine the type and level of support that the child requires.

**Partnership with parents**

At Totally Kidz Day Nursery, we work closely with parents in the support of those children with Special Educational Needs. We encourage an active partnership through an ongoing dialogue with parents. Parents have much to contribute to our support for children with Special Educational Needs*.*

We have termly meetings with parents to review the progress of their children against the targets set in the IEP and to set new targets for the next term. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with Special Educational Needs.

**Partnership with Area SENCO**

The Area SENCO helps make the links between education, health and social care to facilitate appropriate early provision for children with SEN and their transition to compulsory schooling. 

Typically, the role of the Area SENCO includes:

* providing advice and practical support to early years providers about approaches to identification, assessment and intervention within the SEN Code of Practice
* providing day-to-day support for SENCOs in ensuring arrangements are in place to support children with SEN
* strengthening the links between the nursery, parents, social care and health services
* developing and disseminating good practice
* supporting the development and delivery of training both for individual provision and on a wider basis
* developing links with existing SENCO networks to support smooth transitions to reception classes and informing parents of and working with local impartial information, advice and support services, to promote effective work with parents of children in the early years.

The Area SENCO plays an important part in planning for children with SEN to transfer between early year’s provision and schools.

**What is ‘Early Help’?**

Early help is the principle of providing the right support at the right time to children, young people and families to maximise life chances and prevent more complex problems emerging further down the line. Early help assessment and referral forms can be access or requested on the contact details below for Royal London Borough of Greenwich.

**Royal London Borough of Greenwich early help team and details:**

**Education Health and Care Plans (EHC)**  
Where, despite we 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, staff should consider requesting an Education, Health and Care needs assessment. 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 us to convene and hold the annual review meeting on its behalf. The purpose of an EHC plan is to make special educational provision to meet the special educational needs of children, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. To achieve this, Royal London Borough of Greenwich early help team use information from the assessment to:

* establish and record the views, interests and aspirations of the parents and children
* provide a full description of the children’s special educational needs and any health and social care needs
* establish outcomes across education, health and social care based on the children’s needs and aspirations
* specify the provision required and how education, health and care services will work together to meet the children’s needs and support the achievement of the agreed outcomes.

**Data Protection Policy and Procedures**

**Access & Storage of Information**

At Totally Kidz Day Nursery, we believe that an open access policy is the best way of encouraging participation. Parents/carers are welcome to view the policies and procedures file, which governs the way in which we works. These can be viewed at any time when the provision is open, simply by asking the Manager. Parents are also welcomed to see and contribute to all the records that are kept on their child; however, we will adhere to the Data Protection laws. All parent, child and staff information is stored securely according to data protection registration including details, permissions, certificates and photographic images.

**Data Protection and Record Keeping Policy**

Totally Kidz Day Nursery needs to collect and use certain types of information about staff, students, parents, children and other individuals who come into contact with us in order to operate. In addition, it may be required by law to collect and use certain types of information to comply with statutory obligations of Local Education Authorities (LEAs), government agencies and other bodies. This personal information must be dealt with properly, however it is collected, recorded and used – whether on paper, in a computer or recorded on other material. We regard the lawful and correct treatment of personal information as very important to successful operations, and to maintaining confidence between those with whom we deal and ourselves. We will treat and use personal information lawfully and correctly. To this end we fully endorse and adhere to the Principles of Data Protection, as detailed in the General Data Protection Regulation 2018, Data Protection Act 1998 and Freedom of Information Act 2000.

**Objectives**

* Children’s records are kept in personal files that are stringed binders, divide into appropriate sections and stored separately from their developmental records.
* Children’s personal files contain registration information.
* Children’s personal files contain other material described as confidential as required such as CAF assessments, Early Support information or Statement of Special Educational Needs, case notes including recording of concerns, discussions with parents, and action taken, copies of correspondence and reports from other agencies.
* Ethnicity data is only recorded where parents have identified the ethnicity of their child themselves.
* Confidentiality is maintained by secure storage of files in a locked cabinet with access restricted to those who need to know. Client access to records is provided for within a specified framework.
* Staff know how and when to share information effectively if they believe a family may require a particular service, in order to achieve positive outcomes.

* Staff know how to share information if they believe a child to be in need or at risk of suffering harm.
* Staff record when and to whom information has been shared and whether consent was given. Where consent has not been given and staff have taken the decision, in line with guidelines, to override the refusal for consent, the decision to do so is recorded.
* Guidance and training for staff specifically covers the sharing of information between professions, organisations and agencies as well as within them, and arrangements for training takes account of the value of multi-agency as well as single agency working.

**Records**

The following information and documentation is also held:

* Name, address and contact details of the provider and all staff employed on the premises
* Name address and contact details of anyone other person who will regularly be in unsupervised contact with children
* A daily record of all children looked after on the premises, their hours of attendance and their named key person
* Certificate of registration displayed and shown to parents on request
* Records of risk assessments

**Data Gathering**

* All personal data relating to staff, children or other people with whom we have contact, whether held on computer or in paper files, are covered by the Act.
* Only relevant personal data may be collected and the person from whom it is collected should be informed of the data’s intended use and any possible disclosures of the information that may be made.

**Data Storage**

* Personal data will be stored in a secure and safe manner.
* Electronic data will be protected by standard password and firewall systems operated by the provision.
* Particular attention will be paid to the need for security of sensitive personal data.

**Data checking**

* Staff and parents will be reminded to inform the provision of personal data changes.

**Data Disclosures:**

* Personal data will only be disclosed to organisations or individuals for whom consent has been given to receive the data, or organisations that have a legal right to receive the data without consent being given. E.g. safeguarding concerns reported to LADO.
* When requests to disclose personal data are received by telephone it is the responsibility of Totally Kidz Day Nursery to ensure the caller is entitled to receive the data and that they are who they say they are.
* If a personal request is made for personal data to be disclosed it is again the responsibility of Totally Kidz Day Nursery to ensure the caller is entitled to receive the data and that they are who they say they are. If the person is not known personally, proof of identity should be requested.
* Personal data will not be used in newsletters, websites or other media without the consent of the data subject.
* Routine consent issues will be incorporated into children data gathering sheets, to avoid the need for frequent, similar requests for consent being made by the provision.

**Data Usage**

* Parents and children information will be used for the purpose it was obtained only. We will seek parental consent to use their personal details to send them newsletter/ marketing materials for the provision that will be beneficial to them and their children.

**Confidentiality Policy and Procedures**

At Totally Kidz Day Nursery working with children and their families will bring us into contact with confidential information. It is a legal requirement to keep such information about the children and families safe. We will also keep information about staff, parents and children safe. All records will be stored in a locked cabinet in line with General Data Protection Regulation 2018 and Data Protection Act 1998.

At Totally Kidz Day Nursery, it is our intention to respect the privacy of children, their parents, carers and staff, while ensuring that they access high quality care and education. We believe in professional relationships, which focus on respecting and valuing each other.

We aim to ensure that all parents and carers can share their information in the confidence that it will only be used to enhance the welfare of their children. This may be done in written or verbal form through the key person system and the open door policy.

To ensure that all those using and working with us can do so with confidence, we respect confidentiality in the following ways:

* Parents have ready access to the files and records of their own children but do not have access to information about any other child. Parents who would like to access this information are asked to speak to The Manger.
* Staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs. All personal information is kept in a locked cabinet of which only The Manager have the keys.
* Staff induction include an awareness of the importance of confidentiality and staff are given a copy of this policy to adhere to. All staff sign a code of conduct to say that they are aware of the policy and will follow it.
* Any concerns/evidence relating to a child's personal safety are kept in a secure, confidential file and are shared with as few people as possible on a "need-to-know" basis. If, however, a child is considered at risk, our child protection policy will override confidentiality. Any incidents that take place out of provision are put in the incident book and the parents and The Manager must sign and date. This information is kept between the parent, The Manager and relevant staff.
* Any concerns/evidence relating to a child’s personal safety will be shared with the parents/ careers unless we feel this may put the child in further harm, this information is shared with as few people as possible on a need to know basis and will be passed onto the local safeguarding board by The Manager/ DSL immediately.
* Personal information about children, families and staff is kept securely in a lockable file whilst remaining as accessible as possible. The Manager are the only key holders for these files.
* The role of the child’s key person is to ensure parents can share confidential information regarding their child with a member of staff that the parent and child feel comfortable with and have good relations with. The key person has a role to keep this information confidential and inform management if any issues should occur.
* Any information given to a key person is to be kept confidential at all times and it is the key persons job to be responsible for the children in their care at all times and using this information within their role to meet the needs of each individual child within their care.

* Issues to do with the employment of staff, whether paid or unpaid, remain confidential to the people directly involved with making personnel decisions.
* Students on recognised qualifications and training, when they are observing children are advised of our confidentiality policy and required to respect it. Students need to get written confirmation from parents to observe any child or to complete any work on them.
* Any information received during the recruitment process kept confidential between the management team and applicants at all time. All unsuccessful applications are shredded to ensure all personal information are kept confidential at all time.
* Regular staff supervision and annual staff appraisals. Any discussions that take part in this time are kept confidential between the staff member and The Manager.
* Adhere to the data protection act at all times.
* Recognise individual confidentiality and choice to not always want to be involved or participate.

**Information Sharing**

* There are times when we are required to share information about a child or their family. When:

1. there are concerns a child is or may be suffering significant harm;
2. the ‘reasonable cause to believe' a child is or may be suffering significant harm is not clear;
3. there are concerns about ‘serious harm to adults' (such as domestic violence or other matters affecting the welfare of parents).

* We explain to families about our duty to share information for the above reasons.
* Where we have concerns as above, we would normally gain consent from families to share. This does not have to be in writing, but we record in the child's file that we have gained verbal consent as a result of discussing a concern that we need to refer to a social care agency.
* We do not seek consent from parents to share information where we believe that a child, or sometimes a vulnerable adult, may be endangered by seeking to gain consent. For example where we have cause to believe a parent may try to cover up abuse, or threaten a child.
* Where we take a decision to share information without consent that is recorded in the child's file and the reason clearly stated.
* Where evidence to support our concerns is not clear we may seek advice from our local safeguarding children’s board.
* Child Protection documents are retained in a ‘Child Protection’ file, separate to the child’s main file. The main file will have an alert that a child protection file exists and state its location. The Child Protection file is locked away and only accessible by The Manager and DSL.
* When a child leaves the establishment, they must ensure that the child protection file is copied and transferred to the new establishment ASAP clearly marked ‘Child Protection, Confidential for Attention of Designated Safeguarding Lead.’ This is always separate to the child’s main file.
* We only share relevant information that is accurate, factual, non-judgemental and up to date.
* All the undertakings above are subject to the paramount commitment, which is to the safety and wellbeing of the child. Please see also our policy on safeguarding children.
* In the case of a staff member not adhering to the confidentiality policy the disciplinary process may be implemented.

**Legal references**

General Data Protection Regulation 2018, Data Protection Act 1998 and Freedom of Information Act 2000 Human Rights Act 1998

**Behaviour management policy and procedures**

At Totally Kidz Day Nursery, we believe children flourish best when they know how they are expected to behave. Children gain respect through interaction with caring adults who show them respect and value their individual personalities. Positive, caring and polite behaviour will be encouraged and praised at all times in an environment where children learn to respect themselves, other people and their surroundings.

Children need to have set boundaries of behaviour for their own safety and the safety of their peers. We aim to set these boundaries in a way, which helps the child to develop a sense of the significance of their own behaviour, both on their own environment and those around them. Restrictions on the child's natural desire to explore and develop their own ideas and concepts are kept to a minimum.

We aim to:

* recognise the individuality of all our children
* encourage self-discipline, consideration for each other, our surroundings and property
* encourage children to participate in a wide range of group activities to enable them to develop their social skills
* work in partnership with parents and carers by communicating openly
* by praising children and acknowledging their positive actions and attitudes, we hope to ensure that children see that we value and respect them
* encourage all staff working with the children to accept their responsibility for implementing the goals in the policy
* promote non-violence and encourage the children to deal with conflict peaceably
* provide a key person system enabling staff to build a strong and positive relationship with children and their families
* have a named person who has overall responsibility for issues concerning behaviour.

**The Manager** will keep up to date with legislation and research onhandling children's behaviour. She will ensure professional development opportunities available to enhance staff knowledge and skills on how best to deal with inappropriate behaviour and encourage positive behaviour. A record will be kept of staff attendance at this training.

Staff will set rules with the children and they will cover safety, care and respect for each other. Staff will manage unacceptable behaviour sensitively and appropriately, taking into consideration the age of the child and working in close partnerships with their parents. Staff will explain that such behaviour is not acceptable and make clear what is expected. It is important to acknowledge that a child is feeling angry or upset and that it is the behaviour we are rejecting, not the child. Therefore, it is important for staff to understand the trigger for the behaviour, in order to prevent reoccurrence. Younger children may need to be distracted with other activities to discourage the unwanted behaviour. The child who has been upset will be comforted.

**When children behave in unacceptable ways:**

* Physical punishment, such as, smacking or shaking will be neither used nor threatened.
* Children will not be singled out or humiliated in any way. Staff will redirect the children towards alternative activities. Discussions with children will take place respecting their level of understanding and maturity.
* Staff will not raise their voices in a threatening way.
* In any case of misbehaviour, it will always be made clear to the child or children in question, that it is the behaviour and not the child that is unwelcome.
* How a particular type of behaviour is handled will depend on the child and the circumstances. It may involve the child being asked to talk and think about what he or she has done. It may be that the child will not be allowed to make his or her own choice of activities for a limited period of time.
* Parents will be informed if their child is persistently unkind to others or if their child has been upset. In all cases, inappropriate behaviour will be dealt effectively at all time. Parents will be asked to meet with staff to discuss their child's behaviour, so that if there are any difficulties, we can work together to ensure consistency between home and nursery. In some cases, we may request additional advice and support from other professionals, such as an educational psychologist.
* Children need to develop non-aggressive strategies to enable them to stand up for themselves so that adults and children listen to them. They need to be given opportunities to release their feelings more creatively.
* Confidential records will be kept on any negative behaviour that has taken place.
* Parents will be informed and asked to read and sign any entries concerning their child.
* If a child requires help to develop positive behaviour, every effort will be made to provide for their needs.

* Through partnership with parents/carers and formal observation, staff will make every effort to identify the unwanted behaviour and the causes of that behaviour.
* From these observations and discussions an individual behaviour modification plan will be implemented.
* Children will be distracted from the negative situation and supported in a different activity or environment, if necessary for their own well-being and that of others in the group.

**Anti-bullying**

Children need their own time and space. It is not always appropriate to expect a child to share and it is important to acknowledge children's feelings and to help them understand how others might be feeling.

Children must be encouraged to recognise that bullying, fighting, hurting and racist comments are not acceptable behaviour. We want children to recognise that certain actions are right and that others are wrong.

Bullying takes many forms. It can be physical, verbal or emotional, but it is always a repeated behaviour that makes other people feel uncomfortable or threatened.

Any form of bullying is unacceptable and will be dealt with immediately. Staff must follow the guidelines below to enable them to deal with challenging behaviour:

* Staff are encouraged to ensure that all children feel safe, happy and secure.
* Staff are encouraged to recognise that active physical aggression in the early years is part of the child’s development and that it should be channelled in a positive way.
* Children need to be helped to understand that using aggression to get things is wrong and will be encouraged to resolve problems in other ways.
* Staff are encouraged to adopt a practice of intervention when they think a child is being bullied, however mild or “harmless” it may seem.
* Staff are ready to initiate games and activities with children, when they feel play has become aggressive, both indoors or out.
* Any instance of bullying will be discussed fully with the parents of all involved, to look for a consistent resolution to the behaviour.
* If any parent has a concern about their child, a member of staff will be available to discuss those concerns. It is only by co-operation that we can ensure our children feel confident and secure in their environment, both at home and in the nursery.

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

**Complaints Policy and Procedures**

At Totally Kidz Day Nursery, we believe that **parents** are entitled to expect courtesy and prompt, careful attention to their individual needs and wishes. We hope that at all times you will be happy with the service provided and that you might like to voice your appreciation to the staff concerned.

Complaints should be dealt with professionally and promptly to ensure that any issues arising from these complaints are handled effectively and to ensure the welfare of all children.

We welcome any suggestions from parents on how we can improve our services, and will give prompt and serious attention to any concerns that you may have by following our complaints procedure as outlined below:

**Stage 1 -** If any parent should have cause for complaint or any queries regarding the care oreducation of their child they should in the first instance take it up with the child's key person or a senior member.

***Stage 2 -*** If the issue remains unresolved and there is not a satisfactory outcome, then The Manager should be contacted. These concerns must be presented in writing to The Manager. We will then investigate the complaint and report back to the parent within 28 days. This will be fully documented and will detail the nature of the complaint and any actions arising from it.

***Stage 3 -*** If the matter is still not resolved a formal meeting should be held between The Manager, parent and provider to ensure that it is dealt with sufficiently. A record of the meeting should be made along with documented minutes and actions. All parties present at the meeting will sign the record and receive a copy, which will signify the conclusion of the procedure.

**Stage 4 -** If the matter cannot be resolved to their satisfaction, then parents have the right toraise the matter with:

Ofsted National Business Unit,

Piccadilly gate,

Store Street,

Manchester, M1 2WD

Telephone: 0300 123 4666 or 0300 123 1231

**Grievance Policy and Procedures**

At Totally Kidz Day Nursery, the objective of the procedure is to provide **staff** who considers that he or she has a grievance to have it examined quickly and effectively, and where a grievance is deemed to exist, to have it resolved, if possible, at the earliest practicable opportunity. Some grievances can be settled informally with The Manager and staff should aim to settle their grievances in this way if possible.

**Procedure**

If a grievance cannot be settled informally with the relevant The Manager, the staff should raise it formally. This procedure has been drawn up to establish the appropriate steps to be followed when pursuing and dealing with a formal grievance.

**Stage 1 -** In the event of the staff having a formal grievance relating to his or her employment he or she should, in the first instance, put their complaint in writing and address it to The Manager. Where the grievance is against The Manager, the complaint can to Ofsted.

A grievance meeting to discuss the grievance and the staff has the right to be accompanied at this meeting by a fellow staff of their choice. The staff must take all reasonable steps to attend that meeting.

Following the meeting, we will endeavour to respond to the grievance as soon as possible and, in any case, within 28 working days of the grievance meeting. If it is not possible to respond within this time period, the staff will be given an explanation for the delay and be told when a response can be expected. The staff will be informed in writing of the decision on the grievance and notified of their right to appeal against that decision if they are not satisfied with it.

**Stage 2 -** In the event that the staff feels his or her grievance has not been satisfactorily resolved, the staff may then appeal in writing to The Provider or Ofsted within five working days of the grievance decision.

On receipt of such a request, The Provider (who again may not be the person to whom the appeal was addressed) shall make arrangement to hear the grievance at an appeal meeting and at this meeting the staff may again, if they wish, be accompanied by a fellow employee of their choice. The employee must take all reasonable steps to attend that meeting.

Following the meeting, The Provider will endeavour to respond to the grievance as soon as possible and, in any case, within 14 working days of the appeal hearing. If it is not possible to respond within this time period, the employee will be given an explanation for the delay and be told when a response can be expected. The employee will be informed in writing of the decision on their grievance appeal.

This is the final stage of the grievance procedure and Totally Kidz Day Nursery decision shall be final.

**Stage 3 -** If staff are unsatisfied with the result, they have the right toraise the matter with:

Ofsted National Business Unit,

Piccadilly gate, Store Street,

Manchester, M1 2WD

Telephone: 0300 123 4666 or 0300 123 1231

**Quote Ref: EY**

**Former employees** - Grievances may also be raised by ex-employees after employment has ended. In this case, the grievance procedure set out above will continue to apply, unless both parties agree in writing that a modified form of grievance procedure will apply instead.

**Whistleblowing Policy and Procedures**

**What is Whistle Blowing?**

Whistle Blowing is the term used when someone who works in or for an organisation wishes to raise concerns about malpractice in the organisation (for example crimes, civil offences, miscarriages of justice, dangers to health and safety or the environment), and the cover up of any of these. In the case of local authority safeguarding services, this is likely to be about a dangerous or illegal activity, or widespread or systematic failure in relation to children and/or the services they receive.

Whistle blowing is very different from a complaint or a grievance. It only applies when you have no vested interest and you are acting as a witness to misconduct or malpractice that you have observed. Whistle blowing encourages and enables employees to raise serious concerns with the nursery rather than overlooking a problem or “blowing the whistle” outside.

Employees are often the first to realise that there is something seriously wrong. However they may not express their concerns as they feel speaking up would be disloyal to their colleagues or to the provision.

The whistle blowing procedure aims to help and protect both staff and children. By following the procedure you are acting to:

* Prevent a problem getting worse.
* Safeguard children.
* Reduce the potential risks to others.

The earlier you raise a concern, the easier and sooner it is possible for us to take an action(s).

**Introduction**

Totally Kidz Day Nursery is committed to the highest possible standards and recognises that staff, students and volunteers are often the first to realise that there may be something wrong within the nursery. However, they may not express their concerns because they feel that speaking up would be disloyal to their colleagues or they may fear harassment or victimisation. In these circumstances, it may be easier to ignore the concern rather than report what may just be a suspicion of malpractice.

