

August 2018

CRANFORD NURSERY'S

Safeguarding Children Policy and Statement

This document is kept in Cranford's Safeguarding file along with the IOM safeguarding children's board policy document and social services referral forms. All staff must complete the Full Safeguarding course if this course is not available then the basic Safeguarding course must be done.

- **The service provider's commitment to the safeguarding of children.**

This policy applies to all staff, including senior managers, family who live above nursery, paid staff, volunteers and seasonal workers, agency staff, students or anyone working on behalf of Cranford Nursery.

The purpose of this policy is:

- To protect children and young people who receive Cranford Nursery services. This includes the children of adults who use our services;
- To provide staff and volunteers with the overarching principles that guide our approach to safeguarding.

Cranford Nursery believes that a child or young person should never experience abuse of any kind. We have a responsibility to promote the welfare of all children and young people and to keep them safe. We are committed to practice in a way that protects them.

Legal framework

This policy has been drawn up on the basis of law and guidance that seeks to protect children, namely:

- Children Act 1989
- United Convention of the Rights of the Child 1991
- Data Protection Act 1998

- Sexual Offences Act 2003
- Children Act 2004
- Protection of Freedoms Act 2012
- Relevant government guidance on safeguarding children & IOM Safeguarding Children Board.

We recognise that:

- The welfare of the child is paramount, as enshrined in the Children Act 1989 all children, regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity, have a right to equal protection from all types of harm or abuse
- Some children are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues
- working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people's welfare.

We will seek to keep children and young people safe by:

- valuing them, listening to and respecting them
- adopting child protection practices through procedures and a code of conduct for staff and volunteers
- developing and implementing an effective e-safety policy and related procedures

- providing effective management for staff and volunteers through supervision, support and training
- recruiting staff and volunteers safely, ensuring all necessary checks are made
- sharing information about child protection and good practice with children, parents, staff and volunteers
- sharing concerns with agencies who need to know, and involving parents and children appropriately.

We are committed to reviewing our policy and good practice annually.

This statement was last reviewed on: 11th August 2018

Signed: _____

Fiona Harcourt proprietor, manager and safeguarding officer

Vicki Hargreaves deputy manager and safeguarding officer

Cranford's safeguarding policy continued.

- **The service provider's commitment to encouraging "whistle blowing" without the fear of alienation.**

Cranford is committed to whistle blowing, any information will be taken seriously and regarded as confidential. Please report any concerns to Fiona or RIU.

- **All staff have a responsibility to report any suspected child abuse or neglect.**

Parents are usually informed however this is not always appropriate. Staff should report concerns to management first.

Protocol for reporting concerns and on going Safeguarding investigations

If a member of staff is concerned about a child then firstly report to:

1. Fiona or Management.
2. The parent will be informed if appropriate and then the duty social worker
3. The RIU will then be informed
4. Complete a referral form for social services and a notification of events form for RIU.
5. Notification of events Follow up forms
6. All concerns are confidential.

- Contact and telephone numbers for the local Police and Children services:
 - POLICE TEL: 631212
 - DEPARTMENT OF HEALTH AND SOCIAL CARE CHILDREN AND FAMILIES TEL: 686179
 - RIU, NURSERY INSPECTORS = 642427
 - POLICE PUBLIC PROTECTION UNIT = 631493
 - OUT OF HOURS 631212
- **Procedures to be followed in the event of an allegation being made against a member of staff or volunteer.**

Report to Fiona immediately and without hesitation and if you are still not satisfied then report to Children and Families and the RIU.

- **Procedures to be followed in the event of an allegation being made against a registered person.**

Report to Fiona or a member of management, if this is not appropriate then report to Children and families and RIU.

- **Whistle Blowing**
- **“Whistle blowers” policy - Practitioners policy of concern**

All staff are to alert Fiona FIRST if unavailable then Vicki or another member of staff of any concerns especially if it regards a member of staff and bad practice. The “whistle blower” will remain confidential whilst an investigation takes place. If Fiona or Vicki cannot sort out the problem then

our nursery inspector will be informed of the concern. Our inspector is Jenny Percival her contact is 642427

- **Confidentiality protocols in regard to the reporting of concerns and to ongoing safeguarding investigations.**

We have a confidential incident book which is in a locked filing cabinet, in here we record any concerns, we then must complete a “Notification of Events form, then a “Notification of events follow up form” and pass the information on to RIU. When the child leaves we hand over the confidential records to the RIU.

