

This Policy was reviewed & adopted at a meeting of The Heathers Nursery held on 9<sup>th</sup> May 2019.  
Review date: May 2020



## THE HEATHERS NURSERY POLICIES AND PROCEDURES

### POLICY 1: SAFEGUARDING AND PROMOTING CHILDREN'S WELFARE

**General Welfare Requirement: Safeguarding and Promoting Children's Welfare**

The provider must take necessary steps to safeguard and promote the welfare of children.

Children's behaviour must be managed effectively and in a manner appropriate for their stage of development and particular individual needs.

The provider must promote the good health of the children, take necessary steps to prevent the spread of infection and take appropriate action when they are ill.

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## Safeguarding Children

### 1.1 Children's Rights and Entitlements

#### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice	2.1 Respecting each other	3.2 Supporting every child	4.4 Personal, social and emotional development

#### Policy statement

- We promote children's rights to be *strong, resilient and listened to* by creating an environment in our setting that encourages children to develop a positive self image, which includes their heritage arising from their colour and ethnicity, their languages spoken at home, their religious beliefs, cultural traditions and home background.
- We promote children's right to be *strong, resilient and listened to* by encouraging children to develop a sense of autonomy and independence.
- We promote children's right to be *strong, resilient and listened to* by enabling children to have the self-confidence and the vocabulary to resist inappropriate approaches.
- We help children to establish and sustain satisfying relationships within their families, with peers, and with other adults.
- We work with parents to build their understanding of, and commitment to, the principles of safeguarding all our children.

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

To be strong means to be:

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

To be resilient means to:

- be sure of their self worth and dignity;
- be able to be assertive and state their needs effectively;
- be able to overcome difficulties and problems;

- be positive in their outlook on life;
- be able to cope with challenge and change;
- have a sense of justice towards self and others;
- develop a sense of responsibility towards self and others; and
- be able to represent themselves and others in key decision making processes.

To be listened to means:

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

## 1.2 Safeguarding Children and Child Protection

### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe	2.1 Respecting each other 2.2 Parents as partners	3.4 The wider context	4.4 Personal social and emotional development

### Policy Statement

The safety and well-being of all the children is always our paramount concern. The Heathers Nursery is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The safeguarding policy has been written in accordance with the Norfolk Safeguarding Children Board (NSCB) guidance and the Early Years Foundation Stage requirements.

### Aim

We aim to:

- Ensure every child who attends the Nursery is safe and protected from harm
- Ensure all those working in the Nursery, either paid or unpaid, have a clear understanding of the legal responsibility to safeguard and promote the welfare of all children, this includes the Prevent Duty.
- Ensure parents/carers have a clear understanding of the legal responsibilities relating to safeguarding and promoting the welfare of all children
- Prevent impairment of health or development
- Enable children to have optimum life chances and enter adulthood successfully
- To have due regard to the need to prevent people from being drawn into terrorism. This duty is known as the Prevent duty.

The Nursery will ensure these aims are met by:

- Ensuring the child's welfare is central and children and young people are supported by safe and effective care
- A duty of care is placed on all adults working with children whether paid or unpaid
- Maintaining a culture where adults are encouraged to share concerns and can follow whistle-blowing and child protection referral procedures
- Where adults are well trained and knowledgeable about safeguarding issues
- All adults adhere to the code of conduct
- All adults adhere to the e-safety policy
- Where positive relationships with parents/carers are an important part of practice
- Where those working in the Nursery whether paid or unpaid, undertake their roles in a professional manner enabling children to have optimum life chances.
- Building children's resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views.

### **Confidentiality**

All those working in the Nursery whether paid or unpaid will:

- Keep concerns confidential and only share them with those that need to know in order to protect children in line with the referral process
- Always keep records secure and accessible only to those who need to know in order to protect children
- Sign the safeguarding policy which includes the requirement for confidentiality.

### **Procedures**

- We ensure all staff, students, volunteers or regular visitors are familiar with the safeguarding arrangements as displayed on the notice boards, and read the policies and procedures
- Staff will be informed of the safeguarding procedure for the Nursery during their induction
- Parents should be aware that the Nursery have a duty of care as shown on the safeguarding posters displayed and detailed in the roles and responsibilities below.

### **Roles and responsibilities**

All staff, paid and unpaid, have a duty of care to keep children safe and protect them from harm, this includes the Prevent Duty. This means that all adults have a duty to report child protection or welfare concerns to Children's Services or the police.

The Safeguarding Lead Practitioner is Karen Shaen-Carter. The deputy Safeguarding Lead Practitioner is Debbie Barker.