The **Public Interest Disclosure Act 1998** protects workers who raise concerns from victimisation or harassment. In accordance with that Act and its commitment to the highest standards of service delivery. Totally Kidz Day Nursery actively encourages its staff with concerns about any aspect of our practice or any adult, volunteer or student’s conduct to come forward and voice those concerns, in confidence, within the provision rather than overlooking a potential problem.

**Objective**

The aim of this policy is to establish an internal procedure that will encourage and enable staff, students and volunteers to raise concerns about any aspect of our practice, (which do not meet the criteria for being dealt with as a complaint or grievance), in confidence and without fear of reprisals. Also to ensure the nursery continues to work within the ‘Best Practice and Safeguard Children and Young People’ guidelines.

**Scope**

Concerns that should be raised via the whistle blowing policy may be in relation to the actions/behaviours of other staff, students or volunteers, or about something that is perceived as:

* unlawful
* failing to comply with Totally Kidz Day Nursery policy and procedures
* poor practice
* improper conduct

**Principles**

This policy is based on the following fundamental principles:

* All staff, students and volunteers have the right to raise concerns about perceived unacceptable practice or behaviour.
* The responsibility for expressing concerns about unacceptable practice or behaviour rests with all staff, students and volunteers.
* At Totally Kidz Day Nursery, we will not tolerate harassment or victimisation and will take action to protect staff when they raise a concern in good faith.
* At Totally Kidz Day Nursery, we will do its best to protect a whistle blower’s identity when he/she raises a concern and does not want his/her name to be disclosed. However, if the concern raised needs to be addressed through another procedure, e.g. disciplinary procedure, the staff may be required to provide a signed statement as part of the evidence.
* In some circumstances we may have to disclose the identity of the staff without his/her consent, although this will be discussed with the staff first if possible.
* Appropriate advice and support will be made available to staff, students and volunteers who raise concerns.
* Those who raise concerns will be kept informed of the progress and outcome of any investigation.
* At Totally Kidz Day Nursery, we will not tolerate malicious allegations, this may be considered a disciplinary offence.

**Procedures**

Procedures for reporting and investigating ‘whistle blowing’ concerns have been developed to ensure:

* Staff or volunteers can raise concerns (no matter how small they may appear) internally as a matter of course and receive feedback on any action taken.
* Concerns are taken seriously and dealt with quickly and appropriately.
* Staff and volunteers are reassured that they will be protected from reprisals or victimisation for whistle blowing in good faith.
* Staff and volunteers can take the matter further if they are dissatisfied with the nursery response and seek external advice and guidance (see useful contacts).
* Issues raised are addressed via other procedures and policies e.g. safeguarding policy, Allegations against an adult working at the nursery, Grievance, Disciplinary, Health and safety.
* Appropriate records are maintained for monitoring purposes.

**Raising a Concern**

Staff, students and volunteers should raise concerns with The Manager or Provider. Concerns should be raised in writing and include:

* Reference to the fact that it is a whistle blowing disclosure.
* The background and history of the concerns.
* Names, dates and places (where possible).
* The reasons why the individual is concerned about the situation.

Staff who feel unable to put concerns in writing, can telephone or meet either The Manager or The Provider.

**Investigation**

The action taken will depend upon the nature of the concern. All matters raised (with exception of allegations of abuse against a staff member / volunteer, or criminal or unlawful activity) will be investigated internally.

The appropriate person/s will investigate the concerns thoroughly, ensuring that a written response can be provided within ten working days.

The response should include details of how the matter was investigated, conclusions drawn from the investigation, and whom to contact should the worker be unhappy with the response and wish to raise the matter.

If the investigation cannot be completed within the timescale above, the individual should receive a response that indicates:

* Progress to date
* How the matter is being dealt with
* How long it will take to provide a final response.

In order to protect individuals, initial enquiries (usually involving a meeting with the individual raising the concern), will be made to decide whether an investigation is appropriate and, if so, what form it should take. Concerns or allegations that raise issues that fall within the scope of other policies/procedures, will be addressed under those procedures.

Some concerns may be resolved at this initial stage simply, by agreed action or an explanation regarding the concern, without the need for further investigation.

If you do not feel that the complaint has been dealt with effectively or you still have concerns, you have a right to refer your concerns to Ofsted.

**Allegations of abuse against staff who work, volunteers or students**

If an allegation is made against a staff member or volunteer, the following action will be taken (as per the ‘Allegations of Abuse against staff flowchart and guidance’):

* we will ensure the immediate safety of the children.
* we will not investigate and immediately inform LADO and notify Ofsted of a significant incident.
* The LADO will decide if it could be a child protection concern. If the LADO decides that there is a child protection concern, external/internal agencies (e.g. police) will be informed by the LADO and our DSL will act upon the advice given to ensure that any investigation is not jeopardised.
* It may be necessary for us to suspend the alleged perpetrator. Suspension is a neutral act to allow a thorough and fair investigation.
* If it is agreed that there is not a child protection concern, we will investigate further and feedback the outcome of the investigation to the LADO and Ofsted.

**Who should you contact?**

**Useful Contacts**

Designated Safeguarding Lead – The Manager (Provider/Director) – 07503 882990

Greenwich Local Authority's Designated Officer (***LADO):*** 0208 921 3930

Referrals outside office hours are handled by the Out of Hours Social Worker who can be contacted on 020 8854 8888.

The local police can be contacted or dial 101 (the emergency number) they can talk to you in confidence about concerns and help gain access to support and advice.

OFSTED - Ofsted National Business Unit,

Piccadilly gate,

Store Street,

Manchester, M1 2WD

Telephone: 0300 123 4666 or 0300 123 1231

**Disciplinary Hearings and Appeals Policy and Procedures**

This policy applies to all staff and is designed to offer comprehensive, fair and prompt method of dealing with all disciplinary matters. The objective is to ensure the maintenance of safe and effective operation of the establishment and a fair and consistent treatment of individual employees. It is the responsibility of all staff to be familiar with this policy and their responsibility within the procedure.

Disciplinary procedures should not be viewed primarily as a means of imposing sanctions. Rather, they should be seen as a way of helping and encouraging improvement amongst employees whose conduct or performance is unsatisfactory.

**Warnings procedure**

* Informal counselling.
* Written warning.
* Final written warning.
* Dismissal.

Failure to apply a fair warnings procedure could result in a finding of unfair dismissal by an Employment Tribunal.

**Fair disciplinary procedures**

A fair disciplinary procedure will:

* **Ensure any allegations have been thoroughly and properly investigated**

Where a disciplinary matter arises, The Manager should first establish the facts promptly before recollections fade, and where appropriate obtain statements from any available witnesses. Having investigated all the facts, The Manager should decide whether to drop the matter, arrange informal counselling or training or arrange for the matter to be dealt under the disciplinary procedure.

Informal oral warnings are not part of the formal disciplinary procedure and the employee should be informed of this. Likewise, where an investigatory meeting is held solely to establish the facts of a case, it should be made clear to the employee that it is not a disciplinary hearing.

In a serious case, such as where there is a reasonable belief that an act of gross misconduct has taken place, consideration should be given to a brief period of suspension while the case is thoroughly investigated. Unless there is a provision in the contract of employment to the contrary, this period of suspension should be on full pay. The period of suspension should be for no longer than is reasonably necessary in the circumstances. It should be made clear to The Staff that suspension is not considered as disciplinary action.

* **Consider whether informal action is appropriate**

Cases of minor misconduct or unsatisfactory performance are usually best dealt with informally through informal counselling or training. There will, however, be situations where matters are more serious or where an informal approach has not worked. If informal action does not bring about an improvement, or the situation is considered to be too serious to be classed as minor, The Manager should only then consider taking formal disciplinary action.

* **Provide the employee with full details of the allegations made**

The first step in any formal disciplinary process is to let the employee know in writing what it is they are alleged to have done wrong and the reasons why it is not acceptable. We will provide The Staff with full details of all the allegations made against them.

Witness statements or any other documentary evidence that you intend to rely on to support the allegations should be attached to the letter. It is good practice to ensure that all witness statements are signed and dated by the person making the statement.

The letter should then invite The Staff to attend a formal disciplinary hearing at which the issues can be discussed and the employee given the opportunity to state their case. The Staff must be given a reasonable opportunity to prepare their explanations or mitigating factors. It is therefore recommended that an employee be given at least three days’ advance notice of the date of a disciplinary hearing. The timing and location of the disciplinary hearing must also be reasonable.

The disciplinary hearing must take place before any decision is made or any penalty is imposed on The Staff.

Finally, The Staff should be advised in the letter of their statutory right to be accompanied at the disciplinary hearing by either a work colleague (see below).

* Allow The Staff to **be accompanied at the disciplinary hearing**

The Staff have a statutory right to be accompanied at disciplinary and grievance hearings.

A disciplinary hearing is defined as a hearing which could result in The Manager administering a formal warning to The Staff or taking some other action in respect of them or confirming a warning issued or some other action taken. This would include appeal hearings.

Where The Staff is required or invited to attend a disciplinary hearing and The Staff reasonably requests to be accompanied, you must allow The Staff to be accompanied by an individual who is either a trade union official or a fellow employee. That individual must be:

1. Selected by The Staff.
2. Permitted to address the hearing in order to do any or all of the following:
3. Put the employee’s case;
4. Sum up that case;
5. Respond on the employee’s behalf to any view expressed at the hearing.
6. Permitted to confer with the employee during the hearing.

However, the companion has no right to answer questions on The Staff’s behalf, nor to address the hearing if The Staff indicates at it that he or she does not wish the companion to do so.

Whilst you are free to select an initial date for a disciplinary hearing, you are required to re-schedule it where The Staff’s chosen companion is not available on the date proposed for the hearing. The Staff must propose an alternative time which is reasonable and which falls within a period of five working days (excluding weekends and Bank Holidays), beginning with the first working day after the date proposed by you. If The Staff’s chosen companion is a fellow employee, they must be given time off work during working hours to accompany the employee.

* **Give The Staff an opportunity to explain their side of the story**

At the disciplinary hearing itself, you should explain the complaints against the employee and go through the evidence that has been gathered. The Staff should then be allowed to set out and explain their case and answer any allegations that have been made. The employee should also be allowed to dispute your evidence, ask questions, present their own evidence, call witnesses and be given a chance to raise points about information provided by witnesses. The Staff should be given the opportunity to question any witnesses if they disagree with the witness evidence. Finally, the employee should be permitted to explain any mitigating factors or circumstances.

A member of the management team nominated as decision-maker should chair the disciplinary hearing and this person should be a different individual to the investigating officer so as to minimise the possibility of bias or prejudgment. There should also be a meeting minute-taker.

* **Comply with the statutory dismissal and disciplinary procedure**

Before dismissing The Staff or imposing a disciplinary sanction such as transfer, demotion or disciplinary suspension without pay, employers must as a minimum have followed the statutory dismissal and disciplinary procedures. These procedures are additional to unfair dismissal rights. The statutory procedures do not, however, apply in relation to the issuing of disciplinary warnings or the suspension of The Staff on pay, although, of course, a fair disciplinary procedure must still be followed in any event.

**The standard statutory procedure, to be used in almost all cases, is as follows:**

**Step one**

The Manager must set out in writing the employee’s alleged conduct or characteristics or other circumstances which lead him to contemplate dismissing or taking relevant disciplinary action against The Staff. The Manager must then send the statement to The Staff and invite the employee to attend a meeting to discuss the matter.

**Step two**

The meeting must take place before any action is taken but must not take place unless the Manager has informed The Staff what the basis was for including in the written statement the grounds given in it and The Staff has had a reasonable opportunity to consider their response to that information. The Staff must take all reasonable steps to attend the meeting. After the meeting, The Manager must inform The Staff of his decision and notify them of the right to appeal against it if they are not satisfied with it.

**Step three**

If The Staff does wish to appeal, they must inform The Manager. If the employee informs The Manager of his/her wish to appeal, The Manager must invite them to attend an appeal meeting. The Staff must take all reasonable steps to attend the appeal meeting. After the appeal meeting, The Manager must inform The Staff of his final decision.

If The Manager fails to follow any aspect of this statutory procedure in dismissing The Staff and The Staff has been employed for one year or more, The Staff can claim automatic unfair dismissal. In addition, the Employment Tribunal will normally increase the compensation awarded by 10% or, where it feels it is just and equitable to do so, by up to 50%. Equally, if the dismissal is held to be unfair but it is The Staff who has failed to follow an aspect of the statutory procedure, the compensation awarded will be reduced by similar amounts.

Where you arrange a meeting under the statutory procedure and The Staff fails to turn up, or informs you in advance that they cannot make it, the question of what happens next depends on the reason for non-attendance. Where The Staff has not taken all reasonable steps to attend the meeting, they will be in breach of the requirements and you will be released from future obligations under the statutory procedure. However, where it was not reasonably practicable for The Staff to attend (for example, they are ill), this will not count as a breach if it was for a reason that was not foreseeable at the time the meeting was arranged. You must then rearrange the meeting and invite The Staff to the rearranged meeting. The obligation to rearrange the meeting only applies once. It if becomes not reasonably practicable for The Staff to attend the rearranged meeting, then there is no obligation under the statutory procedure to rearrange it again.

However, this does not mean that you can ignore any further procedure and simply dismiss, because, in assessing whether the dismissal was fair, the Employment Tribunal will still consider whether you followed a fair procedure overall. The Manager will be expected to have taken all reasonable steps to secure the employee’s attendance, or presented The Staff with alternative options such as holding the hearing on neutral territory, permitting The Staff to submit a detailed written statement and/or allowing The Staff to send along a representative to act on their behalf.

Ensure hearings are conducted promptly.

Delays may result in The Staff’s recollection of events becoming dim and prevent them from providing a satisfactory explanation. Unreasonable delay may result in a finding of unfair dismissal by an Employment Tribunal.

In addition, one of the requirements of the statutory dismissal and disciplinary procedures is that each step and action under the procedures must be taken without unreasonable delay.

Ensure the hearing is conducted in good faith, having regard to the principles of natural justice.

You must keep an open mind as to The Staff’s guilt or innocence and properly and fairly consider any explanations put forward by the employee. You must not prejudge the situation. Examples of prejudgment, which may render a decision unfair, are:

* Sending the warning or dismissal letter by post to the employee without prior consultation.
* Holding a disciplinary hearing only to hand a pre-written warning or dismissal letter to the employee at the end of the hearing.
* Handing down your decision at the end of the disciplinary hearing without going back to carefully consider and weigh up all the evidence.

To minimise the possibility of bias, different members of the management team should carry out the three separate processes of investigation, decision-making and appeal. In addition, a witness or any ‘victim’ (or indeed a close relative of a witness or victim) should not be part of the investigation or decision-making process because, again, they are likely to be biased. Where possible it may not be possible to find an appropriate ‘independent’ Manager to chair the disciplinary hearing and/or to hear any appeal. In these circumstances, The Manager must act as impartially as possible.

It is also essential for the individual who decides any appeal against a disciplinary decision to be in a higher position in the management team than the original decision-maker. This ensures undue influence is not placed on that individual during the appeal process and enables compliance with the statutory procedures.

Finally, you should ensure that your disciplinary procedures are applied consistently between employees, because an Employment Tribunal may view inconsistency without good reason as unfair.

**Provide for an appropriate disciplinary sanction.**

When deciding whether a disciplinary penalty is appropriate, it is important to bear in mind the need to act reasonably in all the circumstances. Factors which might be relevant include the extent to which standards have been breached, precedent, The Staff’s record, position, length of service and special or mitigating circumstances which may make it appropriate to adjust the severity of the penalty. It is your legal obligation to give due consideration to all factors when considering the disciplinary sanctions available.

Where the facts of the case appear to call for disciplinary action, other than summary dismissal, certain procedures should normally be observed as follows:

**Written warning**

Where, following a disciplinary hearing, The Staff is found guilty of misconduct, they should be given a written warning of the nature of the misconduct and the change in behaviour required. The Staff should be advised that the warning is part of the formal disciplinary procedure and what the consequences will be of a failure to change behaviour. This might be a final written warning and, ultimately, dismissal. The Staff should also be informed that they may appeal against the warning. A record of the warning should be kept but should be disregarded after a specified period of, usually, twelve months. Note that the existence of time-expired warnings should not be a factor in deciding future disciplinary sanctions. Where The Staff is performing unsatisfactorily, the warning should set out the performance problem, the improvement that is required, the timescale for achieving that improvement, a review date and any support The Manager will provide to assist The Staff.

**Final written warning**

Where there is a failure to improve or change behaviour in the timescale set, or where the infringement is sufficiently serious, The Manager may issue a final written warning to The Staff. This should give details of, and grounds for, the complaint and contain a statement that failure to improve or modify behaviour may lead to either dismissal or some other penalty. It should refer to the right of appeal. The final written warning should be disregarded after a specified period of, usually, twelve months. The existence of time-expired warnings should not be a factor in deciding future disciplinary sanctions. However, subject to the terms of any contractual disciplinary procedure, it may be possible for final written warnings to be valid for a period longer than twelve months in cases of very serious misconduct.

**Dismissal**

Should similar misconduct continue, the final stage of the procedure is dismissal, disciplinary transfer, demotion or disciplinary suspension according to the nature of the misconduct (but in the case of the latter three, only if these are allowed for by an express term of the contract of employment). Periods of disciplinary suspension without pay should not normally be for prolonged periods of time. The decision to dismiss should be taken only by the provider/ Club Leader and the employee should be informed as soon as reasonably practicable of the reasons for dismissal, the appropriate period of notice, the date on which the contract of employment will terminate and the right of appeal. The decision to dismiss should be confirmed in writing.

With warnings, a reasonable period of time should elapse between each warning to allow the employee an opportunity to improve and for The Staff to properly monitor The Staff’s conduct or performance. What is a reasonable lapse of time is not defined in law but will depend on the facts of the case and the type of misconduct or poor performance. For example, instances of insubordination may be met with a different stage of the disciplinary procedure on each occasion. A general complaint of poor performance or poor timekeeping would have to be monitored over a period of time to allow any meaningful analysis of improvement or otherwise.

The Manager are not generally entitled to progress to the next stage of the procedure where a substantially different type of misconduct has occurred from the original warning. It would be unfair for you to issue a final written warning for poor teaching practice, if The Staff is in receipt of a written warning for poor timekeeping. The correct procedure would be to issue a written warning (or go through a performance review procedure) for poor teaching practice.

**Allow an appeal**

The Staff should be given the opportunity to appeal against the decision internally. An appeal procedure should be established and made known to The Staff. The member of the management team who decides the appeal should be in a more senior position in that management team than the original decision-maker and they should not previously have been involved in the disciplinary procedure in relation to the employee. This allows the appeal to be decided entirely impartially and ensures compliance with the statutory dismissal and disciplinary procedures.

**Adhere to the employee’s contract of employment**

Once a disciplinary or appeal procedure has been created in the contract, it should be adhered to. If not, you will be in breach of contract and the breach could be sufficiently serious so as to entitle The Staff to resign and claim constructive dismissal if they have at least one year’s continuous employment.

**Totally Kidz Day Nursery includes details of their disciplinary and grievance procedures, incorporating the statutory dismissal, disciplinary and grievances procedures, as part of the written particulars of employment, which must be provided to all employees during their induction period. For existing staff, the details can be set out in a written statement of change, to be issued within one month of the change.**

**Gross misconduct**

At Totally Kidz Day Nursery, offences of gross misconduct usually warrant summary dismissal i.e. dismissal without notice. However, ‘summary’ is not synonymous with ‘instant’ and incidents of gross misconduct will still need to be investigated and dealt with as part of a formal procedure. It is still important to establish the facts before taking any action.

A short period of suspension on pay may be helpful or necessary, although it should only be imposed after careful consideration and should be kept under regular review. Again, there should be a disciplinary hearing before deciding whether to take action. The principles of fairness apply as much to cases of gross misconduct as they do to ordinary cases of misconduct or poor performance.

Acts which constitute gross misconduct are those resulting in an extremely serious breach of contractual terms and will be for businesses to decide in the light of their own particular circumstances. However, gross misconduct offences might include:

* Theft, fraud, unauthorised possession of company property, deliberate falsification of records or any other form of dishonesty.
* Physical violence.
* Serious bullying or harassment.
* Deliberate damage to the employer’s property.
* Extremely serious insubordination.
* Bringing the employer into serious disrepute.
* Serious incapacity through an excess of alcohol or drugs.

**Dealing with Racial Harassment**

At Totally Kidz Day Nursery, we have the duty to create and implement strategies to prevent and address racism. Such strategies include:

* record all racist incidents
* all recorded incidents are reported to the children’s parents/carers, and when appropriate to the LADO and Ofsted.

Parents have a right to know when racism occurs and what actions we will take to tackle it.

In the Race Relations Act 1976 Section 71 there is a statement of the duty to ‘promote harmony and good relations’ between different groups in society. We have a statutory responsibility to monitor, review and eliminate racial discrimination.