- **The use of social media and portable electronic equipment, including mobile phones.**

Parents sign the registration forms to agree to photos on our social media such as Face Book, from September 2018 we will be reviewing our face book site and we may be shutting down Face Book and deleting all photos and starting a new account, this will be reviewed again with the intention of deleting all photographs every September.

If photos are being taken for the other commercial sites such as the newspaper then parental permission is requested again.

The staff may use the nursery IPAD/Nursery Phone to take photos of their activities then load them onto the parents page on Face Book at an appropriate time. Staff members are not allowed their phones or cameras in nursery unless authorized by Fiona for nursery use, they are never allowed to take phones or cameras into the toilet area or the sleeping area. Photographs are not allowed to be taken of children in the toilets or nappy changing areas.

If staff have photographs on their phones for example if they have been out on a trip and Fiona has authorized them to use their phone then the photographs are intended for our parents facebook group only and once downloaded then staff members must delete all photographs off their phone.

- **Taking photos of children and their usage**

Photos of children are confidential and can only be used for nursery use for example: children's pegs, files, learning journeys etc. All photos will be deleted from the nursery IPAD/Phone.

- **Lone working**

We keep doors open in nursery this prevents any member of staff from working alone and prevents grooming. We rotate staff within the nursery and rotate key workers to avoid any special relationships. We rotate the staff when putting children down for a nap, the door is always left open.

The bathroom door must always be kept open for nappy changing.

- **Access to the service by non staff members**

Visitors must sign the visitor book with the times they enter and leave. The family who live above which is the owners family are usually the only other people who will access the service, all members of Fiona's family are police checked.

Confidentiality

CONFIDENTIALITY POLICY

- It is vital to our business that confidentiality is paramount, this includes:
- **Face book:** Staff must not have or keep parents on face book once they have terminated their employment. Staff must not discuss nursery, colleagues or children on any social networking sites.
- Staff must remain professional and confidential at all times, staff are not allowed to befriend parents if they are not already a friend. Cranford is a business it is not to be used for making friends or for extra employment ie babysitting. It is not appropriate for staff members to invite children to their home.
- All identities and business of staff, children, parents and proprietor are to be confidential; you must not talk about staff, Fiona's family, children or parents outside of nursery.

- You must not discuss nursery business. This includes discussing nursery business with ex members of staff. This is deemed as a breach of confidence and will be regarded as a legal matter.
- Defamation of character, slander and threats towards the nursery, proprietor and staff will be considered as a legal matter.
- Legal action will be brought against a person who damages the reputation and business of nursery making slanderous allegations and threats against the nursery and staff including the proprietor Mrs. F Harcourt and her family.
- **Records Management**

Computer records are covered under data protection, Confidential records are in a locked file and other records which are confidential are personal to that person and should not be shared unless it is for safeguarding issues. Parents must have access to their child's records if desired.

- **Retention of records Policy**

The standard **retention** period for records is 10 years.

- **Behaviour Management
Standard 11
“Adults caring for children in the provision must be able to manage a wide range of children’s behavior”**

Policy and Officer's

Fiona Harcourt is First Officer

Vicki Hargreaves is Second Officer

Officers are named staff who has responsibility for behaviour management issues and has the skills to support staff, parents and children and be able to access expert advice if ordinary methods are not effective with a child. e.g. with the parents permission contacting the child's Health Visitor or contacting CwAN (Help and Support for children and families with additional needs)

1. Talk to parents regarding the child's behaviour and get background information as quite often they are dealing with the same behaviour at home or it may just be in nursery but they will have good reasons why they think their child is behaving in this way.

2. We will shadow a child by keeping the child close so we can prevent the behaviour but also so we can have a clear understanding of the problem we will then evidence this by keeping a daily diary. Keeping a daily diary of the child's behaviour will get photocopied and a copy will go home every day with the child. Good behaviour will be celebrated lots of stickers and positive attention will be given to the child. The aim is to make the child want to be good for adults so the rewards must be instant.
3. Gain permission off the parent to call the HV or CwAN or ask the parent to call either service, we will give her background information on what we feel may be the problem it could be transitional due to a new baby or divorce or it could be something quite delicate like an attachment disorder with mum or communication and language problems especially if a child is learning English as a second language.
4. The HV will do a home visit then report back to nursery, parents and nursery will work together to solve the behaviour. Positive reinforcement with lots of reward stickers will be given to the child and this will be celebrated in the home with the parents too where the child will gets praise and positive reinforcement at home for being good in nursery.
5. The nursery doesn't say "naughty" but we use the term "Bold" and staff do not shout at the children, but use firm voices.
6. Other agencies may be involved such as the preschool assessment centre, cross roads and the "children and Psychology services" or social services.