- All staff, whether paid or unpaid, in the Nursery will undertake appropriate training in line with the NSCB guidance and their role and keep this updated. This includes Prevent awareness training. Training needs will be reviewed at supervision and appraisal
- Staff will be given the opportunity to talk about the safeguarding policy and procedures during staff meetings and regular updates to be shared by the Safeguarding Lead Practitioner
- All staff understand their responsibilities under the General Data Protection Regulations and the circumstances under which they may share information about you and your child with other agencies.
- If a child has an accident/injury whilst at Nursery an accident report will be filled out and signed by the person dealing with the accident, a witness and the parent/carer. A copy will then be given to the parent/carer
- Parents/carers must inform the Nursery about any accidents and injuries that take place at home and fill in a confidential record of existing injury form
- If a safeguarding concern arises a confidential record of injury form is filled out and used in the best interests of the child.

### **What is abuse and neglect?**

*'Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them, or more rarely, by a stranger for example, via the internet. They may be abused by an adult or adults, or another child or children'* Working Together to Safeguard Children.

**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 carer fabricates the symptoms of, or deliberately induces, illness in a child.

**Emotional abuse**

Emotional abuse is the persistent maltreatment of a child such as to cause severe and persistent 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, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), 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.

**Sexual abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as 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 images, watching sexual activities, 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 adult males. Women can also commit acts of sexual abuse, as can other children.

**Neglect**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's 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 carer failing to:

- Provide adequate food, clothing and 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 care-givers)
- Ensure access to appropriate medical care or treatment

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

**Prevention of Radicalisation**

The government Prevent strategy has raised awareness of the specific need to safeguard children, young people and families from violent extremism. The counter-terrorism and security act 2015 places a duty on professionals with regards to the need to prevent people from being drawn into terrorism. If a member of staff has concerns that a child, parent/carer, or staff member may be at risk of radicalisation or involvement in terrorism they will speak with the Safeguarding Lead Practitioner and refer to the relevant authorities as necessary.

**Child Sexual Exploitation (CSE)**

CSE involves exploitative situations, contexts and relationships where young people receive something (food, drugs, alcohol, gifts or affection) as a result of engaging in sexual activities. If CSE is suspected the setting will complete a record of concern and refer to social care.

### **Female Genital Mutilation (FGM)**

FGM includes procedures that intentionally alter or injure female genital organs for non-medical reasons. FGM is extremely harmful and has short term and long term effects on physical and psychological health. FGM is internationally recognised as a violation of human rights and is illegal in the UK. The setting takes these concerns seriously and staff are made aware of the possible signs and indicators that may alert them to FGM. Any indication that FGM may be a risk or has taken place will be dealt with under the child protection procedures outlined in this policy.

### **Children with disabilities**

We recognise that statistically children with behavioural difficulties and physical disabilities are most vulnerable to abuse, those staff who work with children with complex and multiple disabilities and or emotional and behavioural problems should be particularly sensitive to signs of abuse.

### **Supporting Children**

We recognise that children who are abused or witness abuse may find it difficult to develop a sense of self-worth and trust those around them. We recognise some children may adopt inappropriate behaviour and these children may need to be referred on to other professionals for support and intervention. The setting will support the child through activities to encourage self-esteem and self-motivation. An ethos that actively promotes positive support and a secure environment. A behaviour policy that supports all children which all staff will follow a consistent approach.

We acknowledge that abuse of children can take different forms - physical, emotional and sexual as well as neglect.

### **Responding to suspicions of abuse**

- When children are suffering from physical, sexual or emotional abuse, or may be experiencing neglect, this may be demonstrated through the things they say (direct or indirect disclosure) or through changes in their appearance, behaviour or their play
- Where such evidence is apparent, the member of staff observing this makes a dated record of the details of the concern and discusses what to do with the manager or who is acting as the 'designated person'. The information is stored on the child's personal file
- We refer concerns to the local authority CADS (Children's Advice and Duty Service) department and cooperate 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 use the detailed procedures of the Norfolk Safeguarding Children Board when making a referral to **CADS** or other agencies



### **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 give cause for concern such as significant changes in behaviour, deterioration in general well-being, unexplained bruising, marks or signs of possible abuse or neglect, that member of staff:
  - Listens to the child, offers reassurance and gives assurance that she or he will take action;
  - Does not question the child
  - 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 our "conversations and concerns" file which is kept securely and confidentially.

### **Making a referral to the local authority CADS(Children's Advice and Duty Service) team**

Referrals are made in accordance with the Norfolk Safeguarding Children Board guidance and 'What to do if you're worried a child is being abused'.

Under section 17 of the Children's Act parental consent should be given for a referral to be made for a child in need.

Under section 47 of the Children's Act where the concern involves the child being at immediate risk of significant harm or there is a clear allegation of abuse parental consent will not be sought for a referral to be made.

### **Informing parents**

- Parents are normally the first point of contact.
- If a suspicion of abuse is recorded, parents are informed at the same time as the report is made, except where the guidance of the Local Safeguarding Children Board does not allow this. This will usually be the case where the parent is the likely abuser. In these cases the investigating officers will inform parents.