**Definition of racial harassment**

‘Violence which may be verbal or physical and which includes attacks on property and people because of their race, nationality, ethnic origins – when the victim believes that the perpetrator was acting on racial grounds and/or there is evidence of racism’ – (Commission for Racial Equality).

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 racial implications; or at the other extreme their behaviour may be quite deliberate and blatant.

Examples of racial harassment:

* physical assault against a person or group of people
* derogatory name calling, insults and racial jokes
* racist graffiti and other written insults
* provocative behaviour such as wearing racist badges and insignia and the distribution of racist literature
* threats against a person or group of people because of their colour or race
* discriminatory comment including ridicule made in the course of discussions in class or elsewhere
* patronising words or actions.

**Procedures**

1. All staff should be constantly aware and alert of any racial harassment taking place.
2. They must intervene firmly and quickly to prevent all forms of racial harassment. Any allegation should be taken seriously and reported to The Manager.
3. Each incident should be investigated and recorded in detail as accurately as possible. This record should be available for inspection by staff, inspectors and parents where appropriate, on request.
4. The Manager is responsible for ensuring that incidents are handled appropriately and sensitively and entered in the record book. Any pattern of behaviour should be indicated. Perpetrator/victim’s initials may be used in the record book as information on individuals is confidential to the nursery.
5. Where an allegation is substantiated following an investigation, the parents of the child/ren who are perpetrators and victims should be informed of the incident and of the outcome.
6. Continued racial harassment may lead to exclusion but such steps should only be taken when other strategies have failed to modify behaviour.
7. Adults found to be perpetrators must be reported immediately to The Manager.

**Racial harassment needs to be recorded to ensure that:**

* strategies are developed to prevent future incidents
* patterns of behaviour are identified
* persistent offenders are identified
* effectiveness of the policies are monitored
* a secure information base is provided to enable The Manager to respond to comments about racial incidents.

**Staff**

All staff should be alert and seek to overcome any ignorant or offensive behaviour based on fear or dislikes of racial distinctions that the children or adults may express. An atmosphere must be created where the victims of any form of racial harassment have confidence to report such behaviour, and that subsequently they feel positively supported by the staff. It is incumbent upon all members of staff to ensure that they do not express any views or comments that are racist. Nor must staff appear to endorse such views by failing to counter behaviour, which is prejudicial in a direct manner. A sensitive and informed approach must be used to counter any racial harassment perpetrated out of ignorance. When a member of staff violates Totally Kidz Day Nursery code of practice he/she will be counselled by The Manager. It will be explained to them why the behaviour is unacceptable and what steps will be taken to remedy the situation.

**Health and safety Policy and Procedures**

At Totally Kidz Day Nursery, our policy is to provide and maintain safe and healthy working conditions, equipment and systems of work for all our staff, and to provide such information, training and supervision as they need for this purpose. We wish to develop and promote a strong health and safety culture for the benefit of all staff, children and parents. We also accept our responsibility for the health and safety of other people who may be affected by our activities.

The allocation of duties for safety matters and the particular arrangements which we will make to implement the policy are set out within this policy and sufficient resources will be made available to honour our commitment.

The policy will be kept up to date, particularly as the business changes in nature and size, and will be revised annually, or as and when necessary. We therefore welcome any useful comments from members of staff, parents and visitors regarding this policy.

**Aims and objectives**

The aim of this policy statement is to ensure that all reasonably practical steps are taken to ensure the health, safety and welfare of all persons using the premises. To achieve this we will actively work towards the following objectives:

* establish and maintain a safe and healthy environment
* establish and maintain safe working procedures amongst staff and children
* make arrangements for ensuring safety and the absence of risks to health in connection with the use, handling, storage and transport of articles and substances
* ensure the provision of sufficient information, instruction and supervision to enable all people working in or using our services, to avoid hazards and contribute positively to their own health and safety at work, and to ensure that they have access to health and safety training as and when provided
* maintain a healthy and safe place of work and safe entry and exit from it
* formulate effective procedures for use in case of fire and other emergencies and for evacuating the premises
* follow the regulations of the Health & Safety at Work Act 1974 and any other relevant legislation. We believe the risks in the environment to be low but to maintain the maximum protection for children, staff and parents/carers we consider it necessary to:

* ensure the highest entrances and exits from the building, including fire exits remain clear at all times
* regularly check the premises for structural defects, worn fixtures and fittings or electrical equipment, and report/ take the necessary remedial action
* ensure that all staff are aware of the fire procedures and regular fire drills are carried out
* ensure that all members of staff are aware of the procedures in case of accidents
* ensure that all staff take all reasonable actions to control the spread of infectious diseases and that they wear protective gloves and clothes where appropriate
* prohibit smoking on the premises
* prohibit any contractor working on the premises without prior discussion with The Manager to eliminate any risks to the staff or children
* no inappropriate jewellery to be worn. Only wedding/engagement rings are acceptable
* dress code is red top and bottom and black flat shoes. No nail varnish and all long hair must be tied back at all times
* no running inside the premises
* all electrical sockets should be protected by safety plugs, and there should be no trailing wires
* all cleaning materials/toilet cleaner to be placed out of the reach of children
* protective clothing should be worn when serving food
* prohibit certain foods e.g. peanuts are not allowed in the nursery
* telephone calls must be received before 7am if a member of staff is not well enough to attend work
* all staff should familiarise themselves with the First Aid boxes and know who the appointed First Aiders
* children must be supervised at all times
* no student or volunteer should be left unsupervised at any time.

**Responsibilities -** Responsibility for Health and Safety in the nursery:

The Manager has overall and final responsibility for this policy being carried out at Totally Kidz Day Nursery. The Manager will be responsible in her absence. All staff have the responsibility to co-operate with senior staff and The Manager to achieve a healthy and safe workplace and to take reasonable care of themselves and others. Neglect of health and safety regulations will be regarded as a disciplinary matter. Whenever a member of staff notices a health or safety problem, which they are not able to put right, they must immediately report to The Manager or Health and Safety Officer. Daily contacts, monthly staff/planning meetings and health and safety meetings provide consultation between The Manager and staff.

Other health and safety areas are managed by:

* safety training
* safety inspections
* investigating accidents
* monitoring the maintenance of equipment
* risk assessments

**General fire safety Policy and Procedures**

**Fire Officer - The Manager**

They has overall responsibility for the fire drill and evacuation procedures.

**Designated fire assembly point: The Park Across the street**

Fire exits should always be clear to allow easy access. Fire exits should be clearly labelled. The premises should be checked annually by the local authority fire company or a reputable fire company. Fire blanket and fire extinguishers should be easily accessible. Fire safety checks and drills should be carried out and recorded for each group of children regularly.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Who** | **How often to check** | **Location** |  |
| **checks** |  |  |  |
|  |  |  |  |
| **Escape route/ fire exit clear** | The Manager  Staff | Every day – make sure all fire exits are kept clear | All doors which provide exit to the outdoors.  Entrance and baby room. |  |
|  |  |  |  |  |
| **Fire doors closed and in good repair** | The Manager  Staff | Check every day and every three months during fire drills | All doors which provide exit to the outdoors. Entrance and baby room. |  |
|  |  |  |  |  |
| **Fire blankets & Extinguisher in place** | The Manager  Staff | Every day – make sure all fire exits are in place | Toddler room, baby room and entrance |  |
|  |  |  |  |  |
| **Fire/ Smoke/heat alarms** | The Manager  Staff  Approved fire company | Check every three months during fire drills  Check annually by the approved fire company | Toddler room, baby room and passage |  |

**Fire procedure**

On discovering a fire:

1. CALMLY raise the alarm by blowing the whistle/ringing the bell.
2. Immediately evacuate the building under guidance from The Manager.
3. Check all rooms, toilets, corners, etc.
4. Using the nearest exit lead the children out, assemble in the large outdoor area at the main school building.
5. Close all doors behind you.

The Manager/ Fire Officer is to:

1. Pick up the children’s register and visitor book.
2. Telephone emergency services: dial 999 and ask for the fire service.
3. In a safe place clear of the building - check the children against the register.
4. Account for all adults.

* Do not try to collect personal belongings on evacuating the building.
* Do not attempt to go back in and fight the fire.
* Do not attempt to go back in if any children or adults are not accounted for.
* Advise the fire services of anyone missing.

**Registration**

An accurate record of all staff and children present in the building must be kept at all times and children/staff must be marked in and out on arrival and departure. An accurate record of visitors must be kept in the Visitor’s Book. These records must be taken out along with the Register in the event of a fire.

**No smoking policy**

Children’s health and wellbeing is of utmost importance for the children. Smoking has proved to be a health risk and in accordance with childcare legislation. Totally Kidz Day Nursery operates a strict no smoking policy within its premises. Parents are respectfully requested not to smoke whilst on the premises. This rule also applies to staff, students, carers and visitors etc. Staff accompanying children on external visits are not permitted to smoke e.g. whilst outside.

We respect it is personal choice to smoke. We support healthy lifestyles and will help staff and parents to stop smoking by:

* providing fact sheets and leaflets
* providing information of local help groups
* NHS quit smoking helpline/ website: www.gosmokefree.co.uk
* offering information regarding products available to help stop smoking
* offering in house support.

**First Aid**

At Totally Kidz Day Nursery, staff can take actions to apply first aid treatment in the event of an accident involving a child or adult. At least one member of staff with current paediatric first aid training is on the premises or on an outing at any one time.

The paediatric first aid qualification includes first aid training for babies, infants and young children.

A first aid box is always on the premises and travel kit available on all outings. Emergency first aid procedures are kept in the first aid boxes. There is also a poster on the notice board.

*The appointed person responsible for administering first aid is: All the staff at the nursery have been fully trained and qualified to do this.*

Trained qualified first aiders are all paediatric first aid trained (12 hr course)

**The First Aid Kit**

Our first aid kit complies with the Health and Safety (First Aid) Regulations 1981 and contains the following items only:

Triangular bandages (ideally at least one should be sterile) - x 4.

Sterile dressings:

1. Small (formerly Medium No 8) - x 3.
2. Medium (formerly Large No 9) – HSE 1 - x 3.
3. Large (formerly Extra Large No 3) – HSE 2 - x 3

Composite pack containing 20 assorted (individually-wrapped) plasters 1.

Sterile eye pads (with bandage or attachment) e.g. No 16 dressing 2.

Container or 6 safety pins.

Guidance card as recommended by HSE.

In addition to the first aid equipment, each box should be supplied with:

2 pairs of disposable plastic (PVC or vinyl) gloves. 1 plastic disposable apron.

a children’s forehead ‘strip’ thermometer.

The first aid box is easily accessible to adults and is kept out of the reach of children.

No un-prescribed medication is given to children, parents or staff.

At the time of admission, parents ‘written permission for emergency medical advice or treatment is sought. Parents sign and date their written approval.

Parents sign a consent form at registration allowing staff to take their child to the nearest Accident and Emergency unit to be examined, treated or admitted as necessary on the understanding that parents have been informed and are on their way to the hospital.

**Accident Policy & Procedures**

* The person responsible for reporting accidents, incidents or near misses is the member of staff who witnesses the incident. They must record it in the Accident File and report it to The Manager. This should be done as soon as the accident is dealt with, while the details are still clearly remembered. The parents must be shown the Accident Report and asked to sign it as soon as they collect their child. Please note, that only a qualified first aider can administer first to children.
* The Manager must report serious accidents to the registered person for investigation for further action to be taken (i.e. a full risk assessment or report under Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR).
* When the Accident File is full it will be kept for at least 21 years and 3 months.
* Where medical attention is required a senior member of staff should notify the parent as soon as possible whilst caring for the child appropriately.
* Where medical treatment is required you should also inform the insurance company in writing.
* Report to Ofsted where necessary, normally when medical attention is required.

**Sickness/illness Policy and Procedures**

Children should not be left at nursery if they are unwell. Should a child have an infectious disease, such as an eye/ear infection or sickness and diarrhoea, they should not return to nursery until they have been clear for at least 48 hours. It is vital that we follow the advice given to us by our registering authority and exclude such children until they are well, to protect the other children in the nursery. Illnesses of this nature are very contagious and it is exceedingly unfair to expose other children to the risk of an infection. If a child is unwell, it may be best they prefer stay home with their parents to rest and get well.

We are unable to administer any medication, including liquid paracetamol or similar, without written consent from the parent/carer. For ongoing medication we will accept a covering letter, but a medication form will also be completed monthly to ensure that information is accurate and up to date. If a child is left at the nursery when they have a temperature and needs liquid paracetamol administered, we can only give one dose of this. If the child requires more, we will request that the child is collected from the nursery. We can only accept a written statement from the child’s doctor to administer liquid paracetamol or similar when needed, if there is a history of a medical condition such as Febrile convulsions/fits within the family.

This has been an area of some confusion for parents, who are unaware of the seriousness with which our insurance company treats this matter. We will invalidate our public liability insurance if we administer liquid paracetamol or any other medication without written consent. We would ask all parents to adhere to the policy of the nursery in this matter and to seek clarification if they are unsure.

If a child requires antibiotics, we will administer them after the first 48 hours of the course. A medication form however must be completed. It is important that children are not subjected to the rigours of the nursery day, which requires socialising with other children and being part of a group activity, when they have first become ill and require an antibiotic. Our policy, therefore, is to exclude children on antibiotics for the first 48 hours of the course. A medication form must also be completed for all medication, including liquid paracetamol, which must be clearly labelled with your child’s name and date. It must be given to a member of staff and not left in the child’s bag. This is a vital safety issue and we trust parents/carers will co-operate with this policy.

We have the right to refuse admission to a child who is unwell. If your child becomes ill whilst at the nursery, you will be contacted immediately and asked to collect your child as soon as possible. If your child has a minor accident at the nursery, a member of staff or one of our qualified first aiders, if necessary, will deal it with. Details will be recorded on an Accident Report form. You will be asked to sign this form to say you have seen a record of the accident when you collect your child. If the accident/ illness is of a serious nature, you or the emergency contact you have given us will be called. If necessary, medical assistance will also be called.

**Transporting children to hospital procedure**

1. If the sickness/injury is severe, call for an ambulance immediately. DO NOT attempt to transport the sick/injured child in your own vehicle.
2. Whilst waiting for the ambulance, contact the parent/guardian and arrange to meet them at the hospital.
3. A senior member of staff must accompany the child and collect together registration forms, relevant medication sheets, medication and the child’s comforter. A member of the management team must also be informed immediately.
4. Remain calm at all times. Children who witness an accident may well be affected by it and may need lots of cuddles and reassurance.

**EXCLUSION PROCEDURE FOR ILLNESS/COMMUNICABLE DISEASE**

The health of all the children at the nursery is vitally important. If a child becomes unwell whilst at the nursery, the Manager will immediately contact the parent to inform them and to agree for the child to be collected. This is essential to minimise the risk of infecting other children and staff. Similarly, parents are asked not to bring their child to the nursery if they are unwell, not only to avoid spreading the infection but for the sake of the child who will be more comfortable resting at home rather than in the dynamic surroundings of the nursery.

Minimum Periods of Exclusion from the nursery.

|  |  |
| --- | --- |
| **Disease/Illness** | **Minimal Exclusion Period** |
| **Antibiotics prescribed** | First day at home |
| **Temperature** | If sent home ill, child must be off for 24 hours |
| **Vomiting** | If sent home ill, child must be off for 24 hours |
|  |  |
| **Conjunctivitis** | Keep at home for a minimum of 1 day; |
|  | longer if eyes still weeping |
| **Diarrhoea** | 48 hours or until 2 clear nappies |
|  |  |
| **Chickenpox** | 7 days from the appearance of the rash |
| **Gaetro-enteritis, food poisoning,** | 24 hours or until 2 clear nappies or for |
| **salmonellosis and dysentery** | notifiable diseases, until advised by the |
|  | relevant public health official |
|  |  |
| **Infective hepatitis** | 7 days from onset of jaundice |
| **Measles** | 7 days from the appearance of the rash |
|  |  |
| **Meningococcal Infection** | Until recovered from illness |
| **Mumps** | Until the swelling has subsided and in no |
|  | case less than 7 days from onset of illness |
|  |  |
| **Pertussis (whooping cough)** | 21 days from the onset of paroxysmal cough |
| **Poliomyelitis** | Until declared free from infection by the |
|  | appropriate public health official |
|  |  |
| **Scarlet Fever and streptococcal infection of the throat** | Until appropriate medical treatment has been given and in no |
|  | case for less than 3 days from the start of treatment |
| **Tuberculosis** | Until declared free from infection by the |
|  | appropriate public health official |
| **Typhoid fever** | Until declared free from infection by the |
|  | appropriate public health official |
| **Impetigo** | Until the skin is healed |
| **Pediculosis (lice)** | Until appropriate treatment has been given |
| **Plantar Warts covered** | No Exclusion. Should be treated and |

|  |  |
| --- | --- |
| **Ringworm of scalp** | Until cured |
|  |  |
| **Ringworm of body** | Seldom necessary to exclude provided |
|  | treatment is being given |
|  |  |
| **Scabies** | Need not be excluded once appropriate |
|  | treatment has been given |

**Allergies & allergic reaction policy and Procedures**

Information passed on through parents from the registration form regarding allergic reactions and allergies must be shared with all staff in the nursery. The Manager must carry out a full Allergy Risk Assessment Procedure with the parent prior to the child starting the nursery.

The information must then be shared with all staff:

* If a child has an allergic reaction to food, a bee sting, plant, etc. A trained paediatric First Aider will administer the appropriate treatment and parents must be informed.
* A sick child needs above all its parent/guardian; therefore every effort should be made to contact him/her as soon as possible.
* If the allergic reaction is severe a member of staff will summon an ambulance immediately.

DO NOT attempt to transport the sick/injured child in your own vehicle.

* Whilst waiting for the ambulance, contact the parent/guardian and arrange to meet them at the hospital.
* A senior member of staff must accompany the child and collect together registration forms, relevant medication sheets, medication and child’s comforter.
* Staff must remain calm at all times; children who witness an allergic reaction/accident may well be affected by it and may need lots of cuddles and reassurance.

**Personal protective equipment (PPE)**

At Totally Kidz Day Nursery, we provide staff with PPE according to the need of the task or activity. Staff must wear PPE to protect themselves and the children during care tasks that involve contact with bodily fluids. PPE is also provided for the handling of chemicals and other tasks. This is chosen according to need and will be regularly reviewed to ensure it is suitable and effective.

**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 Milton or freshly diluted bleach (one part diluted with ten parts water). Such solutions must be carefully disposed of immediately after use. The Club will not necessarily be aware if there is a child carrying Hepatitis or is HIV Positive on their register.

**Needle puncture and sharps injury**

Blood-borne infections may be transmitted to staff 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 wellbeing of the staff and children - ALL NEEDLES, BROKEN GLASS, ETC, SHOULD BE TREATED AS CONTAMINATED. If a needle is found the local authority must be contacted to deal with its disposal.

**Administration of Medicine Policy and Procedures**

**Statement**

At Totally Kidz Day Nursery, we place the child's well-being at the very core of the ethos of the Club. Staff are first aid trained but it is not a compulsory part of their job to administer medicine, and we respect the agreement and decision made by each individual member of staff. There will, however, always be staff willing to administer medicine on site, and for any clarification of this matter please check with The Manager.

**Procedure**

**Aim**

It is our aim to safeguard and maintain the well-being of all children within the nursery and the staff who look after them. We work in partnership with parents and information sharing in this area is vital so that staff respect and are aware of cultural, ethical or religious reasons which may relate directly to the administration of medicine.

**Method**

The following procedure must be adhered to by parents and staff for the health and well-being of all children in the administration of medicine:

* For prescribed medicine, including antibiotics, it is the policy of the nursery for children to stay home for 48 hours. However in exception cases this policy can be overwritten where the Doctor confirms in writing that the sickness is not infectious and transmissible to other children. In addition, we require written consent in advance from parents which clearly shows the date, dosage and expiry date. The label must have the name of the child on it. If the medicine has not been prescribed for the child, we will not administer it.

At Totally Kidz Day Nursery, we request that all medicines which are non-prescriptive, such as Calpol, are accompanied by a form which is signed by the parent. The form indicates when the child last had the medicine, and the dosage and frequency required. As the medicine is non-prescribed, parents will sign a disclaimer to say that they are happy for staff to administer the medicine without having first sought medical consultation.

* The staff will administer non-prescribed medication for a maximum of 3 days, after which time they will no longer be able to continue giving the medication. At any time during the 3 days, if the staff deem that the child's health has deteriorated or they have concerns for his/her health, the parent will receive a telephone call to collect the child (or make arrangements for the child to be collected by another named person).
* Written permission is required for emergency treatment of chronic illnesses, such as asthma where inhalers may need to be given on a long-term basis.
* Staff will sign a consent form to say they are willing to administer medicine. The Manager will make parents aware of any changes in information.
* In an emergency situation, an ambulance will be called for and parents informed immediately.

**Sun Care Policy and Procedures**

At Totally Kidz Day Nursery, we are committed to ensure that all children are fully protected from the dangers of too much sun. Severe sunburn in childhood can lead to the development of malignant melanoma (the most dangerous type of skin cancer) in later life.