- **Exclusion of children who are infectious (guidance set by public health)**

Parents are requested to not return their child to nursery until they have left 48 hours before the last episode of infectious sickness. If a child is sick, please do not bring them to nursery. If we feel a child needs to go home due to illness then parents are expected to pick their sick child up immediately.

- **The safe arrival and departure of children**

Children arrive into the house and passed over safely to a member of staff. The departure of a child is to authorized persons only and where necessary a photo of a person collecting is to be given to nursery.

- **What to do in an event of a child going missing.**

Call the parents, the Police and issue a photograph from the child's file. Notify RIU, Complete a notification of events form for the inspectors and a follow up form.

- **What to do in an event of a parent failing to collect a child.**

UNCOLLECTED CHILD POLICY

An uncollected child will always be kept within the nursery, the child's parents and emergency contacts will be continually called, and we will try to contact them by social media too. The nursery closes at 6.00 pm if contact has not been made 30 minutes after this time then the police will be called so they can help in trying to find the parents, the on duty social worker at social services will also be notified at this point so the duty social worker will arrange for the child to be taken into care whilst the parents and emergency contacts are being located.

- Notification of Events forms will be completed and forwarded to RIU.
- Follow up forms will then be completed and forwarded to RIU.
- POLICE: 631212
- DUTY SOCIAL WORKER AT CHILDREN AND FAMILIES : 686179
- Inspection unit: 642427

- **Complaints Procedure:**

COMPLAINTS POLICY

PLEASE CONTACT FIONA OR VICKI FIRST WITH A COMPLAINT.

WE WILL DO EVERYTHING POSSIBLE TO PUT THE MATTER RIGHT AND TO GIVE IT OUR FULL ATTENTION.

If the complaint cannot be resolved then we will contact our nursery inspector. The parent may be requested to speak to our inspector.

The nursery reserves the right to cancel a nursery place and to request a parent to remove their child with immediate effect.

Parents may use the black comments box outside the front door to leave any suggestions.

Catriona Bradley
Ground floor
St Georges Court
Hill Street
Douglas IM1 1EF
Tel: 01624 642427 / 642422
randi@gov.im

- **Additional Needs Policy**

- Standard 10

- “The registered person must be aware that some children may have additional needs and is proactive in ensuring that appropriate action, care and opportunities are provided”

- **Additional Needs – Policies and Procedures**

- Our pre-school and out of school clubs aim to have regard to the DFEE Code of Practice on additional educational needs and also to the guidelines supplied to private and voluntary providers of pre-school and out of school clubs education. We aim to provide a welcome to all children, and appropriate learning opportunities, for all children.
- Children with additional needs, like all other children, are admitted to the nursery after consultation between parents and leader or keyworker.
- Our aim is to provide for the developmental needs of each child in the group.
- All children in the group irrespective of their additional needs, are encouraged wherever possible an appropriate to participate in all the group’s activities.
- Our system of observation and record-keeping, which operates in conjunction with parents, enables us to monitor children’s needs and progress on an individual basis.
- The needs and progress of children who have additional educational needs are monitored by our group’s special educational needs co-ordinator.

- Our key worker system ensures that each adult is especially responsible for, and close to, just five or six children, so each child receives plenty of adult time and attention.
- We work closely with the parents of all the children in the group to ensure that: The group draws upon the knowledge and expertise of parents in planning provision for the child
The child's progress and achievements are shared and discussed with parents on a regular basis.
- Parents know the identity of the group's special needs co-ordinator
- Parents are aware of the arrangements for the admission and integration of children with additional educational needs
- If it is felt that a child's needs cannot be met in the nursery and out of school clubs without additional personnel and/or equipment, funding will be sought to ensure that provision is appropriate to the child's needs. If however that funding or extra resources cannot be found then we will with discussion with the parents find an alternative solution or nursery that can meet the needs of the child and family.
- We work in liaison with relevant professionals and agencies outside the group to meet children's specific needs.
- Our staff attend whenever possible training on additional needs arranged by the Department of education and children pre-school and other professional bodies.
- **Specific Procedures**
- **The name of the SENCO/Manager**
Fiona Harcourt
- **Arrangements for the assessment of individual children**
- Each child has a key worker who keeps records of the child's development. Any cause for concern is discussed with the SENCO/Manager. The child's parents and health visitor will be consulted (permission from parents will be sought first)

and the child may be referred to other agencies such as the pre school assessment centre.

- **Record-keeping systems for children with additional educational needs**
- The keyworker keeps records of the child with additional needs and liaises with the SENCO.
- Records are adapted according to the child's ability.
- **The way children with additional educational needs will be offered a broad and balanced curriculum**
- The SENCO liaises with the Early Years Consultant and draws up a programme of next steps for progression in an individual play plan.
- **The way resources within the group's budget will be allocated to additional needs work**
- The SENCO will assess the need for extra equipment and resources and then approach the Management for funds?.
- **Links between the pre-school and out of school clubs and external support services, including the local authority, voluntary organizations and other settings**
- Parental consent will be obtained before the SENCO liaises with the Early Years Consultant, Health Authority, Local Educational Authority or any appropriate support group. However, under government guidance (2006) information may be shared against parent's wishes if not doing so would put the child at risk of harm. Where children receive education and care in more than one setting, staff will ensure continuity and coherence by sharing relevant information with each other in conjunction with parents.
- **Arrangements for reviewing policies and procedures relating to additional needs**

These are revised annually or mid year if deemed necessary.

- **Confidentiality**

- Staff will respect the need for confidentiality in discussing children's additional needs within the setting. The SENCO will communicate with the parent about whether they wish to share information about their child's additional needs with others attending the nursery and out of school clubs
- **Equal Opportunities Policy and Procedure Standard 9**

“The registered person and staff must actively promote equality of opportunity and anti-discriminatory practice”

“The EYFS seeks to provide equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.”

Page 5 of the Statutory Framework for the EYFS 2014

“Providers must follow their legal responsibilities under the Equality Act 2010” (3.58)

“Providers must have arrangements in place to support children with SEN or disabilities.” (3.67)

We are committed to provide equality of opportunity and anti-discriminatory practice, ensuring every child is included and supported.

Our ethos is to ensure positive attitudes to diversity and difference, so that every child is included and not disadvantaged because of ethnicity, culture or religion, home language, family background, special educational needs, disability, gender or ability.

We have a legal duty under the Equality Act 2010 to be inclusive and offer an inclusive provision to children and their families. The Act incorporates the Disability Discrimination Act (1995) stating that children with disabilities must not be treated less favourably than children without a disability. ‘Reasonable adjustments’ will be made to enable children with a disability to participate. The facilities, equipment and access to the premises are suitable for children with disabilities where ever possible.

Children learn from an early age to value diversity in others and grow up making a positive contribution to society.

We will meet the individual needs of all children by:

- Valuing each child for whom they are and recognising differences; so they feel understood whatever their ability, ethnic background or gender.
- Valuing each child's culture by making connections between experiences at home, my setting and the wider community.
- Talking to parents and/or carers about their child's progress and development, planning appropriate support where identified.
- Delivering personalised learning, development and care to help children get the best possible start in life.

Children who have special educational needs or a disability will be included, valued and supported by identifying the need for additional support as early as possible: The parents, child's health visitor, pre school assessment centre, child's social worker, family worker, school nurse and any other agencies such as RIU will be informed if necessary.

I monitor the effectiveness of my inclusive practice by:

- Listening to and valuing all children in my setting, ensuring they have a voice.
- Observing children in my setting and assessing whether the learning environment encourages inclusive practice.
- Ensuring my knowledge about different cultural groups is kept up-to-date.
- Actively avoiding gender stereotyping and challenging any expression of prejudice or discrimination by children or adults.

I promote and value diversity and difference by:

- Being positive about differences between people and support children's acceptance of difference.
- Celebrating and valuing cultural, religious and community events and experiences.
- Providing books and resources which represent children's diverse backgrounds and which avoid negative stereotypes.
- Providing positive images of all children, including disabilities.
- Supporting children's understanding of difference and empathy encouraging positive attitudes and challenge negative attitudes with the use of props such as puppets and dolls to tell stories about diverse experiences, ensuring that negative stereotyping is avoided.