The following guidelines are for the prevention and care of children in the sun:

* Children must have a clearly named sun hat.
* Children must have their own sun block cream named and dated with written consent for staff to apply.
* Children need light weight cotton clothing suitable for the sun.
* Children will wear a sun hat when outside on sunny days.
* Children will have sun cream applied before going outside and at frequent intervals during the day.
* Children are offered cooled water more frequently throughout the day.

**Monitoring**

The Manager will monitor staff to ensure the procedures are being carried out, and that they are clear to all.

**Injections, pessaries, suppositories**

As the administration of injections, pessaries and suppositories represents intrusive nursing, they should not be administered by any member of staff without appropriate training. (If this causes a problem in providing appropriate care of a child, please consult Ofsted.

**Immunisation policy**

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 us to ensure that children/staff/parents are not exposed to any unnecessary risks of any sort. The Manager must be aware of any children who are not vaccinated within the nursery in accordance with their age. Information regarding immunisations should be record on children’s registration documents and updated as and when necessary.

**Staff vaccinations policy**

It is the responsibility of all staff to ensure they keep up to date with their vaccinations for:

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 should 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.

**Head lice Policy**

From time to time, children may contract head lice. In the case that a parent has voice their concern that their child has head lice a notice will be place on the door to inform other parents/carers to check their child’s hair. Parents are encouraged to tie children’s hair which is long up with a hair band in minimizing head lice from being spread. Children are allowed to attend the nursery with head lice but if the child/ren show signs of having head lice such as scratching, telling a member of staff that their head itches then we will ring the parent to inform them of this and they may need to further investigate the situation. Children are allowed to attend the nursery when they have head lice treatment on their hair.

**Safety Checks Policy and Procedures**

Written checks must be carried out on a daily basis on the premises, indoor and outdoor, and all equipment and resources. The person responsible for this is the person on early shift opening up the nursery. All staff should be constantly aware of the environment and monitor safety at all times.

**Risk assessments**

At Totally Kidz Day Nursery, we carry out detailed written risk assessments for the play rooms, garden, kitchen and any outings involving children annually. These are regularly reviewed and cover potential risks to children, staff and visitors at the nursery. Risk assessments document the hazard, who could be harmed, existing controls, the seriousness of the risk/injury, any further action needed to control the risk, who is responsible for what action, when/how often will the action be undertaken, and how will this be monitored and checked. In addition, staff do daily checks of the play areas, toilets, kitchen and outdoor area to ensure the environment is safe for children to play freely and safely. The Manager will ensure all electrical equipment and appliances are PAT test annually.

**Dangerous substances**

All dangerous substances including chemicals MUST be kept in locked areas or out of children’s reach. Safety Data Sheets (COSHH) must be kept for all substances and the appropriate personal protection taken e.g. gloves, apron and goggles.

**Hot drinks and food**

Hot drinks should only be consumed in the kitchen. No canned drinks or sweet/crisps to be kept or consumed at the nursery.

**Transport and outings**

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

**Room temperatures**

Staff should be aware of room’s temperatures in the nursery and should ensure that they are suitable at all time 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. Where fans are being used to cool rooms, GREAT CARE must be taken with regard to their positioning.

**Process of doing risk assessments**

A risk assessment is, as the Health and Safety Executive (HSE) describe: "a careful examination of what, in your work, could cause harm to the children and staff. The aim is to make sure that no one gets hurt or becomes ill".

**Step One – Identify the hazards**

First walk around the premises identifying anything that could be potentially hazardous - **write** **everything down - make a list.** Include*everything*you can think of: not just things that are currentlyobviously dangerous, but anything with a *potential* risk. Where possible two people will undertake the risk assessment separately and will compare lists afterwards, in case either has missed anything out.

Consider **invisible** hazards – e.g. stress (often related to working long hours, under pressure, to tight deadlines) or physical assault. Invisible hazards often include fumes - for example, photocopiers and laser printers emit ozone when in use.

Finally consider whether things that might not normally be hazardous might be in relation to specific people – e.g. pregnant women, disabled workers.

**Step Two – identify who is at risk**

Once you have identified and listed all the hazards, you need to (i) identify what the specific risk is, and (ii) who is particularly at risk.

Some people will be more at risk from particular hazards than others - for example a computer user will be more at risk of suffering RSI (Repetitive Strain Injury - also known as WRULDs - Work Related Upper Limb Disorders), a cleaner might have specific risks related to the chemical cleaning agents being used, etc. And there will be those particularly at risk in some circumstances for example because they may be working alone, or they may have a disability. **List those potentially at risk.**

**Step Three – Evaluate the risks and decide on precautions**

Think about what you can do to remove the risk. Compare what you currently do with what is accepted as good practice. (It may be necessary to seek advice from experts). The main purpose of doing a risk assessment is to be aware of the risks, so that you can take action to eliminate or at least reduce the risks. E.g. if an electrical wire is exposed, you could replace it, or cover it with insulating tape. E.g. if your cleaner is using potentially dangerous chemical agents - change the cleaning product - use something water-based. **Write down the actions currently taken and those actions you propose to be taken, and** **write down who will take the action, by when.**

**Step Four – Record your findings**

Ensure the written record of your findings is made available to staff, and that they co-operate with the carrying out of the recommendations made as a result of the assessment. This might involve a change in working practices, a change in machinery or equipment, and **appropriate training** being undertaken.

**Step Five**

Review your assessment. Few workplaces remain the same. You **must** review your assessment when there are major changes in the workplace, such as the introduction of new machinery, or new ways of working - but you must carry out regular reviews anyway - possibly annually. If your original assessment was properly recorded the review should be a relatively simple job but be aware of changing working practices.

**Manual handling policy**

As it is not possible to eliminate manual handling altogether, correct handling techniques must be followed to minimise the risks of injury. A variety of injuries may result from poor manual handling and staff must all be aware and adhere to Totally Kidz Day Nursery manual handling policy.

**Preventing injuries**

As with other health and safety issues, the most effective method of prevention is to eliminate the hazard – in this case, to remove the need to carry out hazardous manual handling. For example, it may be possible to re-design the workplace so that items do not need to be moved from one area to another.

Where manual-handling tasks cannot be avoided, they must be assessed as part of the risk assessment. This involves examining the tasks and deciding what the risks associated with them are, and how these can be removed or reduced by adding control measures.

As part of a manual handling assessment the following should be considered:

* The tasks to be carried out.
* The load to be moved.
* The environment in which handling takes place.
* The capability of the individual involved in the manual handling.

A number of factors increase the risk of manual handling injuries, and these should be considered and controlled.

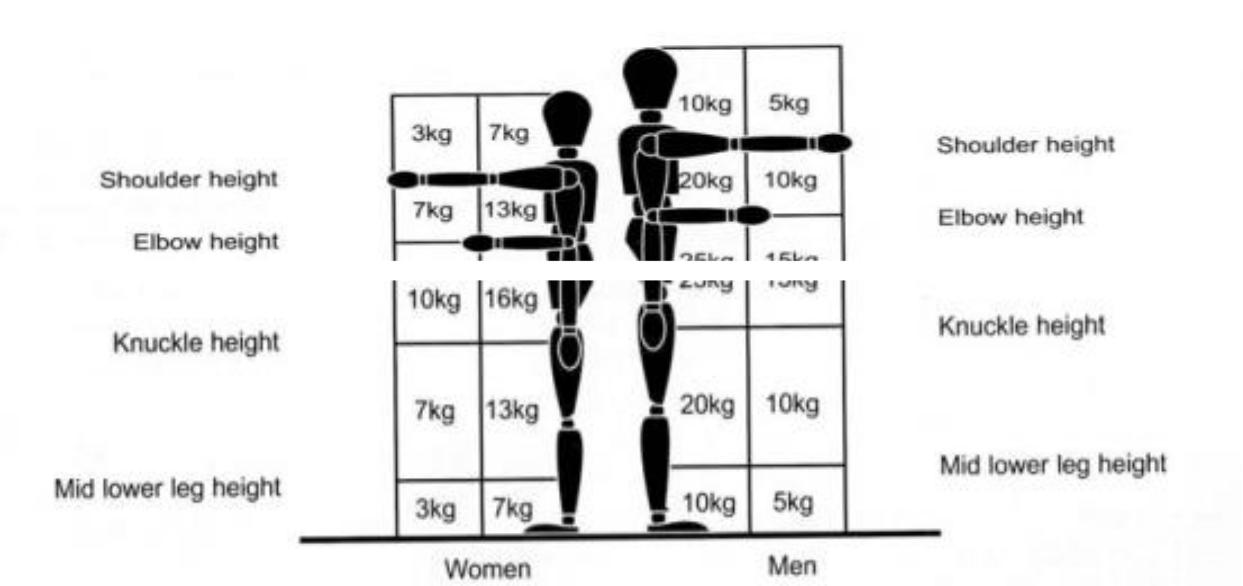
The following paragraphs offer a number of suggestions.

**Correct lifting procedure**

**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, how far you are going to move it and how you are going to get there.
* 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 problems and pregnant women may be particularly at risk of injury.
* Assess the size, weight and centre of gravity of the load to make sure that you can maintain a firm grip and see where you are going.
* Remove any unnecessary packaging, if this will make the task safer.
* Reduce the size and weight of loads to make handling easier. This could involve suppliers packing items into smaller consignments before delivery or unpacking packages before moving them
* Assess whether you can lift the load safely without help. If not, get help or use specialist moving equipment e.g. a trolley. Bear in mind that it may be too dangerous to attempt to lift some loads.

Guidelines for Safe Lifting and Lowering of Loads



* If more than one person is involved, plan the lift first and agree who will lead and give instructions.
* Plan your route and remove any obstructions. Check for any hazards such as uneven/slippery flooring.
* Lighting should be adequate.
* Control harmful loads – for instance, by covering sharp edges or by insulating hot containers or anything electrical or dangerous.
* Avoid lifting unsafe loads, such as damaged glass or badly packed chemicals.
* Check whether you need any personal protective equipment (PPE) and obtain the necessary items, if appropriate.
* Check the equipment before use and check that it fits you.
* Ensure that you are wearing the correct clothing, avoiding tight clothing and unsuitable footwear.
* Consider a resting point before moving a heavy load or carrying something any distance.

**Position**

* Stand in front of the load with your feet apart and your leading leg forward. Your weight should be even over both feet. Position yourself (or turn the load around) so that the heaviest part is next to you. If the load is too far away, move toward it or bring it nearer before starting the lift. Do not twist your body over the load to pick it up.

**Lifting**

Always lift using the correct posture ensuring you are in a stable, balanced position:

* Bend the knees slowly but not kneeling, 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 and in line with your hips, without twisting or turning from the hips.
* Try to grip with the hands around the base of the load.
* Bring the load to waist height (centre of gravity) keep head up when bringing up the load, keeping the lift as smooth as possible.

**Moving the load**

* Move the feet to change direction do not twist or turn your body, keeping the load close to the body
* Proceed carefully, making sure that you can see where you are going.
* Lower the load, reversing the procedure for lifting.
* Avoid crushing fingers or toes as you put the load down.
* Position and secure the load after putting it down. Make sure that it is rested on a stable base.
* Report any problems immediately, for example, strains and sprains. Where there are changes, for example to the activity or the load, the task must be reassessed.

**The task**

* Carry loads close to the body, lifting and carrying the load at arm’s length increases the risk of injury.
* Avoid awkward movements such as stooping, reaching or twisting.
* Ensure that the task is well designed and that procedures are followed.
* Try never to lift from the floor or to above should height. Limit the distances for carrying.
* Minimise repetitive actions by re-designing and rotating tasks.
* Ensure that there are adequate rest periods and breaks between tasks.
* Plan ahead – use teamwork where the load is too heavy for one person and plan your journey.

**The environment**

* Ensure that the surroundings are safe. Flooring should be even and not slippery, lighting should be adequate, and the temperature and humidity should be suitable. If you are going through a door make sure that it is open before you lift the load and that children are not present if possible or do it at a quieter time in the day.
* Remove obstructions and ensure that the correct equipment is available.

**The individual**

* Never attempt manual handling unless you have been trained and given permission to do so.
* Ensure that you are capable of undertaking the task – people with health problems and pregnant women may be particularly at risk of injury.

**Office and Healthy Workplace Policy and Procedures**

Staff can help to prevent health problems by:

* Sitting comfortably at the correct height with forearms parallel to the surface of the desktop/ laptop and eyes level with the top of the screen.
* Maintaining a good posture.
* Avoiding repetitive and awkward movements by using a copyholder and keeping frequently used items within easy reach.
* Changing position regularly.
* Using a good keyboard and mouse technique 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 eyestrain.
* Keeping the screen clean.
* Reporting to their The Manager any problems associated with use of the equipment.
* Planning work so that there are breaks away from the workstation.

Seating and posture for typical office tasks:

* Good lumbar support.
* Seat height adjustability.
* No excess pressure on underside of thighs and backs of knees.
* Foot support if needed.
* Space for postural change, no obstacles under desk.
* Forearms approximately horizontal.
* Minimal extensions, flexion or straining of wrists.
* Screen height and angle should allow for comfortable head position.
* Space in front of keyboard to support hand/wrists during pauses in typing.
* Seat back adjustability.

At Totally Kidz Day Nursery, we are committed to provide a workplace, which supports and encourages a healthy staff team through sharing information, training and family friendly issues.

**Dress code**

Staff must follow dress code. The dress code is red top, black trouser and flat shoes. No jewellery, apart from wedding or engagement ring. No fake nails and nail polish.

**Staff breaks**

It is the responsibility of The Manager to ensure that all staff working five hours or more takes a break of 30 minutes or 60 minutes dependant on hours worked and ensuring that ratios are maintained. Staff under 18 requires a break after 4.5 hours.

**Personal hygiene**

Staff must follow the personal hygiene code at all times.

**Cleaning**

At Totally Kidz Day Nursery, we are committed to provide a safe, happy and healthy environment for children to play, grow and learn. Cleanliness is a vital step to ensure this. We will clean every evening and regular checks will be made in the playroom and toilet. Any mess caused throughout the day will be cleaned up as necessary to ensure that a hygienic environment is provided for the children in our care.

**Kitchen**

* Staff need to be aware of the basic food hygiene standards.
* Fridge and freezer temperatures must be recorded first thing by the responsible person opening up.
* All food to be covered at all times in and out of the fridge.
* 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 75°C, checked with the probe thermometer and recorded, then cooled down before serving. Food prepared on the premises must be 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.
* Blended food should be placed in suitable airtight containers, named and dated.
* Surfaces to be cleaned with anti-bacterial spray.
* Only kitchen cloths to be used. These must be washed daily on a hot wash.
* Windows to be opened as often as possible along with the vents.
* All plugs to be pulled out of their sockets at the end of each day. The electric switch should be turned off where practicable.
* Where food/milk is prepared for babies there must be a separate area within the kitchen which is specifically designated for this preparation.
* Bottles should be labelled with the child’s name and once cool this should be stored in the refrigerator.
* Bottles and teats should be thoroughly cleaned with hot soapy water and sterilized after use (they should not be washed in a dishwasher).
* If dummies are used they should be cleaned and sterilized. This also applies to dummies which have been dropped.
* Sterilizer to be washed out daily.
* 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 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.

**Rooms**

* Staff must be aware of general hygiene and ensure that high standards are kept at all times.
* Regular toy washing rotas must be established and recorded. Toys should be washed with sanitising fluid.
* Floors should be cleaned during the day when necessary and mop heads should be washed in a separate wash.
* All surfaces should be kept clean and clutter free.
* 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.

**Storage Room**

* It is the responsibility of The Manager to ensure that the storage room is kept clean and tidy.
* Personal information for children, parents, staff, volunteers and students should not be accessible by unauthorised individuals.
* Daily checks to minimise and remove any hazards.

**Disaster Recovery Policy and Procedures**

**Breakdown of Essential Services**

In the event of a breakdown of essential services (e.g. heating failure, loss of water supply), it is important that you are familiar with the following procedures:

* Parent/Guardians/next of kin will be contacted by telephone and asked to collect their child/ren.
* We will contact Parents/Guardians/next of kin to inform them when we will operate normally.
* Please contact us before bringing your child back to the provision to ensure that we has re-opened.
* We will refund fees that have been paid by parents for the duration of the closure.
* Updates where possible will also be available on our website.

**Severe Weather Conditions Policy and Procedures**

In cases of severe weather conditions, if the weather deteriorates during the day, you may be asked to collect your children early. If heavy snow falls overnight, please establish that the provision is open before bringing your child. In such situation a member of staff will telephone all parents of the closure and will inform them when we will reopen. This information will also be available on our website.

Parent can telephone to confirm the date we will reopen, before bringing their child to the provision. In these circumstances, we will not refund any fees as weather conditions are beyond the control of the provision.

**Staffing**

Please note –some staff may be affected by the severe weather condition and may find it difficult to make their journey to the premises. However, we will endeavour to have as many staff as possible at the provision when this situation occurs.

**Waste management policy and Procedures**

At Totally Kidz Day Nursery, we monitor closely the management of waste and disposes of it in accordance with local authority requirements. Staff are made aware of the need to minimise energy waste. We will recycle paper waste and ensures that where possible other sources of waste are recycled to reduce the effect on the environment.

**Dealing with Spillages**

When dealing with water spillages, you have to ensure when clearing the surface is left completely dry. No water is to be left on the surface. Put a sign or notify others of the wet surface to prevent accidents. When dealing with body fluids before clearing them away you should ensure that you are wearing gloves and apron. You should clean the surface until it is completely dry.

**External trips Policy and Procedures**

Staff will risk assess the travel routes to ensure it is safe for children. They will brief children on how to keep themselves safe at the start and will supervise children well for the full travel duration.

External trips are planned to complement and enhance learning opportunity and extend play opportunities for the children. These will be carefully planned and the following guidelines will be followed on all trips, however local or frequent they may occur.

* written permission will always be obtained from parents before taking children on trips
* appropriate staffing levels for outings depend on how the safety and the individual needs of the children can be assured
* a travel first aid box will always be taken on all outings along with any special medication or equipment required
* a completed Trip Register and parent/staff contact numbers will be taken on all outings
* regular headcounts will be carried out throughout the outing. Timing of headcounts will be discussed in full with The Manager prior to the outing
* the Manager of staff will always carry out a risk assessment identifying any potential hazards on the journey or at the location prior to the outing.
* all staff will be easily recognisable by other members of the group; they will wear high visibility jacket. Children will be easily identified by staff when on a trip by use of the nursery high visibility jacket. The nursery name, number and mobile number will be displayed
* at least one qualified first aider will always be a member of the group
* a mobile phone will be taken as a means of emergency contact
* in the event of an accident, staff will assess the situation, if required, the group will return to nursery immediately and parents will be contacted to collect their child. In the event of a serious accident an ambulance will be called at the scene, as well as parents being contacted. One member of staff will accompany the child to the hospital, and the rest of the group will return to the nursery
* a pre-visit checklist and risk assessment will always be carried out before the outing. It is recommended that the venue be visited prior to your trip. This will ensure that the chosen venue is appropriate for the age, stage and development of the children.
* A full risk assessment and outing plan will be carried out for each outing and this will be displayed for parents to access. This plan will include details of:
* the name of the designated person in charge - the outing leader
* the name of the place where the visit will take place
* the estimated time of departure and arrival
* the number of children, age range of children, the ratio of staff to children, children’s individual needs and the group size
* the equipment needed for the trip i.e. coats, safety reins, pushchairs, rucksack, packed lunch, etc.
* staff contact numbers
* method of transportation and travel arrangements (including the route)
* financial arrangements
* emergency procedures
* the name of the designated first aider and the first aid provision

**Use of vehicles for outings**

All staff members shall inform parents in advance of any trips involving the transportation of children away from the nursery. The arrangements for transporting children will always be carefully planned and in most cases, the use of public transportation is the first option. Where necessary, additional staff and parent helpers will be arranged to ensure the safety of the children. This is particularly important where children with disabilities are concerned.

Staff will not use their own personal vehicle to transport children. There may be trips that require the use of a hire minivan. The Manager will ensure all vehicles used in transporting children are properly licensed, inspected and maintained. Regular checks are made to the vehicle e.g. to tyres, lights, etc, and a log book of maintenance, repairs and services is maintained. The vehicle is kept in proper order and is fully insured for business use and is also protected by breakdown cover.

All vehicles are fitted to the supplier’s instructions with sufficient numbers of safety restraints, appropriate to the age/weight of the children carried in the vehicle. Any mini buses/coaches are fitted with 3-point seat belts. When we use a mini bus, the driver is checked that they are over 21 years of age and hold a P.V.C. driving license. This entitles the driver to transport up to 16 passengers. When children are being transported, there is always be at least one adult in the vehicle, excluding the driver, where more than three children under the age of five years are being transported. When planning a trip or outing using vehicles, records of vehicles and drivers, including licenses, MOT certificates and business use insurance are checked. If a vehicle is used for outings the following procedures will be followed:

* ensure seat belts are used
* ensure the maximum seating is not exceeded
* all children will be accompanied by a registered member of staff
* no child will be left in a vehicle unattended
* extra care will be taken when getting into or out of a vehicle
* the vehicle will be equipped with a fire extinguisher and emergency kit containing warning triangle, torch, blankets, wheel changing equipment etc.
* In the event of a child being lost, the Lost Child Procedure will be followed:
* any incidents or accidents will be recorded in writing and inform Ofsted, police and parent.