- Encouraging children to talk about their own home and community life, and to find about other children's experiences.
- Strengthening the positive impressions children have of their own cultures and faiths, and those in their community, by sharing and celebrating a range of practices and special events.
- Visiting different parts of the local community (holiday club)
- Providing role-play areas with a variety of resources reflecting. Sharing stories that reflect the diversity of children's experiences.
- Ensuring that children learning English as an additional language have opportunities to express themselves in their home language some of the time.
- Taking reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. I must also ensure that children have sufficient opportunities to learn and reach a good standard in English language.
- Under the requirements of the Childcare Register childcare will be accessible and inclusive by taking all reasonable steps to ensure that the needs of each child, relating to their childcare, are met; and not refuse to provide childcare or treat any child less favourably than another child due to their race, religion, home language, family background, gender or disability and/or learning difficulty.
- I must consider whether a child may have a special educational need or disability which requires specialist support. I will link with, and help families to access, relevant services from other agencies as appropriate

I regularly review and evaluate the effectiveness of my inclusive practice.

Review Date September 2018 or when regulations change

Signed: F. Harcourt

Induction and training Policy and Procedure:

According to the Statutory Framework for the Early Years Foundation Stage, "all staff should receive induction training to help them understand their roles and responsibilities. Induction training must include information about emergency evacuation procedures, safeguarding, child protection, the provider's equality policy and health and safety issues. Providers must support staff to undertake appropriate training and professional development opportunities to ensure they offer quality learning and development experiences for children that continually improve". (EYFS 2014, 3.20 p.20)

Examples of what to include in an induction process:-

Information about the organisation

- Policies (for example Safeguarding, Child Protection, Behaviour Management, Training Policy)
- Procedures (for example, recording accidents and observations, Allegations against a member of staff)
- Links with parents and other professionals
- Career development opportunities and training
- Your organisation's expectations of its new staff
- Punctuality
- Dress Code
- Attendance at meetings
- Level of performance
- Routines
- Hours of work and timetables for the day
- Specific duties
- Staff Professional Development
- Performance review/supervision
- Training and development plans
- Career plans

All induction paper work should be prepared well in advance and include all the relevant documentation that new staff need on their first day, this should include a Practitioners Professional Profile checklist, Safeguarding and Whistle blowing Policy.

Decide who will act as a mentor for the new recruit. A mentor should be an experienced member of staff who can mentor a new employee/volunteer while at the same time provide an effective extra safeguard against a possibly unsuitable person during the probationary period.

An effective induction process will reinforce the motivation a new employee brings to the job. It is a good idea to discuss and agree the process with the new member of staff,.

Ensure new team members are given reassurance and regular feedback on their performance through on-going regular supervision. Be aware that they will need support until their confidence grows and keep a record of what you have covered.

It is essential that the new employee quickly becomes familiar and understands all the important policies and procedures in the setting particularly Safeguarding, H&S, emergency evacuation procedures, confidentiality policy and alcohol and medication policy. There is a list included in the checklist. It is recommended that the new member of staff then signs to say they have read and understood all the policies of the setting within the first few weeks of the induction period. There should also be clear guidance in appropriate boundaries when working with children. This could include appropriate language, physical contact and relationships and be clearly laid out in the staff code of conduct.

When thinking about putting together an Induction Process, consider the following points:

- Do not overload new employees with too much information at any given time and give plenty of opportunity to discuss sections fully to ensure the employee understands what is expected from them
- Make sure new employees are aware of special H&S requirements and know what to do in the event of any emergency, including security arrangements.
- Use different methods to help employees learn their new role including shadowing, discussion, training, e-learning, practical activities etc.

By the end of the first month the new employee should have had supervision with the manager to review how things are going, to look at the workload and to see whether there are any outstanding areas on the induction checklist. This is also a good time to set up an initial appraisal appointment to set targets and discuss any training needs as identified in the staff's individual training and development plan. Details about the professional development plan can be found

At the end of the induction process:

The induction checklist should be signed off by both employee and employer. It is useful to get feedback from the employee to see how the process went and to make any necessary adjustments for future employees.

Ongoing development

Employees should continue to have regular appraisals and supervision as part of their ongoing development. This will help to identify any future training needs,

dispel any worries or uncertainties in their new role and keep staff on track in their continuing professional development

Health and Safety Policy and Procedure

Statement of intent

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

Aim

We aim to make children, parents and staff aware of health and safety issues and to minimise the hazards and risks to enable the children to thrive in a healthy and safe environment.

Methods

The members of staff responsible for health and safety are the manager and deputy manager, please see **Fiona Harcourt** they are competent to carry out these responsibilities. They have undertaken health and safety training and regularly update their knowledge and understanding. (We display the necessary health and safety poster in the Nursery).

Risk assessment

Our risk assessment process includes:

- checking for hazards and risks indoors and outside, and in our activities and procedures. Our assessment covers adults and children;
- deciding which areas need attention;
- developing an action plan that specifies the action required, the timescales for action, the person responsible for the action and any funding required.

We maintain lists of health and safety issues, which are checked:

- daily before the session begins;
- Annually - when a full risk assessment is carried out.

Insurance cover

We have Public liability insurance & Employers' liability insurance. The certificate for public liability insurance is displayed in the nursery.

Awareness raising

- Our induction training for staff and volunteers includes a clear explanation of health and safety issues so that all adults are able to adhere to our policy and understand their shared responsibility for health and safety. The induction training covers matters of employee well-being, including safe lifting and the storage of potentially dangerous substances.
- Records are kept of these induction training sessions and new staff and volunteers are asked to sign the records to confirm that they have taken part and read all nursery policies.
- Health and safety is discussed regularly at staff meetings.
- We have a no smoking policy.
- Children are made aware of health and safety issues through discussions, planned activities and routines.

Children's safety

- We ensure all staff employed have been checked for criminal records by an enhanced disclosure from the Disclosure and Barring Service.
- All children are supervised by adults at all times.
- Whenever children are on the premises at least two adults must be present.
- We comply with Statutory requirements regarding ratios of adults to children set by the Dept. of Health and Social Care and the Isle of Man Safeguarding Children Board.

Security

- Systems are in place for the safe arrival and departure of children. The times of the children's arrivals and departures are recorded.
- The arrival and departure times of adults - staff, volunteers and visitors - are recorded.
- The personal possessions of staff and volunteers are securely stored during sessions.

Kitchen

- Children do not have unsupervised access to the kitchen.
- All surfaces are clean and non-porous.

- There are separate facilities for hand-washing and for washing up.
- Cleaning materials and other dangerous materials are stored out of children's reach.
- When children take part in cooking activities, they:
 - are supervised at all times;
 - are kept away from hot surfaces and hot water;
 - do not have unsupervised access to electrical equipment.

Electrical/gas equipment

- All electrical/gas equipment conforms to safety requirements and is checked regularly.
- Fires, heaters, electric sockets, wires and leads are properly guarded and the children are taught not to touch them.
- There are sufficient sockets to prevent overloading.
- The temperature of hot water is controlled to prevent scalds.
- Lighting and ventilation is adequate in all areas including storage areas.

Storage

- All equipment, materials and resources are stored or stacked safely to prevent them accidentally falling or collapsing.

Outdoor area

- Our outdoor area is secure with high walls and gates it is an enclosed area.
- Our outdoor area has play pad matting that has a critical fall height of 1.5 metres, the grass is Astro turf. The garden is checked for safety and cleared of any rubbish before it is used.
- Where water can form a pool on equipment, it is emptied before children start playing outside.
- Our outdoor sand pit is covered when not in use and is cleaned regularly.
- All outdoor activities are supervised at all times.

Hygiene

- We regularly seek information from the Environmental Health Department and the Health Authority to ensure that we keep up to date with the latest recommendations.
- Our daily routines encourage the children to learn about personal hygiene.
- We have a daily cleaning routine for the setting which includes play room(s), kitchen, rest area, toilets and nappy changing areas.

- The toilet area has a high standard of hygiene including hand washing and drying facilities and the disposal of nappies.
- We implement good hygiene practices by:
 - cleaning tables between activities;
 - checking toilets regularly;
 - wearing protective clothing - such as aprons and disposable gloves – as appropriate;
 - providing sets of clean clothes;
 - providing tissues and wipes;

Activities

Before purchase or loan, equipment and resources are checked to ensure that they are safe for the ages and stages of the children currently attending the setting.

- The layout of play equipment allows adults and children to move safely and freely between activities.
- All equipment is regularly checked for cleanliness and safety and any dangerous items are repaired or discarded.
- All materials - including paint and glue - are non-toxic.
- Sand is clean and suitable for children's play.
- Physical play is constantly supervised.
- Children are taught to handle and store tools safely.
- Children learn about health, safety and personal hygiene through the activities we provide and the routines we follow.

Food and drink

Children provide their own lunch therefore information is regularly given to parents informing them of hygienic preparations of food and they are reminded to put an ice pack in the lunch box.

- Staff who prepare and handle food receive appropriate training and understand - and comply with - food safety and hygiene regulations.
- All food and drink is stored appropriately. Nursery checks lunch bags for ice packs and puts them in ones that don't have one.
- Snack and meal times are appropriately supervised and children do not walk

about with food and drinks.

- Fresh drinking water is available to the children at all times.
- We operate systems to ensure that children do not have access to food/drinks to which they are allergic.