**Animals Policy and Procedures**

**Pets**

* If a child brings a pet from home to visit the nursery as a planned activity, parents/guardians of all children who will be in contact or in the same area as the pet must be informed. Written permission must be obtained from parents/guardians to ensure no child has an allergy. A full documented risk assessment needs to be completed prior to the visit and risks analysed before this type of activity is authorised this should include ensuring the pet has had all relevant vaccinations and is child friendly.
* Pets should not be allowed near food, dishes, worktops or food preparation areas. Children should wash their hands with soap and water after handling animals.
* When arranging an outing to a farm, staff must all be aware of the farm outing checklist.

**Checklist for visits to farms**

* A site visit must be made by a senior member of staff before an outing to a farm can be arranged. Check that the farm is well managed, that the grounds and public areas are as clean as possible, and that suitable First Aid arrangements are made. Animals should be prohibited from any outdoor picnic areas.
* Check that the farm has suitable washing facilities, appropriately signposted, with running water, soap and disposable towels or hot air hand dryers. Any portable water taps should be appropriately designed in a suitable area.
* Ensure that there is an adequate number of adults to supervise the children, taking into account the age and stage of development of the children.
* Explain to the children that they cannot be allowed to eat or drink anything, including crisps and sweets while touring the farm because of the risk of infection.
* Ensure suitable precautions are in place where appropriate e.g. in restricted areas such as near slurry pits or where animals are isolated.

**During the visits**

* If children are in contact with, or feeding animals, warn them not to place their faces against the animals/ put their hands in their own mouths afterwards, and explain why.
* After contact with animals and particularly before eating and drinking, ensure all children wash and dry their hands thoroughly. If young children are in the group, hand washing will need to be supervised. Always explain why the children need to do this.
* Meals, breaks or snacks should be taken well away from the areas where animals are kept and children should be warned not to eat anything which has fallen on the ground. Any crops produced on the farm should be thoroughly washed in portable water before consumption.
* Ensure children do not consume unpasteurised produce, e.g. milk or cheese, or taste animal foodstuffs, such as silage and concentrates.
* Manure or slurry presents a particular risk of infection and children should be warned against touching it. If they do touch it, ensure that they thoroughly wash and dry their hands immediately.
* Ensure all children wash their hands thoroughly before departure.
* Ensure footwear is as free as possible from materials.

**No smoking Policy and Procedures**

Children’s health and wellbeing is of the utmost importance for the children in our care. Smoking has proved to be a health risk and therefore in accordance with childcare legislation, we operates a strict no smoking policy within its buildings and grounds. It is illegal to smoke in enclosed places (effective from July 2007 in England.)

Parents are respectfully required to abstain from smoking whilst on the premises. This rule also applies to staff, students, carers and visitors etc.

Staff accompanying children outside the nursery are not permitted to smoke e.g. whilst on an outing. Staff must not smoke whilst wearing nursery uniform as it is essential that staff are positive role models to children and promote a healthy lifestyle.

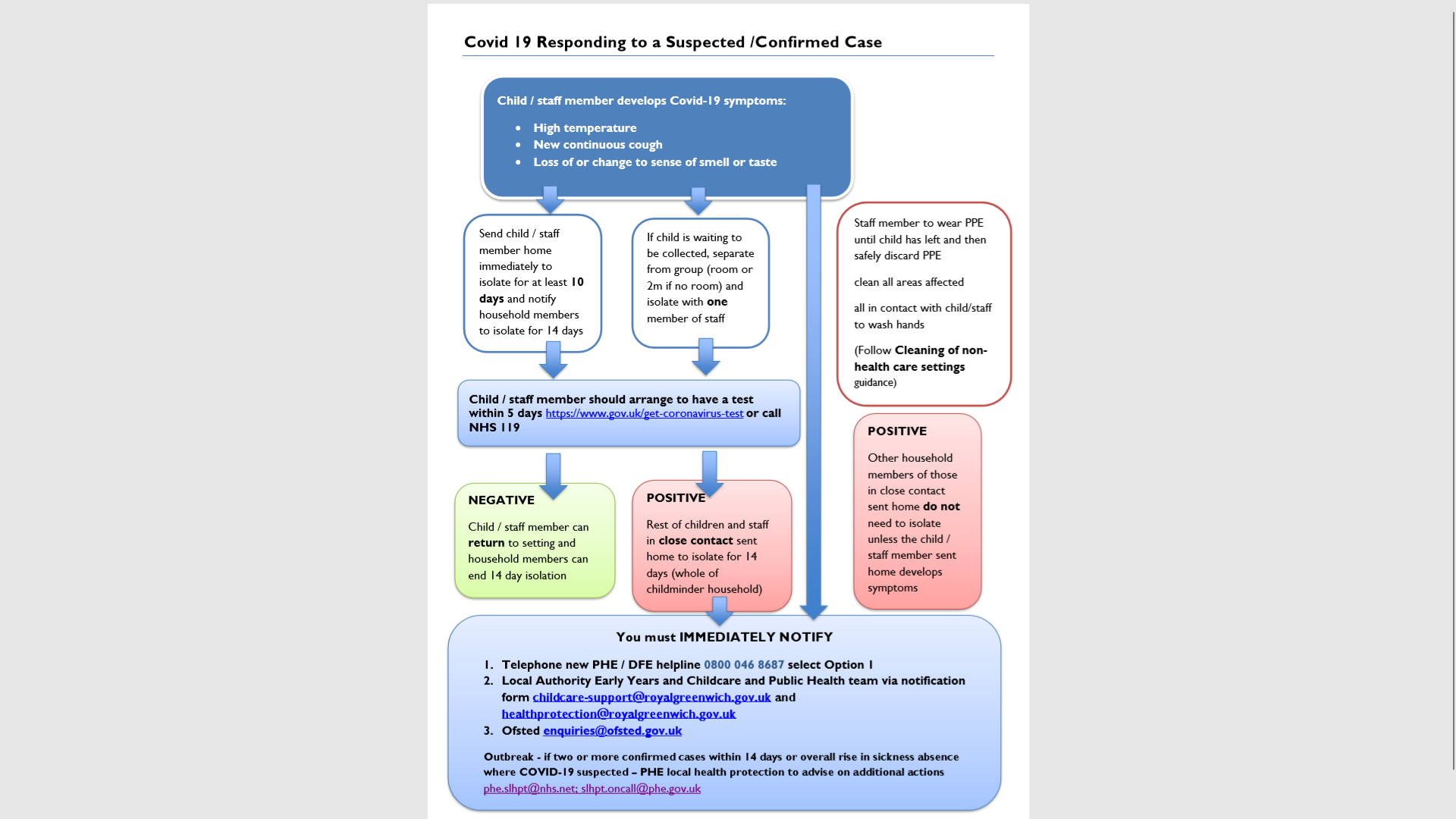
We respect that it is a personal choice to smoke, although as an organisation we support healthy lifestyles and therefore help staff and parents to stop smoking by:

* Providing fact sheets and leaflets.
* Providing information of local help groups.
* Providing details of the NHS quit smoking helpline (www.gosmokefree.co.uk).
* Offering information regarding products that are available to help stop smoking.
* Offering in-house support.

**Equipment & resources Policy and Procedures**

At Totally Kidz Day Nursery, 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.

* Provide play equipment and resources which are safe, and where applicable, conform to the BSEN safety standards or Toys (Safety) Regulation (1995).
* Provide a sufficient quantity of equipment and resources for the number of children.
* Provide resources which promote all areas of children's learning and development.
* Select books, equipment and resources which promote positive images of people of all races, cultures, ages and abilities, are non-discriminatory and avoid racial and gender stereotyping.
* Provide play equipment and resources which promote continuity and progression, provide sufficient challenges and meet the needs and interests of all children.
* Store and display resources and equipment where children can independently choose and select them.
* 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. This record the date on which each item was purchased and the price paid for it.



COVID – 19 POLICY AND PROCEDURE

Totally Kidz first COVID-19 policy was introduced in April 2020, in response to the pandemic. The policy has reviewed and been changed a number of times based on the feedback from staff, children and parents, as well as new guidance from the government and Department for Education (DFE). Here is the implementation guidance : Actions for early years and childcare providers during the coronavirus (COVID-19) outbreak - GOV.UK (www.gov.uk).

**We have been accepting all children and staff since mid-May 2020 at nursery to the conditions below:**

**CHILDREN ATTENDANCE:**

* We allow only children who are symptom free or have completed the required isolation period should attend the setting.
* If any child is unwell at home with any of the following symptoms : A high/raised temperature (over 38 degrees so would feel hot to touch on the back or chest), A continuous cough, A loss of or a change in sense of taste or smell and or loss of appetite, the child must not attend nursery for at least 10 days or until they test negative for COVID-19. This will also be applied if a child has been in close contact with a confirmed case of COVID – 19.
* Our staff reserve the right to take children’s temperature on arrival at nursery and will not admit any child with a high temperature. We will usually take a temperature if a child or accompanying parent/carer appears unwell.

**STAFF ATTENDANCE:**

* Only staff are allowed to come work who are symptom free or have completed the required isolation period should attend the setting.
* If any staff is unwell at home with any of the following symptoms : A high/raised temperature (over 38 degrees so would feel hot to touch on the back or chest), A continuous cough, A loss of or a change in sense of taste or smell and or loss of appetite, the staff must not attend nursery for at least 10 days or until they test negative for COVID-19. This will also be applied if a staff has been in close contact with a confirmed case of COVID – 19.
* Staff will be risk assessed if returning to work after a period of isolation or having had COVID-19.
* Staff in the nursery will be limited to the number which is needed for the number of children expected.

**SOCAIL DISTANCING & FACE COVERINGS:**

* Staff will wear face coverings (face shield) when opening the door and admitting or bringing out children or visitors.
* Staff may wear face shield when working with the children if they wish.
* Staff will wear face shield in shared access areas of the nursery including corridors, staff room, office and kitchen, except in the following circumstances:
  + a single staff member can work in the kitchen without a face shield if they choose – other staff must knock and alert them before entering so they can both put on a face covering
  + face shield can be removed in the office by one staff member alone, or by two staff members once seated on opposite ends of the office
  + face shield can be removed by staff once seated in the staff room – as long as they are physically distanced from any other member of staff
* Only 1 staff are permitted in the staff room at a time. If more than 1 staff are having lunch at the same time then any room not in use by children at that time can be used for staff lunches as permitted by the manager.
* Only 2 staff are permitted in the office at a time.
* Staff members will avoid all close contact with each other. Staff will follow social distancing guidelines and remain 2 metres apart from each other where possible.

**PPE:**

* Current Government guidance is that PPE should not be required in general practice in nurseries to protect against COVID-19 transmission. PPE, such as aprons and gloves, will continue to be worn as usual for nappy changing and the administration of first aid.
* PPE consisting of disposable gloves, a disposable apron and a fluid-resistant surgical face mask will be worn for supervising a child with COVID-19 symptoms and for cleaning the area they were isolated in, as specified below. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn.

**EDUCATION :**

* Children will be supported in age-appropriate ways to understand the steps they need to take to keep themselves safe including regular wash their hands often with soap and water for the 20 seconds, especially after going to the toilet, before eating and after blowing nose, coughing or sneezing .
* Children will be supported to understand the changes and challenges they may encounter as a result of COVID-19 and staff will be aware of children’s attachments and their need for emotional support at the moment.

**PARENTS & CARERS (PHYSICAL DISTANCING & DROP OFF/COLLECTION):**

* Only parents/carers who has no symptoms or have completed the required isolation periods will be able to drop off and collect their child.
* Only one person is permitted to drop off or collect their child.
* Parents/carers to drop or collect their child from the main gate of nursery and staff will bring your child in to the nursery and bring back out to you when you come to collect them.
* Parents/ carers must wear a face covering when dropping off or collecting their child.
* Any parents/carers who are exempt under current guidelines must notify the nursery manager and must stay 2 metres away from staff.
* Parents will not be able to enter the nursery except for very limited reasons, such as settling a child who may become distressed, or during the settling in sessions of a new child. Parents must not come into close contact with other children or staff.

**Visitors:**

* Visitors must hand sanitiser their hands when entering the nursery unless you are wearing a fresh pair of gloves.
* All visitors must wear a face covering while in areas of the nursery and must stay 2m away from staff.
* visitors must not enter the nursery if they are displaying any symptoms of COVID-19.
* Manager/ Staff showing prospective parents around the nursery will use a face mask/ face shield and must stay 2 metres away from each other.
* We will request prospective parents wear face coverings and shoe covers ( we will provide shoe covers in the nursery). Where possible we will ask just one parent to attend alone without children.
* All surfaces touched or objects handle by visitors must be sprayed with disinfectant and wiped down upon their departure.

**HYGIENE, HEALTH & SAFETY:**

* All children and staff must wash their hands-on arrival at the nursery and before they leave to go home.
* Children will be encouraged to wash their hands more frequently during the day, such as after wiping their nose, before and after eating, when coming in from the garden, before touching their faces.
* Staff will wash their hands more frequently, such as before preparing and serving food, after wiping children’s noses, after cuddling children, after supporting toileting or nappy changing, after handling items brought in from outside the nursery, before eating, before touching their faces, and before leaving the nursery.
* At the end of the day the classrooms are thoroughly cleaned and sanitised with steam cleaner along with all the toys and equipment.
* All children and staff must have indoor shoes, such as slippers, and sandal to prevent contamination from coming into the room by removing all outdoor shoes when they enter the nursery building.
* All frequently used surfaces (tables, counter tops, toilets, sinks) will be cleaned and disinfected twice daily.
* Floors will be cleaned thoroughly and disinfected daily, door handles and light switches must be disinfected at least daily.
* Telephones and tablets must be disinfected at least daily.

**RESOURCES:**

* children bag with their extra clothes will stay in the nursery and their dirty clothes will be sent home in disposable bag.
* Children are not permitted to bring items from home into the setting, including toys and books, unless absolutely essential for their wellbeing. When this is the case items must be cleaned on arrival.

**Travel**

* Parents/ staff who travel to other countries should be self-isolate for 10-14 days. This is because it can take up to 10 days for coronavirus symptoms to appear.
* Parents must keep their children home after returning from holiday for 10-14 days .
* From 1st December 2020 , we will have some outings out of the nursery to places like the field and the beach. We will not yet be going to the playground or other places where surfaces are frequently touched by other children.

**RESPONDING TO A SUSPECTED CASE:**

* If anyone becomes ill with a high temperature, a new continuous cough or a loss/change of smell or taste in the nursery they must be sent home and advised to follow the “COVID-19: guidance for households with possible coronavirus infection”.
* If a child is waiting to go home, they should be isolated in the croc room with the gate closed with appropriate adult supervision. If the croc room is not available, they can be isolated with a member of staff in another room (sensory room) and the door closed. If it is not possible to isolate them, the child should be moved at least 2 meters away from others.
* Staff will call 999 if they become seriously ill or their life is at risk.
* The staff member responsible for the child during this time should if possible be someone who was already working with that child.
* The staff member caring for the child will wear appropriate PPE. This consists of disposable gloves, a disposable apron and a fluid-resistant surgical face mask/ face shield. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn.
* If the child needs to use the bathroom whilst waiting to be collected bathroom should be thoroughly cleaned and disinfected before being used by anyone else.
* The member of staff who has cared for the child who was taken unwell does not need to go home unless they develop symptoms. The staff member should wash their hands thoroughly for 20 seconds.
* The area where the child was isolated should be thoroughly cleaned and disinfected by the same staff member, while still wearing the PPE.

**No shoes policy**

Totally Kidz Day Nursery has adopted a ‘no shoe policy’ inside the nursery units . We aim to promote children’s welling and safety at all times. Especially for crawler and small toddler it is essential that they have the opportunity to explore their environment safely.

**Policy**

* We will prevent contamination from coming into the room by removing all outdoor shoes- this includes staff, children, parents and visitors.
* We are trying very hard to keep our carpets and nursery as clean and tidy as possible.

**Procedures**

* Staff will remove outdoor shoes before entering the room. These will be left on the shoe rack.
* Staff will replace outdoor shoes with slippers, soft shoes such as plimsolls or socks.
* Parents that are dropping off /collecting children will be asked to remove outdoor shoes before entering the room, or covers their shoes. (covers for shoes will be also be available).
* Visitors to the setting will be asked to remove their shoes. Or use the shoe covers provided before entering the room.
* Parents are asked to remove their child’s outdoor shoes, and place them on the shoe rack before entering the room.
* Parents can leave indoor shoes/slippers for their child within the setting.

**Food Handling and Safety Policy and Procedures**

**Food Allergies and Safety Methods for Staff**

All staff and cook will be trained in Food handling and Food hygiene. At Totally Kidz Day Nursery, it is important for all staff handling and serving food to know what to do if you serve children with food allergy, because these allergies can be life-threatening.

**Safety point**

Staff need to know if a snack or meal contains a certain food, check all the ingredients in them (and what they contain), as well as what you use to cook and prepare. Never guess. Speak with parents to confirm if their child is allergy or sensitive to any food and ensure this is shared with all staff and parents preparing them.

**Why?**

If someone has a severe allergy, they can react to even a tiny amount of the food they are sensitive to. You can find out more about allergies at food.gov.uk/safereating/allergyintol/guide/

**Safety point**

Keep a copy of the ingredient information of any ready-made foods you use.

**Why?**

This is so you can check what is in them.

**Safety point**

When you have been asked to prepare a dish that does not contain a certain food, make sure work surfaces and equipment have been thoroughly cleaned first. Make sure staff wash their hands thoroughly before preparing the dish.

**Why?**

This is to prevent small amounts of the food that a person is allergic to getting into the dish accidentally.

**Safety point**

Give detailed information in the name or description of dishes on the menu, especially if they include the foods listed over the page, e.g. chocolate and almond slice, sesameoil dressing. Remember to update the menu when recipes change.

**Why?**

This allows people with food allergies to spot that dishes contain certain foods.

**Points for staff to consider when handing, preparing and serving food.**

1. How do you check if food does not contain a particular ingredient?
2. How do you prepare food safely for a child with a food allergy?

**Think twice!**

Which ingredients can cause a problem?

These are some of the foods people may be allergic to and some of the places where they may be found:

* Nuts - In sauces, desserts, crackers, bread, ice cream, marzipan, ground almonds, nut oils.
* Peanuts - In sauces, cakes, desserts. Don’t forget groundnut oil and peanut flour.
* Eggs - In cakes, mousses, sauces, pasta, quiche, some meat products. Don’t forget foods containing mayonnaise or brushed with egg.
* Milk- In yoghurt, cream, cheese, butter, milk powders. Also check for foods glazed with milk.
* Fish - In some salad dressings, pizzas, relishes, fish sauce. You might also find fish in some soy and Worcestershire sauces.
* Crustacea- Such as prawns, lobster, scampi, crab, shrimp paste.
* Molluscs- These include mussels, whelks, squid, land snails, oyster sauce.
* Cereals containing gluten - Such as wheat, rye and barley. Also check foods containing flour, such as bread, pasta, cakes, pastry, meat products, sauces, soups, batter, stock cubes, breadcrumbs, foods dusted with flour.
* Celery- This includes celery stalks, leaves and seeds and celeriac. Also look out for celery in salads, soups, celery salt, some meat products.
* Lupin- Lupin seeds and flour in some types of bread and pastries.
* Mustard - Including liquid mustard, mustard powder and mustard seeds, in salad dressings, marinades, soups, sauces, curries, meat products.
* Sesame seeds- In bread, breadsticks, tahini, houmous, sesame oil.
* Soya- As tofu or bean curd, soya flour and textured soya protein, in some ice cream, sauces, desserts, meat products, vegetarian products.
* Sulphur dioxide- In meat products, fruit juice drinks, dried fruit and vegetables, wine, beer.

**What to do if things go wrong**

If you think a child is having a severe allergic reaction:

• Inform the nursery’s qualified first aider officer

• Ring 999 and ask for an ambulance with a paramedic straight away.

• Explain that a child is having a severe allergic and could have anaphylaxis.

• Contact the parents and ensure a staff stay with the child until the ambulance arrive.

• Keep the rest of the children calm and in another play area, in order to avoid putting them through stress.

**How to stop this happing again**

* All staff must understand the importance how to check all the contents of children’s pack lunch and meals prepared on the premises if made aware a child has food allergy.
* Keep ingredient information for all snacks and meals, and staff need to know to check it.
* Review the way that staff prepare a meals and snacks for children with food allergy. They must ensure they clean the work space and equipment beforehand.
* Provide staff and parents with a food menu that clear descriptions of food. Staff should be made aware of any child with allergies to a certain food and alternative food should be in place for that child.
* All staff handling food should be trained on food hygiene and safety. The Manager and staff will be vigilant to ensure consistent supervision around meal and snack time to ensure effective practice and to keep children safe.