Outings and visits

- We have agreed procedures for the safe conduct of outings.
- Parents always sign consent forms before major outings and children's emergency contacts are taken on the trip.
- A risk assessment is carried out before an outing takes place.
- Our adult to child ratio is high. Staff must never leave children alone, if anyone needs the toilet then a member of staff accompanies them whilst the other member of staff supervises the other children.
- Children are assigned to individual staff to ensure each child is individually supervised and to ensure no child gets lost and that there is no unauthorised access to children.
- Outings are recorded in an outings record book stating:
 - the date and item of outing
 - the venue and mode of transport
 - names of staff, names of children
 - time of return
- Staff take a mobile phone on outings, and supplies of tissues, wipes, pants etc as well as a mini first aid pack and water. The amount of equipment will vary and be consistent with the venue and the number of children as well as how long they will be out for.
- Records are kept of the vehicles used to transport children, with named drivers and appropriate insurance cover.

Missing child

If a child goes missing from the setting

- The person in charge will carry out a thorough search of the building and garden.
- The register is checked to make sure no other child has also gone astray.
- Doors and gates are checked to see if there has been a breach of security whereby a child could wander out.

Person in charge talks to staff to establish what happened.

- If the child is not found the parent is contacted and the missing child is reported to the police.

If a child goes missing from an outing where parents are not attending and responsible for their own child, the setting ensures that there is a procedure that is followed.

- As soon as it is noticed that a child is missing, staff on the outing ask children to stand with their designated person and carry out a headcount to ensure that no other child has gone astray. One staff searches the immediate vicinity but does not search beyond that.
- Staff take the remaining children back to the setting.
- The person in charge of the setting contacts the child's parent who makes their way to the setting or outing venue as agreed with the person in charge.
- The staff contact the police using the mobile phone and report the child as missing.
- In an indoor venue, the staff contact the venue's security who will handle the search and contact the police if the child is not found.

The investigation

- The management carries out a full investigation taking written statements from all the staff present at the time, or who were on the outing.
- The key person/ staff writes an incident report detailing:
 - the date and time of the report;
 - what staff/ children were in the group/outing;
 - when the child was last seen in the group/outing;
 - what has taken place in the group/outing since then;
 - the time it is estimated that the child went missing.
- A conclusion is drawn as to how the breach of security happened.
- If the incident warrants a police investigation all staff co-operate fully. In this case, the police will handle all aspects of the investigation, including the interviewing of staff.

Social Services RIU will be informed and a Notification of Events form will be completed and a Follow up form will later be completed. An investigation by RIU will follow and the duty social worker may be involved if it seems likely that there is a child protection issue to address.

- The incident is reported under RIDDOR arrangements and is recorded in the incident book.
- The Insurance Department at the Pre-School Learning Alliance is informed.

Animals

- Animals visiting the setting are free from disease and safe to be with children, and do not pose a health risk.

- Our setting's pets are free from disease, supervised with the children, and do not pose a health risk.
- Children wash their hands after contact with animals.
- We have 3 dogs and one cat, the animals are supervised when around children.

Fire safety

All Staff are trained as Fire Marshalls and have had fire training by a competent Fire Officer John Bellis. Staff who have not received this training will be in-house trained until the next available training can be arranged.

A Fire Risk Assessment has been completed by a Fire Officer

Fire doors are clearly marked, never obstructed and easily opened from inside.

- Smoke detectors/alarms and fire fighting appliances conform to BSEN standards, are fitted in appropriate high risk areas of the building and are checked as specified by the manufacturer and by Fire Safety standards and the department of Health and Social Care (R&I) minimum standards
- Our emergency evacuation procedures are approved by the Fire Safety Officer and are:
 - clearly displayed in the premises;
 - explained to new members of staff, volunteers and parents;
 - practiced regularly at least once every six weeks.
- Records are kept of fire drills and the servicing of fire safety equipment.

First aid and medication

All staff hold current first aid training. The first aid qualification includes first aid training for infants and young children.

Our first aid kit:

- complies with the Health and Safety (First Aid) Regulations 1981;
- is regularly checked and re-stocked as necessary;
- is easily accessible to adults;
- is kept out of the reach of children.

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

Slips and Trips

- All staff must wear appropriate footwear and sign a footwear disclaimer which is kept in their file.
- All spillages to be cleared up immediately.
- When dealing with bodily fluids protective clothing (plastic Aprons) to be worn and

appropriate antibacterial cleaning undertaken.