**Physical and chemical contamination**

Staff must know it is very important to prevent objects and chemicals getting into food.

|  |  |
| --- | --- |
| **Safety point** | **Why?** |
| Follow the manufacturer’s instructions on how to use and store cleaning chemicals. Store cleaning chemicals separately from food and make sure they are clearly labelled. | This is to prevent these chemicals getting into food. |
| Keep food covered. | This helps to stop things falling into the food. |
| Make sure you control pests effectively. | This is to stop insects, droppings etc. getting into food, as well as preventing the spread of bacteria. |
| Make sure that any chemicals you use to control pests are used and stored in the correct way and clearly labelled. | This is to prevent these chemicals getting into food. |
| Always clear and clean as you go and take care to throw away packaging, string etc. as soon as you remove it. | Keeping surfaces clear and clean will help prevent chemicals and objects getting into food, as well as preventing the spread of bacteria. |
| Repair or replace any equipment or utensils that are damaged or have loose parts. | Loose parts may get into food by accident. |
| It is a good idea to have a rule of no glass in the kitchen. | This helps to prevent broken glass getting into food. |

**What to do if things go wrong**

* If chemicals or objects, such as glass or insects, get into food, throw the food away.
* If you find pests or signs of pests, take action immediately to arrange pest control.
* If you find objects in food that has been prepared, throw food away, inform cook and if meal provided by parents inform parents.

**How to stop this happening**

* Review how you use and store chemicals. Do not use chemicals when preparing meals and do not store them near food.
* Review your pest control arrangements.
* Train staff safe method and The Manager should strengthen staff supervision.

**Think twice!**

When you clean work surfaces, make sure that any cleaning chemicals you use are suitable for surfaces touched by food.

**Think twice!**

**Covering foods**

It is important to keep food covered to help protect it from harmful bacteria. This is especially important for cooked food and other ready-to-eat food. Always use containers or bags that have been designed to store food. Suggested food coverings include kitchen foil, cling film, plastic boxes with lids or freezer bags. Keep unused food coverings clean and separate from food.

**When you are covering food:**

* Check the manufacturer’s instructions to see if the covering is suitable for what you are using it for.
* Always make sure that the food is properly covered.
* Take care not to let the covering fall into foods.
* Never re-use foil, cling film or freezer bags and do not store food in opened tins.
* Make sure that plastic boxes are washed, disinfected and dried between uses.

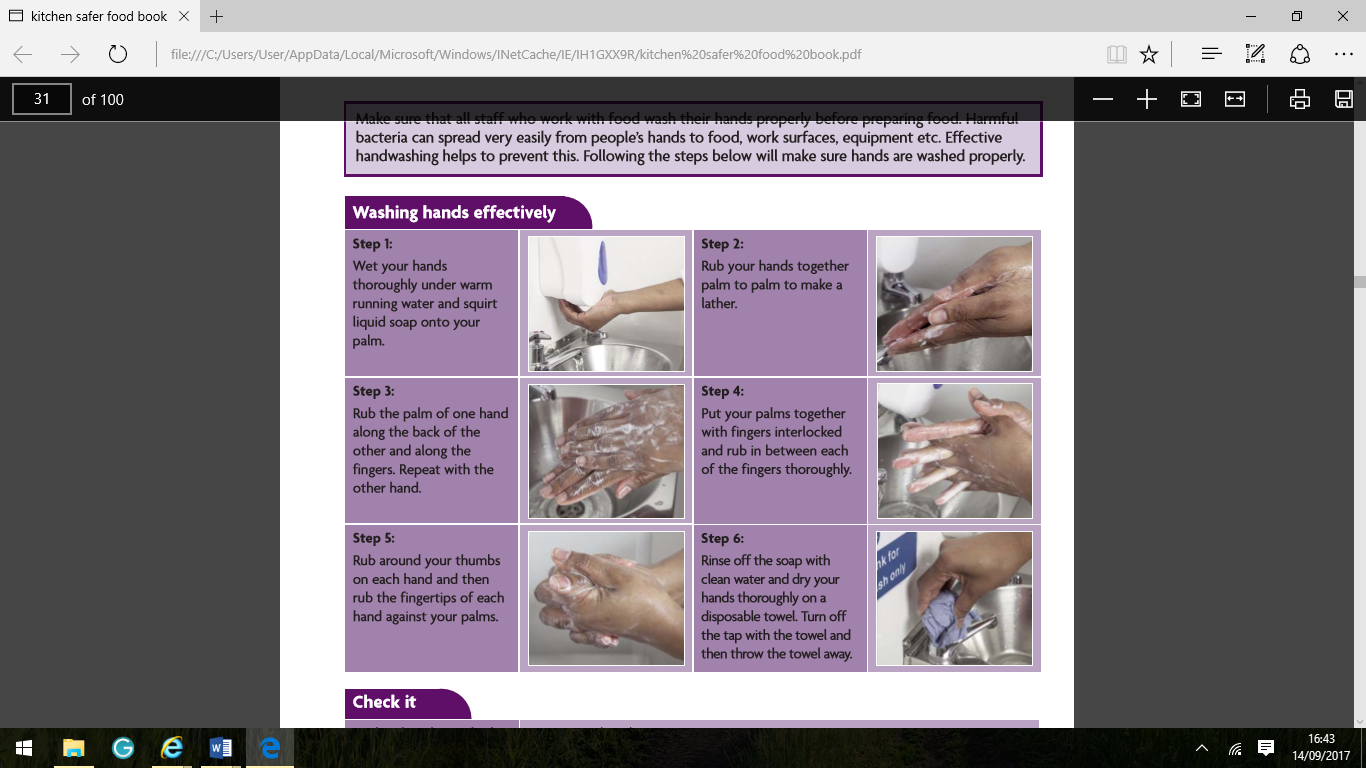
Avoid re-using food packaging to store food. Often packaging is designed to be used once with a certain food, so it might not be safe to use it again, or to use it with a different food. If food packaging is used in a way that it was not designed for, chemicals could transfer into the food. Instead, use re-usable containers that have been designed to store food.

**Handwashing**

Effective handwashing is essential to help prevent bacteria spreading to food.

Staff handling, preparing and serving food must wash their hands properly. Harmful bacteria can spread very easily from people’s hands to food, work surfaces, equipment etc. Effective handwashing helps to prevent this.

Following the steps below will make sure hands are washed properly.

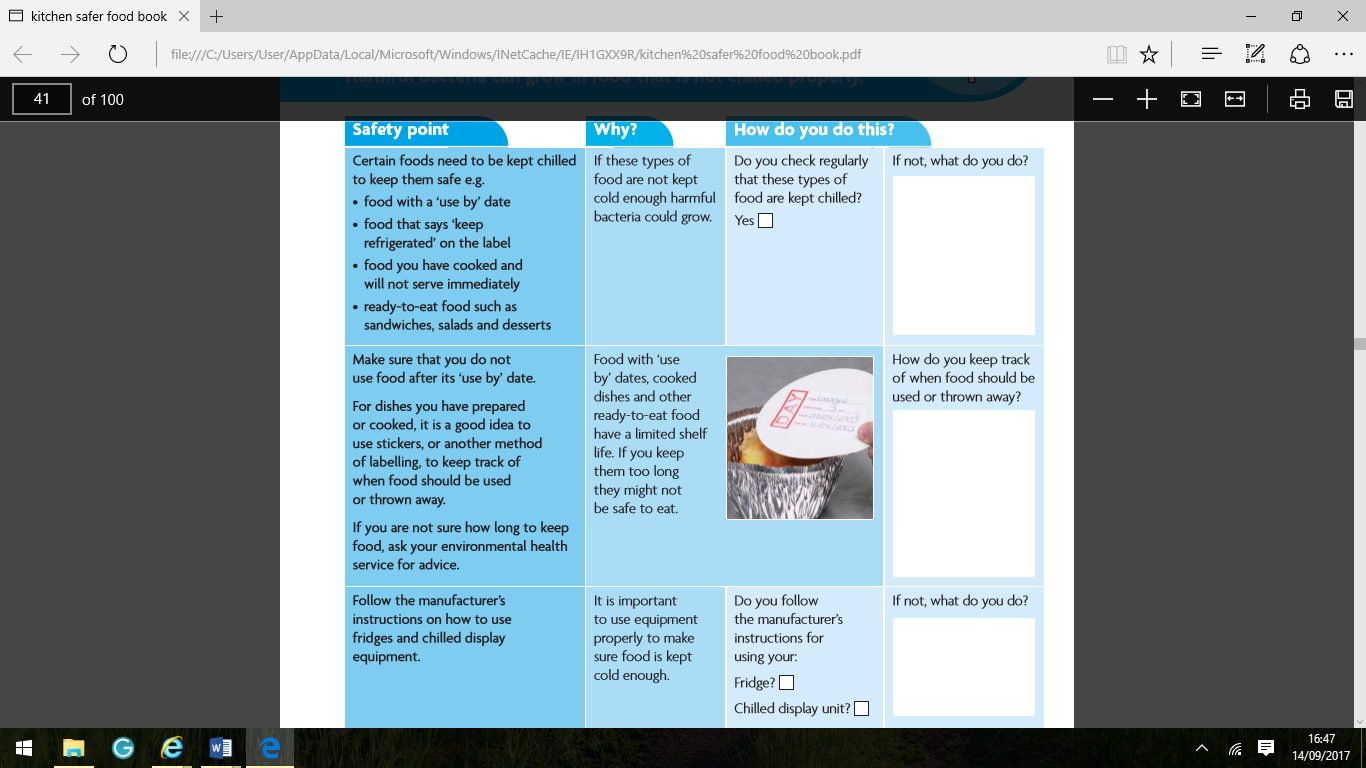


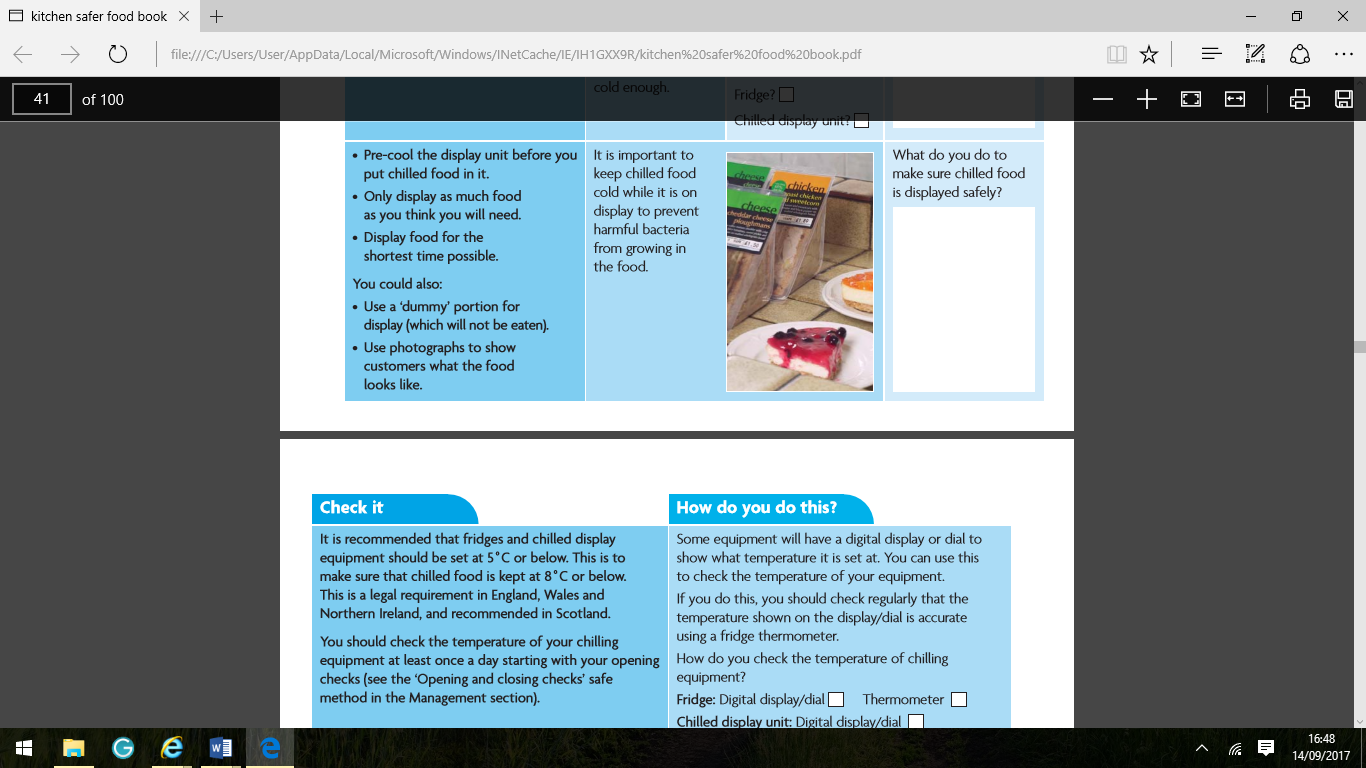
Reference: food.gov.uk/safereating/allergyintol/guide/

**Safe method:**

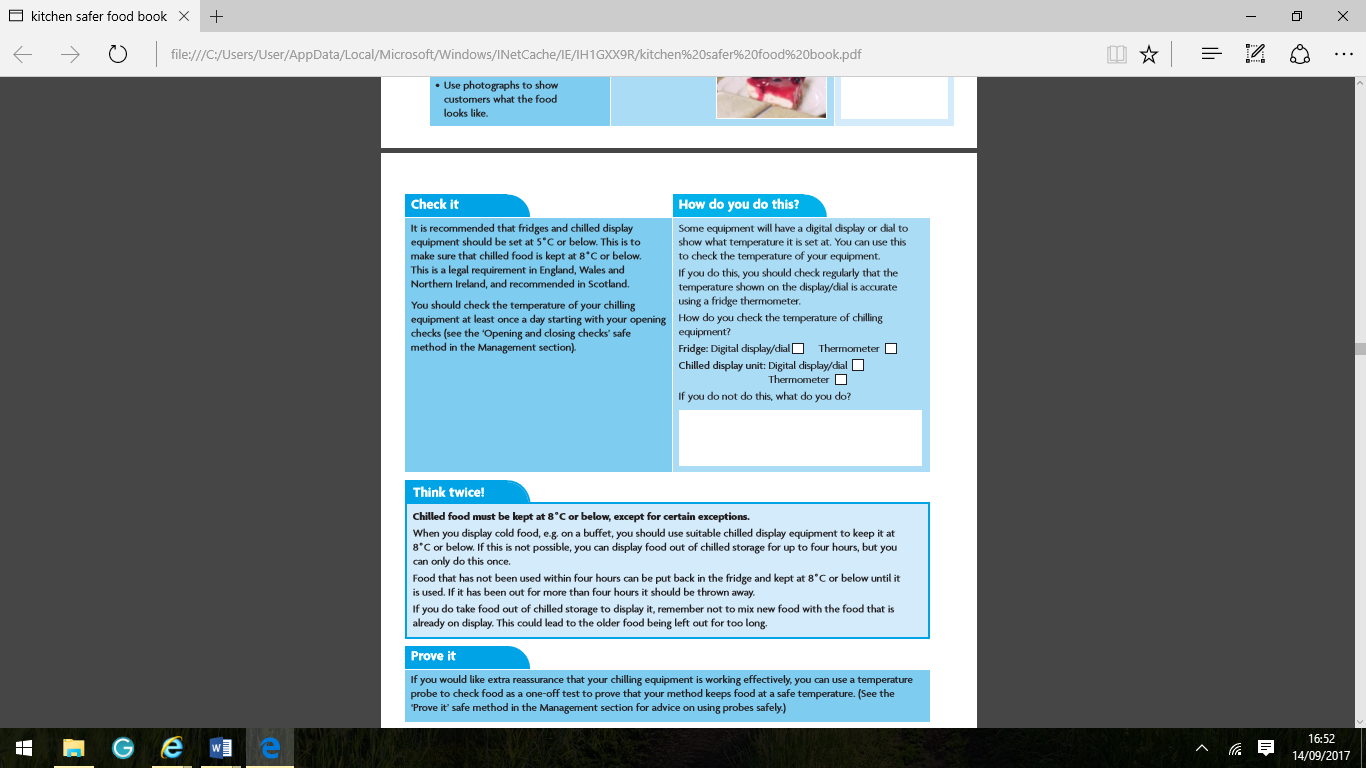
**Chilled storage and displaying chilled food**

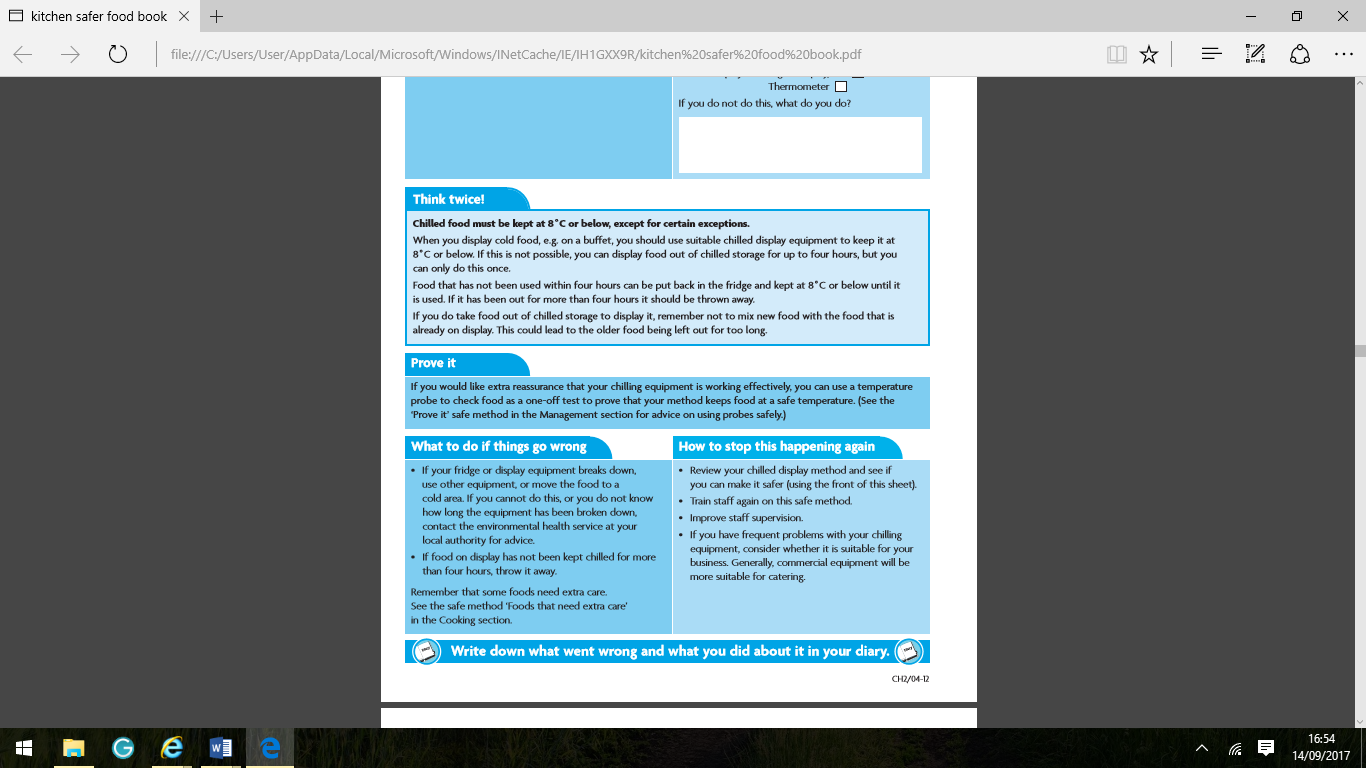
Harmful bacteria can grow in food that is not chilled properly.





Reference: food.gov.uk/safereating/allergyintol/guide/

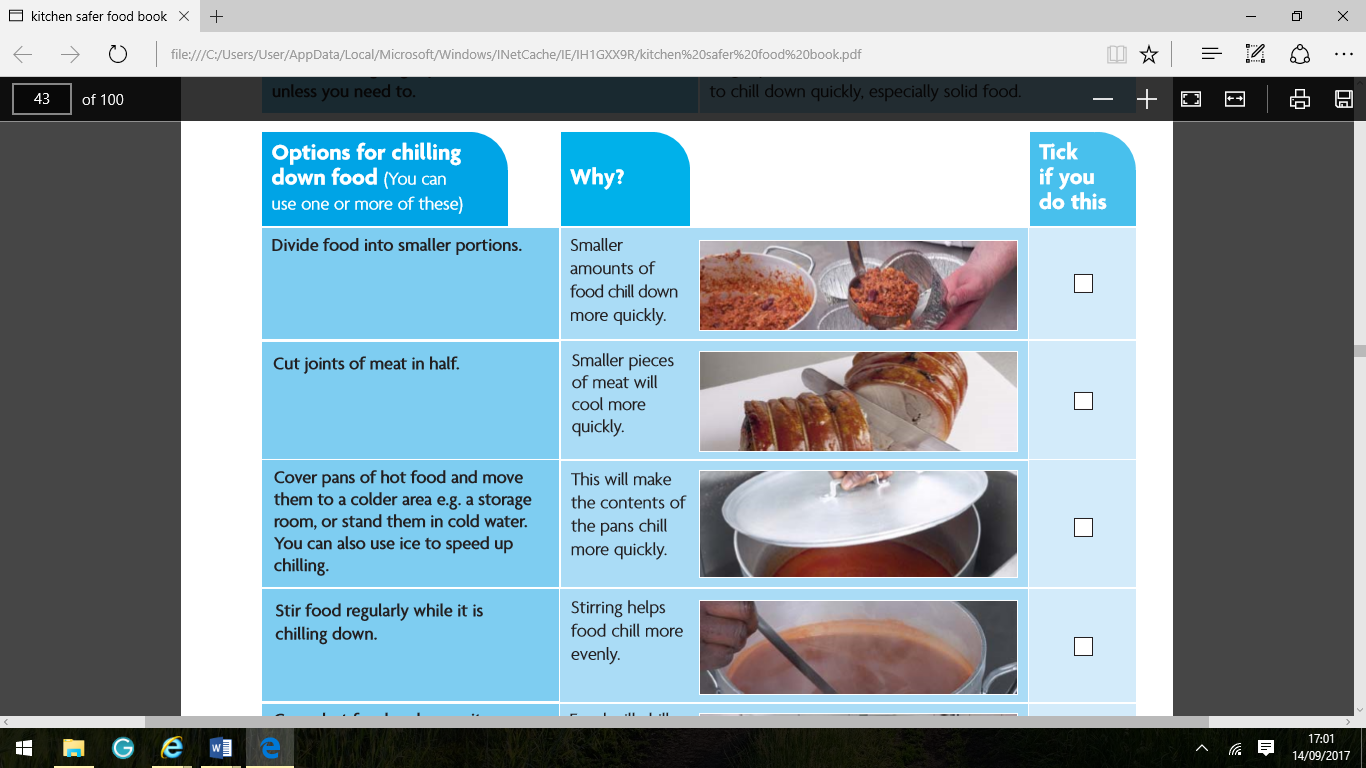


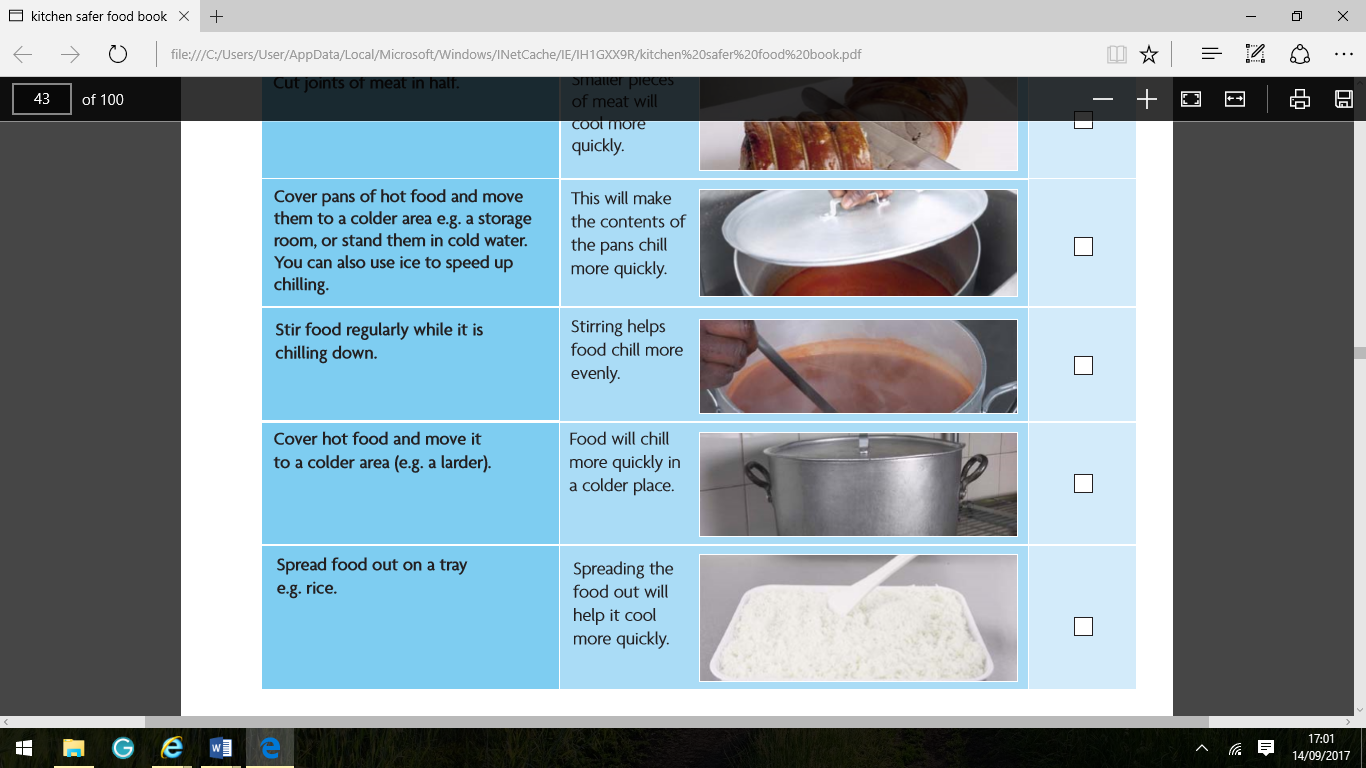


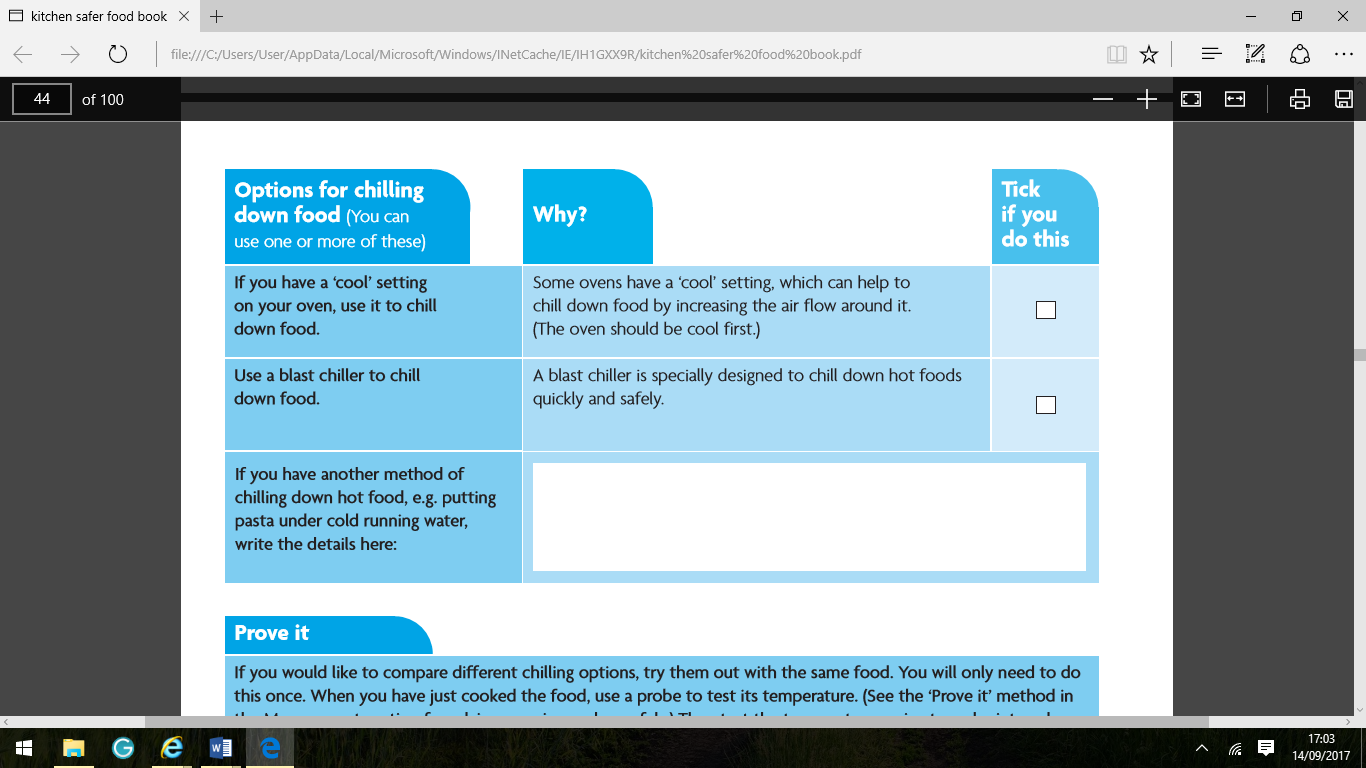
Reference: food.gov.uk/safereating/allergyintol/guide/

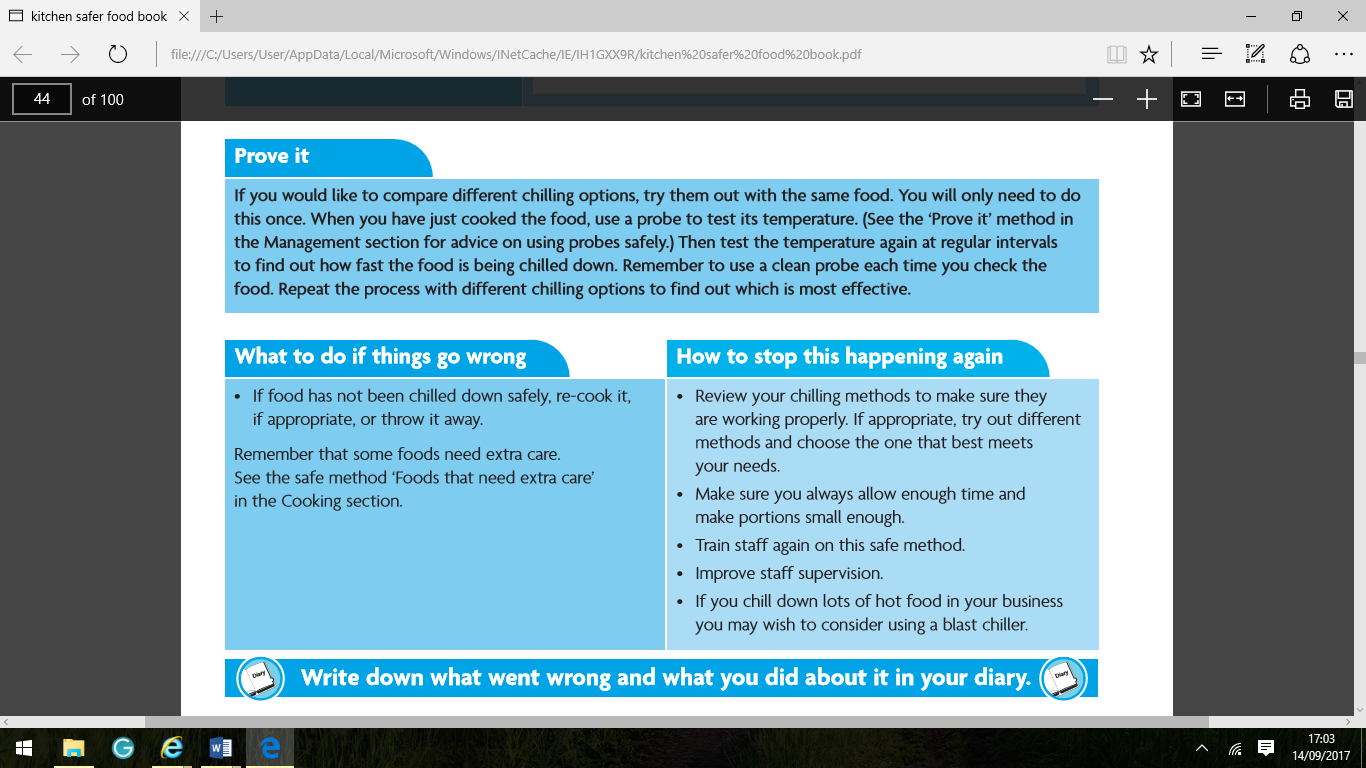
**Chilling down hot food**

Harmful bacteria can grow in food that is not chilled down as quickly as possible.



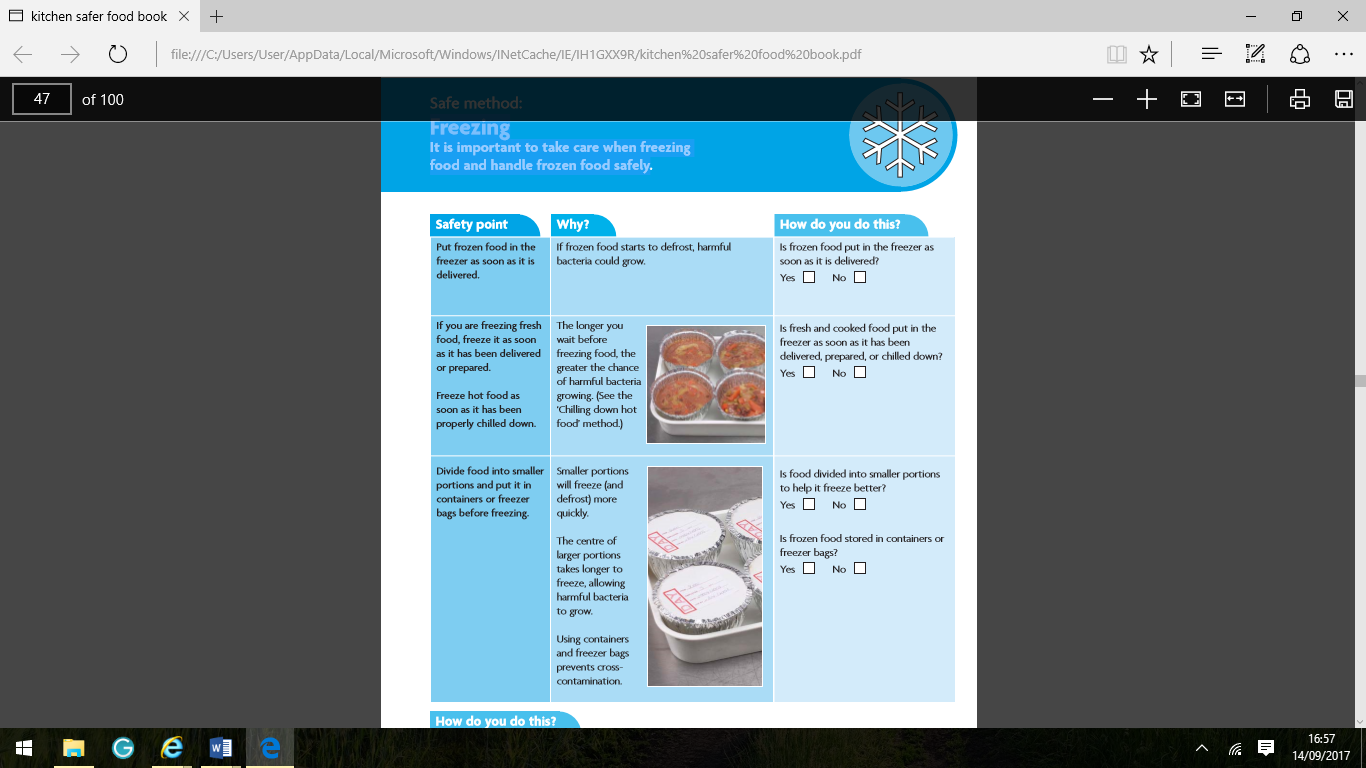


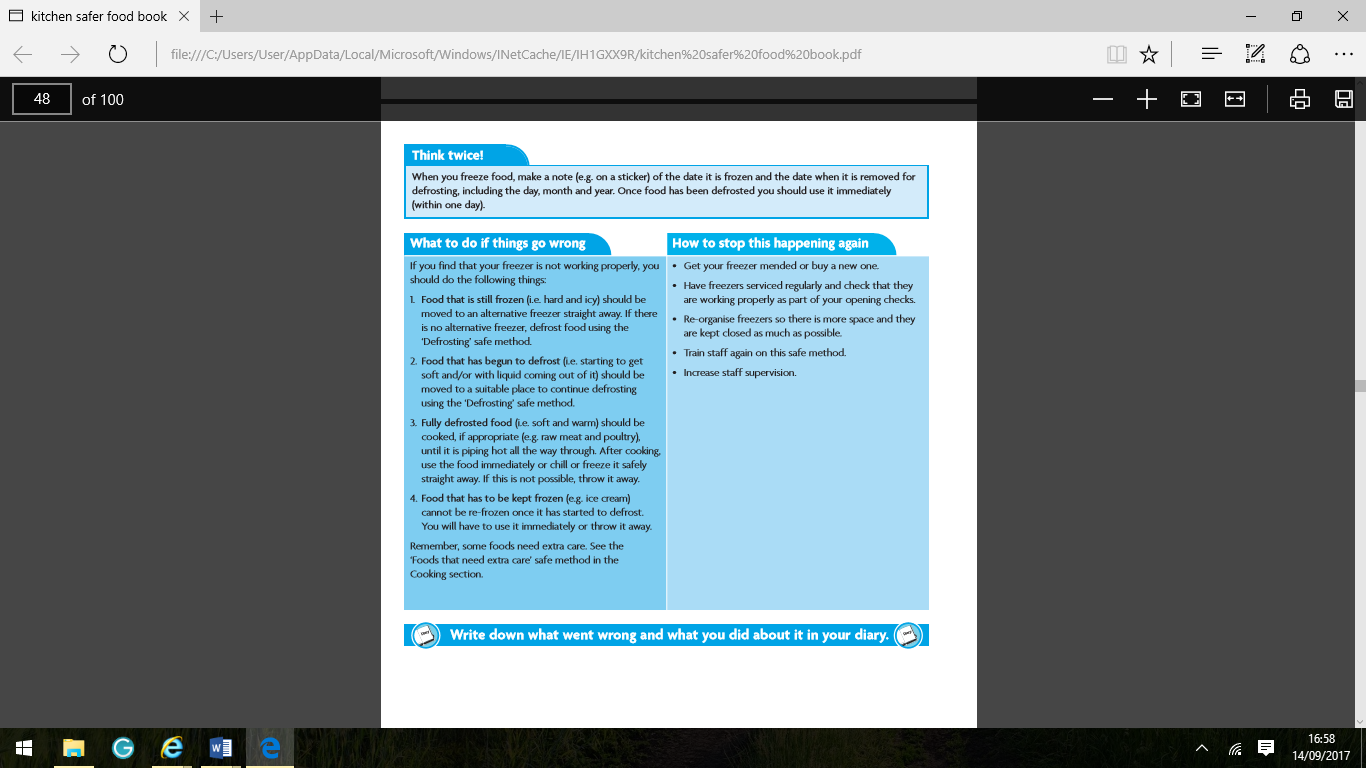




**Freezing**

It is important to take care when freezing food and handle frozen food safely





Reference: food.gov.uk/safereating/allergyintol/guide/

**Nutrition and mealtimes Policy and Procedures**

Meal times should be a happy, social occasion for staff and children alike. Positive interactions should be shared at these times and enjoyed. Totally Kidz Day Nursery is committed to offering children with healthy, nutritious and balanced meals and snacks which meet individual’s needs and requirements.

**We will ensure that:**

* A balanced and healthy breakfast, midday meal, tea and two daily snacks are provided for children attending a full day nursery. Hot or cold meal provided at lunch time.
* Menus will be planned in advance, rotated regularly and reflect cultural diversity and variation. These will be displayed for parents.
* We provide nutritious food at all snack and meal times, avoiding large quantities of fat, sugar and salt and artificial additives, preservatives and colourings.
* Menus will include at least 3 servings of fresh fruit and vegetables per day.
* Parents and children will be involved in menu planning.
* Fresh drinking water will be constantly available and frequently offered to children and babies.
* Individual dietary requirements will be respected. We will gather information from parents regarding their children’s dietary needs including any allergies. Where appropriate we will carry out a risk assessment in the case of allergies and work alongside parents to put into place an individual diet plan for their child.
* Staff will show sensitivity in providing for children’s diets and allergies. They would not use a child’s diet or allergy as a label for the child, or make a child feel singled out because of her/his diet or allergy.
* Staff will set a good example and eat with the children and show good table manners. Meal and snack times will be organised so that they are social occasions in which children and staff participate in small groups. During meals and snack times children will be encouraged to use their manners and say 'Please' and 'Thank you' and conversation will be encouraged.
* Staff will use meal and snack times to promote children to develop independence through making choices, serving food and drink, and feeding themselves.

**Admission and Settling Policy and Procedures**

**Admission**

At Totally Kidz Day Nursery, we operate an inclusive practice to ensure that all children have equal access to the places and services irrespective of age, gender, race, religion and colour.

Factors taken into account in deciding which child can be offered a place at the nursery are:

* availability of spaces, taking into account the staff/child ratios, the age of the child and the registration requirements
* when the application is received (extra weight is given to those who have been on the waiting list the longest)
* the nursery’s ability to provide the facilities for the welfare of the child extenuating circumstances affecting the child's welfare or the welfare of his/her family children who have siblings who are already with us.