Accident folder:

- is kept safely and are accessible in the cupboard
- all staff and volunteers know where they are kept and how to complete them
- are reviewed at least half termly to identify any potential or actual hazards.

RIU is notified of any injury requiring an ambulance, treatment by a general practitioner or hospital doctor, or the death of a child or adult.

When there is any injury requiring general practitioner or hospital treatment to a child, parent, volunteer or visitor or where there is a death of a child or adult on the premises, we make a report to the Health and Safety Executive using the format for the Reporting of Injuries, Diseases and Dangerous Occurrences. RIDDOR.

Dealing with incidents

We meet our legal requirements for the safety of our employees by complying with RIDDOR (the Reporting of Injury, Disease and Dangerous Occurrences Regulations). We report to the Health and Safety Executive and RIU:

- any accident to a member of staff requiring treatment by a general practitioner or hospital
- any dangerous occurrences. This may be an event that causes injury or fatalities or an event that does not cause an accident but could have done, such as a gas leak.
- Any dangerous occurrence is recorded in our Incident Book.

Staff code of conduct. Childcare Code of Conduct

Guiding principles

- The welfare of the child is paramount.
- All staff are responsible to safeguard and promote the welfare of children and young people. This responsibility extends to a duty of care for those adults employed, commissioned or contracted to work with children and young people.
- Staff who work with children are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- Staff should work and be seen to work, in an open and transparent way.
- The same professional standards should always be applied regardless of culture, disability, gender, language, racial origin, religious belief and/or sexual identity.

- Staff should continually monitor and review their practice and ensure they follow the guidance contained in this document.

Code of conduct examples

Staff should not shout at children but instead explain in a calm voice why certain behaviour is unacceptable.

- All staff must recognise and respect the value and intrinsic worth of each child and family, regardless of economic or social background.
- All children and families deserve respect and understanding.
- Early years practitioners are responsible for nurturing and educating young children as well as providing information and support to parents.
- Early years practitioners should seek to improve their understanding of the development of young children through ongoing education and collaboration with colleagues.
- Early years workers have a responsibility to understand and adhere to current legislation and guidance that supports their role.
- All staff have a responsibility to contribute to the settings responsibility to protect children and encourage a 'safer working culture'.
- Staff will be expected to follow agreed procedures, without fear of recrimination, to bring to the attention of the Nursery Manager / Provider, any deficiency in the standards.
- If staff have concerns regarding the Nursery Manager/Provider or other senior staff members the Whistle blowing Policy may be followed.
- When information is necessarily confidential it should only be made available on a "need to know" basis.

Staff should dress appropriately for their job and give a positive image

- **UPDATED 11TH AUGUST 2018 TO INCLUDE CWAN AND FIRE TRAINING**
- **Behaviour Management Standard 11**

“Adults caring for children in the provision must be able to manage a wide range of children’s behavior”

Policy and Officer’s

Fiona Harcourt is First Officer

Vicki Hargreaves is Second Officer

Officers are named staff who has responsibility for behaviour management issues and has the skills to support staff, parents and children and be able to access expert advice if ordinary methods are not effective with a child. e.g. with the parents permission contacting the child’s Health Visitor or contacting CwAN (Help and Support for children and families with additional needs)

7. Talk to parents regarding the child’s behaviour and get background information as quite often they are dealing with the same behaviour at home or it may just be in nursery but they will have good reasons why they think their child is behaving in this way.
8. We will shadow a child by keeping the child close so we can prevent the behaviour but also so we can have a clear understanding of the problem we will then evidence this by keeping a daily diary. Keeping a daily diary of the child’s behaviour will get photocopied and a copy will go home every day with the child. Good behaviour will be celebrated lots of stickers and positive attention will be given to the child. The aim is to make the child want to be good for adults so the rewards must be instant.
9. Gain permission off the parent to call the HV or CwAN or ask the parent to call either service, we will give her background information on what we feel may be the problem it could be transitional due to a new baby or divorce or it could be something quite delicate like an attachment disorder with mum or communication and language problems especially if a child is learning English as a second language.
10. The HV will do a home visit then report back to nursery, parents and nursery will work together to solve the behaviour. Positive reinforcement with lots of reward stickers will be given to the child and this will be celebrated in the home with the parents too where the child will get praise and positive reinforcement at home for being good in nursery.
11. The nursery doesn’t say “naughty” but we use the term “Bold” and staff do not shout at the children, but use firm voices.
12. Other agencies may be involved such as the preschool assessment centre, cross roads and the “children and Psychology services” or social services.

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