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

**Settling In**

At Totally Kidz Day Nursery, we aim for children to feel safe, stimulated and happy at the nursery and to feel secure and comfortable with staff. We also want parents/carers to have confidence in both their children's well-being and their role as active partners, with the child being able to benefit from what the nursery as to offer.

We aim to help parents and other carers to help their children settle quickly and easily by giving consideration to the individual needs and circumstances of children and their families.

Staff will work in partnership with parents/carers to help settle children into the nursery environment by:

* Providing parents/carers with relevant information regarding the policies and procedures.
* Encouraging the parents/carers and children to visit the nursery during the weeks before an admission is planned.
* Planning introductory sessions for parents and children to stay and play to help them settle easily and quickly.
* Reassuring parents/carers whose children seem to be taking a long time settling at the nursery.
* Children will not be taken on an outing from the nursery until he/she is completely settled.

**Admission and Nursery Fees**

Totally Kidz Day Nursery is registered for 40 children between the ages of 3 months and 5 years.

Other matters taken into account in deciding which child can be offered a place in the nursery are:

* availability of spaces, taking into account the staff/child ratios, the age of the child and the registration requirements
* when the application is received (extra weight is given to those who have been on the waiting list the longest)
* the setting’s ability to provide the facilities for the welfare of the child extenuating
* circumstances affecting the child's welfare or the welfare of his/her family children who have siblings who are already with us.

We operate an inclusion and equality policy and ensure that children have access to nursery places and services irrespective of gender, race, religion, colour or creed.

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

**Providers eligible to provide free nursery education places**

We are registered to accept nursery education funding to offer free places for children aged two, three to five-year olds. At Totally Kidz Day Nursery, we currently provide *full day session, morning or afternoon session* free funded places available for children subject to availability. These places will be allocated on a first come first serve basis and can be booked a term in advance. Please note, admissions for nursery education funded sessions beginning the term following your child’s second or third birthday, depending of their eligibility.

**Nursery Fees**

Parents have the option to choose either a weekly or monthly fee structure. The manager will give you written information containing the nursery fee. Totally Kidz Day Nursery reserved the right to change the nursery fee. We will notify parents of any changes two months in advance.

**Funding**

The Nursery Education Grant is paid by the government for children aged 2 years old. This starts at the beginning of the term after their 2nd birthday. This amounts to a maximum of 15 hours per week according to availability of sessions and spaces. In the case of day care, the first 15 hours are provided free of charge, the cost for the remaining hours will be worked out using the day care hourly rate plus any charges for meals.

The Nursery Education Grant is paid by the government for children aged 3 and 4 years old. This starts at the beginning of the term after their 3rd birthday and 4th birthday. This amounts to a maximum of 30 hours per week according to availability of sessions and spaces. In the case of day care, the first 30 hours are provided free of charge, the cost for the remaining hours will be worked out using the day care hourly rate plus any charges for meals.

Government funding is not paid for school holidays or inset days, therefore any day care for these periods will be chargeable in full to the parents/carers.

**Partnerships Policy and Procedures**

At Totally Kidz Day Nursery, we believe that children benefit the most when parents and staff work together in partnership to ensure quality care and learning for the children. We welcome 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.

In addition, Totally Kidz Day Nursery will work with local schools to develop close partnerships to help with school transitions for children. We will develop close partnerships with other professionals to identify and close any gaps in children’s learning and development.

**Our policy is to:**

* Recognise and support parents as their child’s first and most important educators, and to welcome them into the life of the nursery.
* Generate confidence and encourage parents to trust their own instincts and judgement regarding their own child.
* Welcome all parents to the nursery at any time.
* Ensure that all new parents are aware of the routines, policies and procedures. A detailed parent prospectus will be provided and our full policy documents will be available to parents at all times as they will be kept in an easily accessible place within the nursery.
* Maintain regular contact with parents and other professionals to help us to build a secure and beneficial working relationship for their children.
* Support parents in their own continuing education and personal development and inform them of relevant conferences, workshops and training.
* Work with local schools to create opportunities for parents to talk to them in a secure and supportive environment through such activities as ‘Open Days’ and ‘Parents Events’ organised by the nursery to help with older children transitioning to school.

* Inform parents about nursery activities and events through regularly distributed newsletters.
* Operate a key person system involving parents for open discussions and information sharing regarding nursery and home circumstances, and individual needs.
* Inform parents on a regular basis about their children’s care and experiences and involve them in the shared record keeping about their children.
* Consider and discuss fully all suggestions from parents concerning the care of their child and the provision.
* Provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the nursery in ways which are accessible to parents with basic skills needs, or those for whom English is an additional language.
* Inform all parents of the systems for registering queries, complaints or suggestions, and to check that these systems are understood by parents. All parents have access to our written complaints procedure.
* Provide opportunities for parents to learn about the Early Years Foundation Stage and about children's learning in the nursery and at home.
* Provide a written contract between the parent(s) and Totally Kidz Day 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 practical to do so.
* To find out the needs and expectations of parents. These will be obtained through regular feedback via questionnaires, providing a suggestion system and encouraging parents to feedback on our working practices. These are then evaluated by The Manager to maintain/ improve the quality of practice, policy and staff development.

**Key Person Policy and Procedures**

This policy will provide staff with a framework in which to operate the nursery key person system. It will define for staff the roles and responsibilities of a key person and how those roles and responsibilities translate into practice. By sharing and gathering information from parents / carers relating to individual children, staff will be able to develop a full and accurate picture of each child’s level of skill, knowledge and understanding, and their interests. This will enable staff to closely match provision to each child’s individual needs.

The guiding principles by which the key person policy will be managed are:

* To build a trusting relationship with the child and their parent/carer.
* To ensure the happiness and welfare of the child within a stimulating and safe environment.
* To ensure a smooth settling in procedure for all key children both into the nursery, to their next room and ultimately onto school.
* To collect all relevant information about key children’s specific needs from the parent/carer. Information should be recorded in the child’s individual care plan. Management should be informed of any issues/requirements related to the child.
* To plan and provide a range of stimulating and age appropriate activities for key children to assist with their learning and progression.
* To continually assess key children and relate the assessment to EYFS planning.
* To value linguistic diversity and provide opportunities for children to develop and use their home language in their play and learning.

**THE ROLE OF THE KEY PERSON**

* The key person will help to ensure their key children feel safe, secure and confident, if they are to develop to their full potential. Their parents/carers need a trusted person who they can talk to about their child’s individual needs.
* When a child settles into a new room, the assigned key person will perform a baseline assessment of that child, which will be shared with parents and carers.
* The key person is responsible for a group of children, but as a member of a room the key person is also responsible for all the children in their care.
* Where a child is attending other childcare settings at the same time as coming to Totally Kidz Day Nursery, the key person will share information with those settings via the “All About Me” records.
* To complete a ‘2 Year Old Check’ in the term the child turns 2. Arrange a meeting with the parent to discuss the child’s progress and/or any developmental concerns the check brings to the key person notice. Discuss development concerns with parents and contact appropriate professionals with parents’ consent.
* To ensure that parents/carers are kept informed of the child’s day to day experiences.
* To change and check key children’s nappies as required and to assist with potty training and other toileting or intimate care needs.
* It is the Room Leader’s ultimate responsibility to ensure that this happens during sickness or other key person absence. Parents/carers are to be informed.
* The key person will assist the parent/carer and child with the settling process, taking time to listen to questions, and provide answers.
* Where a child is transitioning from one room to another, key persons from each room will liaise together to ensure information is passed on correctly. A room moving form will be completed and the parent/carer introduced to their child’s new key person.
* The key person will complete the care plan with the parent/carer at the child’s first settle and ensure that the other team members are aware of any allergies or special requirements.
* The key person will be the main contact responsible for greeting the parent/carers and child at all their settles, so that a bond can be established.
* The key person will be planning for their key children during activity times. This is a good opportunity to feedback assessments into the child’s EYFS planning needs.
* The key person is responsible for providing accurate observations of their key children and linking to the appropriate stage within the EYFS Development Matters guidelines. The observations will be used to inform planning about how to enable children to progress.
* The key person needs to record basic information about their key children such as sleep times, meal times and anything exciting or notable that happened during the day. This information is then passed on to the parent/carer at the end of the child’s session.
* When the child is due to leave nursery, the key person must ensure that their learning journey profile is fully up to date and that it is handed to the child’s parent.

The nursery is fully committed to continually evaluating its key person practice, managing changes and transitions as sensitively as possible and ensuring each child feels special and has the opportunity to develop an attachment.

The Manager is ultimately responsible for managing and maintaining the key person policy and procedures.

**Teaching, Learning and Assessment Policies and Procedures**

At Totally Kidz Day Nursery, we provide a wide range of interesting indoor and outdoor resources and activities for children to play and learn. There are mixture of adult-led and child-initiated activities link to the weekly themes. Our range of activities give our children the skills, experiences and learning opportunities they need to allow them to be creative, think critically and enhance their social skills, whilst in the care of our experienced staff.

**Early Years Foundation Stage Curriculum Learning & Development**

The Early Years Foundation Stage (EYFS) is the statutory guidance for all children from birth to age five. As we have our baby and toddler children in one room this enables a seamless transition from one year group to the next and allows continuity of learning and teaching.

**How we help children learn**

Children start to learn about the world around them from the moment they are born. The care and education offered by our staff helps children to continue to learn by providing interesting activities that are appropriate for their age and stage of development.

**Learning and development**

‘*Children are born ready, able and eager to learn. Thy actively reach out to interact with* *other people, and the world around them. Development is not an automatic process however. It depends on each unique child having opportunities to interact in positive relationships and enabling environments’. Development Matters 2012*

The unique child is central to our curriculum. We observe the children’s development and learning; assess their progress and plan for next steps. We support each child to form positive relationships with their key person, who responds to their needs in a sensitive and consistent way. We provide an environment in which the child can participate in rich learning opportunities through play and playful teaching. These three elements together ensure optimum opportunities for learning and development.

**The characteristics of effective learning**

We aim to ensure that the three characteristics of effective learning and teaching; playing and exploring, active learning and creating and thinking critically are embedded into our practice. We encourage every child to enjoy their achievements and develop their own ideas. We seek to encourage children’s natural curiosity by providing plenty of opportunities to investigate and explore inside and outside. We encourage our children to ‘have a go’ at every activity and to persevere to a satisfying conclusion.

**Learning through play**

Play helps young children to learn and develop through doing and talking, which research has shown to be the means by which young children learn to think**.** We provide the opportunities for planned purposeful play through a mix of adult led and child initiated activity in the seven areas of learning which make up the Early Years Foundation Stage. Adult led activity becomes more predominant as the children move into Reception. The staff plan and provide a range of play and playful activities which help children make progress in each of the areas of learning and development.

**The curriculum**

For each area of learning the practice guidance sets out the Early Learning Goals. These goals state what it is expected the children will know and be able to do by the end of the Reception year and we work towards, and in the case of our able children, beyond the Early

Learning Goals. We use the Statutory Framework for the EYFS and the ‘Development Matters’ guidance to plan the learning for our children.

**Assessment**

Formative assessment is embedded into our curriculum. We assess how the children are learning and developing by observing them frequently. We use the information we gain from observations, photographs and samples of their work. Parents are encouraged to contribute by sharing information about their children. Observations of what each child can do are used to identify where they are on their own development pathway. Staff record their observations and photographs in a ‘learning journey’. This helps us to plan for ways in which to strengthen and deepen the child’s current learning and development.

We have a tracking system in place which measures each child’s development against the ‘Development Matters’ guidance. Children’s progress must be measured and areas for support and extension highlighted. Staff must make use of parents meetings to share information about their children’s progress and agreed next steps for children’s learning to extend at home. Progress review must be a formal written report and copy shared with parent or stored in children’s folder.

We ensure all children receive 2 year old developmental checks and this is shared with parents. At the end of the EYFS the children are assessed against the Early Learning Goals. Children are judged to be emerging, expected or exceeding in each Early Learning Goal. The results are moderated by Greenwich local authority and shared with the parents and the Year 1 teachers.

Areas in which the child needs support and consolidation are pinpointed. Support is given and an IEP is actioned in consultation with the SENCO if necessary. Similarly if a child is judged to be gifted and talented they are highlighted and extension is provided for them on an individual basis to challenge and extend their learning and development.

**Prime and Specific Areas of Development**

We focus initially on the three Prime areas of learning which are especially important to develop children’s curiosity and enthusiasm for learning, for building the capacity to learn, to form relationships and to thrive. They are given lots of opportunities to communicate and express themselves, to participate in physical activity and to develop coordination and control. We encourage children to show a developing respect for others, to treat everyone with kindness and to develop appropriate behaviour.

**Prime areas**

**Personal social and emotional development**

**Making relationships:**

Enjoying the company of others.

* Developing from playing alongside other children to playing as part of a group.
* Showing an increasing ability to get on with, work and make friendships with other people, both children and adults.
* Developing respect, thoughtfulness and consideration towards others.
* Developing confidence and a positive self-image, which in turn leads to forming positive relationships.

**Examples of Early Learning Goal**

Children play co-operatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.

Children play games with rules.

* They understand someone else’s point of view can be different from theirs.
* They resolve minor disagreements.
* They understand what bullying is and that it is unacceptable.

**Self confidence and self awareness:**

* Showing confidence in themselves and their ability to do things.
* Using their voice, gesture, and eye contact to make contact with other people.
* Valuing their achievements.
* Developing independence when choosing activities and resources.

**Examples of Early Learning Goal**

Children are confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas and will choose resources they need for their chosen activities. They say when they do or don’t need help.

Children are confident to speak to a class group.

* They can talk about the things they enjoy and are good at and about the things they don’t find easy.
* They are resourceful in finding support when they need help or information.
* They can talk about the plans they have made to carry out activities and what they might change if they were to repeat them.

**Managing feelings and behaviour:**

Showing a range of emotions such as pleasure fear and excitement.

* Developing an understanding of boundaries.
* Awareness of, and being able to, keep to the rules which we all need to help us to look after ourselves, other people and our environment.
* An expectation that the child’s ways of doing things is respected.
* Respecting other people’s ways of doing things.
* Understanding appropriate behaviour.

**Examples of Early Learning Goal**

Children talk about how they and others show feelings, talk about their own and others’ behaviour and its consequences and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride.

Children know some ways to manage their feelings and are beginning to use these to maintain control.

* They can listen to each other’s suggestions and plan how to achieve an outcome without adult help.
* They know when and how to stand up for themselves appropriately.
* They can stop and think before acting and they can wait for things they want.

**Communication and language**

**Listening and attention:**

Listening to familiar sounds, words or finger play.

* Concentrating on an object for short time.
* Enjoying rhymes and rhythmic patterns.
* Listening to others in a small or large group in a range of situations.
* Growing ability to listen to stories and talk about them.
* Maintaining attention, concentration and persevering with a task.

**Examples of Early Learning Goal**

Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Listen to instructions and follow accurately.

* Listen attentively with sustained concentration to a story without props or pictures.
* Listen in a large group e.g. assembly.

**Understanding:**

Starting to understand contextual clues such as familiar gestures, words and sounds.

* Developing an understanding of simple sentences.
* Growing ability to follow instructions.
* Developing an understanding of questions (how and why).
* Experiencing a rich language environment.

**Examples of Early Learning Goal**

Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.

After listening to stories children can express views about events or characters in the story and answer questions about why things happened.

* They can carry out instructions that can contain several parts in a sequence.

**Speaking:**

Participating in conversational skills with one other person, in small groups and in large groups.

* Increasing ability to use words to describe experiences and develop expressive skills.
* Speaking in a range of situations.
* Talking about stories and introducing a storyline in their play.
* Increasing vocabulary by learning the meaning of and being able to use, new words.

**Examples of Early Learning Goal**

Children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are about to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Children show some awareness of the listener by making changes to language and non-verbal features.

* They recount experiences and imagine possibilities, often connecting ideas.
* They use a range of vocabulary in imaginative ways to add information express ideas or explain or justify actions or events.

**Physical development**

**Moving and handling:**

* Making movements with arms and legs that gradually become more controlled.
* Crawling, bottom shuffling, walking round furniture to move.
* Increasing control over the large movements the children can make with their arms, legs and bodies so that they can run, jump, hop, skip, roll, climb, balance and lift.
* Increasing control over the small movements they can make with their arms, wrists and hands so they can pick up and use objects, tools and materials.
* Using pencils for writing.
* Being active and interactive, developing co-ordination, control and movement.

**Examples of Early Learning Goal**

Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

* Children can hop confidently and skip in time to music.
* They hold paper in position and use their preferred hand for writing.
* They use correct pencil grip.
* They are beginning to write on lines and control letter size.

**Health and self-care:**

* Expressing discomfort, hunger or thirst.
* Feeding or drinking well.
* Making healthy food choices and understanding the importance of physical activity to be healthy.
* Understanding how to look after their bodies by eating a healthy diet.
* Understanding ways to keep safe.
* Growing ability to dress and undress and look after their physical hygiene needs.

**Examples of Early Learning Goal**

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

* Children know about and can make healthy choices in relation to healthy eating and exercise.
* They can dress and undress independently, successfully managing fastening buttons or laces.

**Specific Areas**

As children progress and develop the four specific areas (Literacy, Mathematics, Understanding the world and Expressive arts and design) become increasingly important.

**Literacy**

**Reading:**

* Enjoying looking at books.
* Enjoying and joining in with rhymes and the pattern of language.
* Handling books carefully.
* Knowing that books can be a source of information.
* Hearing and saying sounds in words.
* Developing an interest in a wide range of literature, commenting on the narrative and showing understanding.
* Developing skills to enable reading of simple sentences (including segmenting and blending).

**Examples of Early Learning Goal**

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Reading phonically regular words of more than one syllable as well as many irregular but high frequency words.

* They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.
* They can describe the main events in the simple stories they have read.

**Writing:**

* Making attempts at mark making.
* Attributing meaning to the marks made.
* Using identifiable letters to communicate meaning.
* Beginning to write their own sentences.
* Knowledge of the purposes for which we use writing.

**Examples of Early Learning Goal**

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

* Children can spell phonically regular words of more than one syllable as well as many irregular but high frequency words.
* They use key features of narrative in their own writing.

**Mathematics**

**Numbers:**

Developing awareness of number names through enjoyment of action rhymes and songs.

* Understanding the use of counting to find how many.
* Understanding ideas about the result of adding more or taking away from the amount we already have.
* Counting on or back along a number line and finding the total by counting all objects.
* Solving problems practically, identifying their own mathematical problems based on their own interests.
* Developing and improving counting, understanding and using numbers.
* Calculating simple addition and subtraction problems.

**Examples of Early Learning Goal**

Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing. Children estimate a number of objects and check quantities by counting up to 20.

**Shape space and measure:**

Attempting to fit pieces into a puzzle.

* Beginning to categorise objects according to shape and size.
* Understanding patterns, sorting and matching.
* Using everyday language to talk about and describe size, weight, capacity, position, distance time and money.
* Using these concepts in their play.

**Examples of Early Learning Goal**

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

* Children estimate, measure, weigh and compare and order objects and talk about properties, position and time.

**Understanding the world**

**People and communities:**

* Showing curiosity about themselves and their families.
* Recognising and talking about special times for their families.
* Developing ideas about past and present.
* Learning about their own and others’ cultures.

**Examples of Early Learning Goal**

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don’t always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

* Children know the difference between past and present events in their own lives and some reasons why people’s lives were different in the past.
* They know that other children have different likes and dislikes and they may be good at other things.
* They understand that other people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.

**The world:**

* Observing closely what animals, people and vehicles do.
* Enjoying and playing with small world models.
* Knowledge, care and concern for the natural world and how it works.
* Understanding similarities and differences.
* Learning about their locality and its special features.

**Examples of Early Learning Goal**

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes.

* They can describe some actions in which people in their own community do that help to maintain the area they live in.
* They know the properties of some materials and can suggest some of the purposes they are used for.
* They are familiar with basic concepts such as floating sinking experimentation.

**Technology:**

* Showing an interest in toys with buttons, flaps etc.
* Operating mechanical toys.
* Learning about computers and other technology.
* Using ICT hardware to interact with age appropriate computer software.

**Examples of Early Learning Goal**

Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

* Children find out about and use a range of everyday technology.

**Expressive arts and design**

**Exploring and using media and materials:**

* Beginning to move to music, join in with rhymes and songs.
* Using various construction materials.
* Exploring what happens when they mix colours.
* Exploring and manipulating materials to achieve a desired effect.
* Exploring a range of media and materials, experimenting with colour, design, texture, form and function.

**Examples of Early Learning Goal**

Children sing songs, make music and dance, and 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.

* Children develop their own ideas through selecting and using materials and working on processes that interest them.
* Through their explorations they find out and make decisions about how media and materials can be combined and changed.

**Being imaginative:**

* Pretending that one object represents another.
* Creating movement in response to music.
* Engaging in imaginative role play.
* Using paint, materials, music, dance, design technology and role play to express their ideas and feelings.

**Examples of Early Learning Goal**

Children use what they have learned 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.

* Children talk about their ideas and processes that have led them to make music designs images or products.
* They can talk about and make decisions about how media and materials can be combined and changed.