### **Liaison with other agencies**

- We work within the Local Safeguarding Children Board guidelines.
- We have a copy 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
- We notify the registration authority (Ofsted) of any major incident or accident and any changes in our arrangements which may affect the wellbeing of children.
- If a referral is to be made to the local authority social department, we work within the area's Safeguarding Children guidance in deciding whether we inform the child's parent at the same time.

### **Allegations against adults**

The Nursery will ensure that all adults working in the Nursery are committed to safeguarding children.

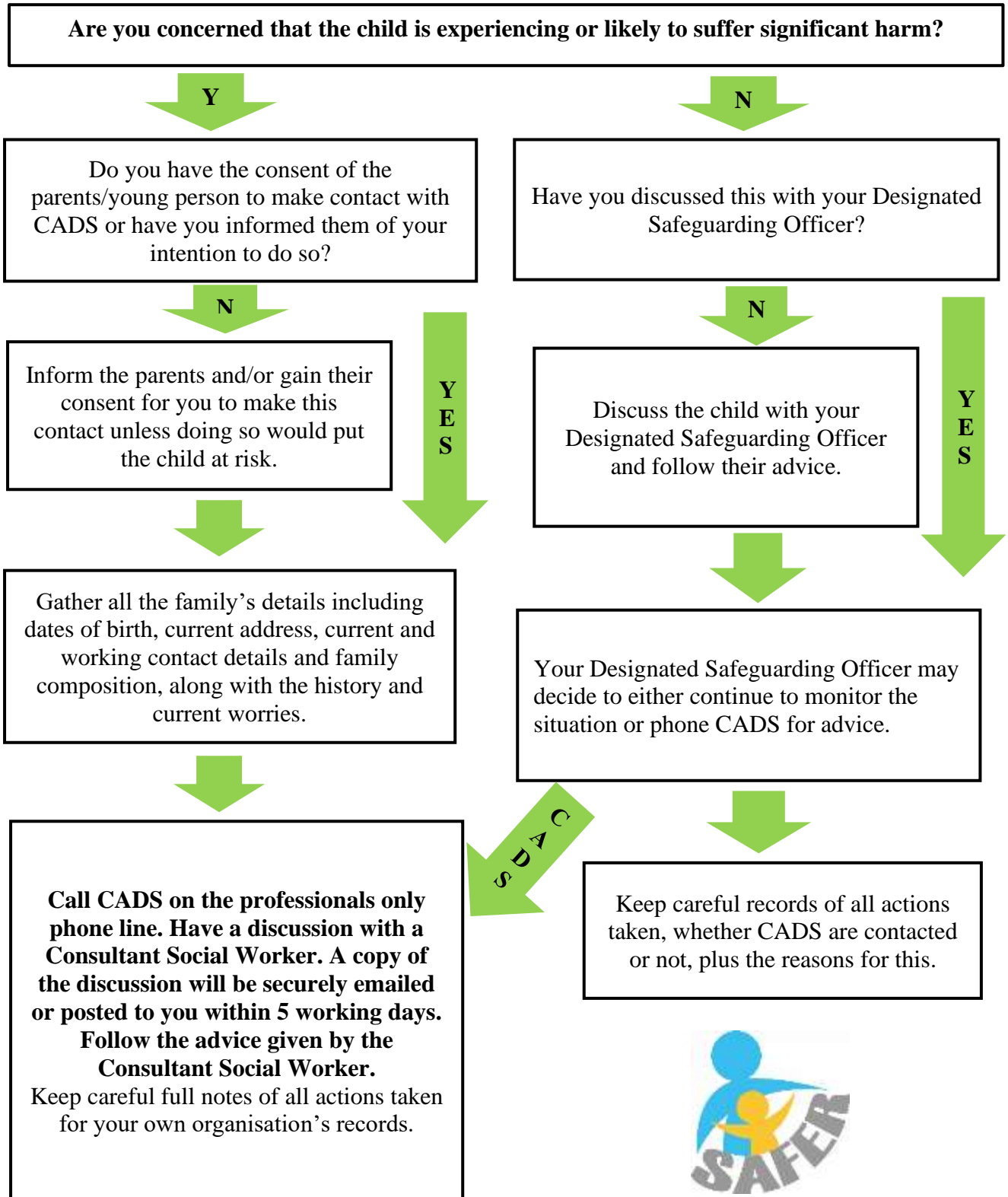
All staff are aware that they have a duty to share concerns about staff in accordance with the whistle-blowing policy.

If an allegation is made against a member of staff or volunteer:

- The Safeguarding Lead Professional will speak to the Local Authority Designated Officer (LADO) and take advice. This may result in suspension of the member of staff on full pay. At this stage this is not an admission of guilt as the allegation would be fully investigated
- The Nursery will then follow the advice and procedure from LADO for dealing with the allegation
- If no evidence is found the member of staff will be re-instated
- If evidence is found the member of staff or volunteer will be dismissed.
- 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 Independent Safeguarding Authority (ISA) of relevant information so that individuals who pose a threat to children can be identified and barred from working with these groups.

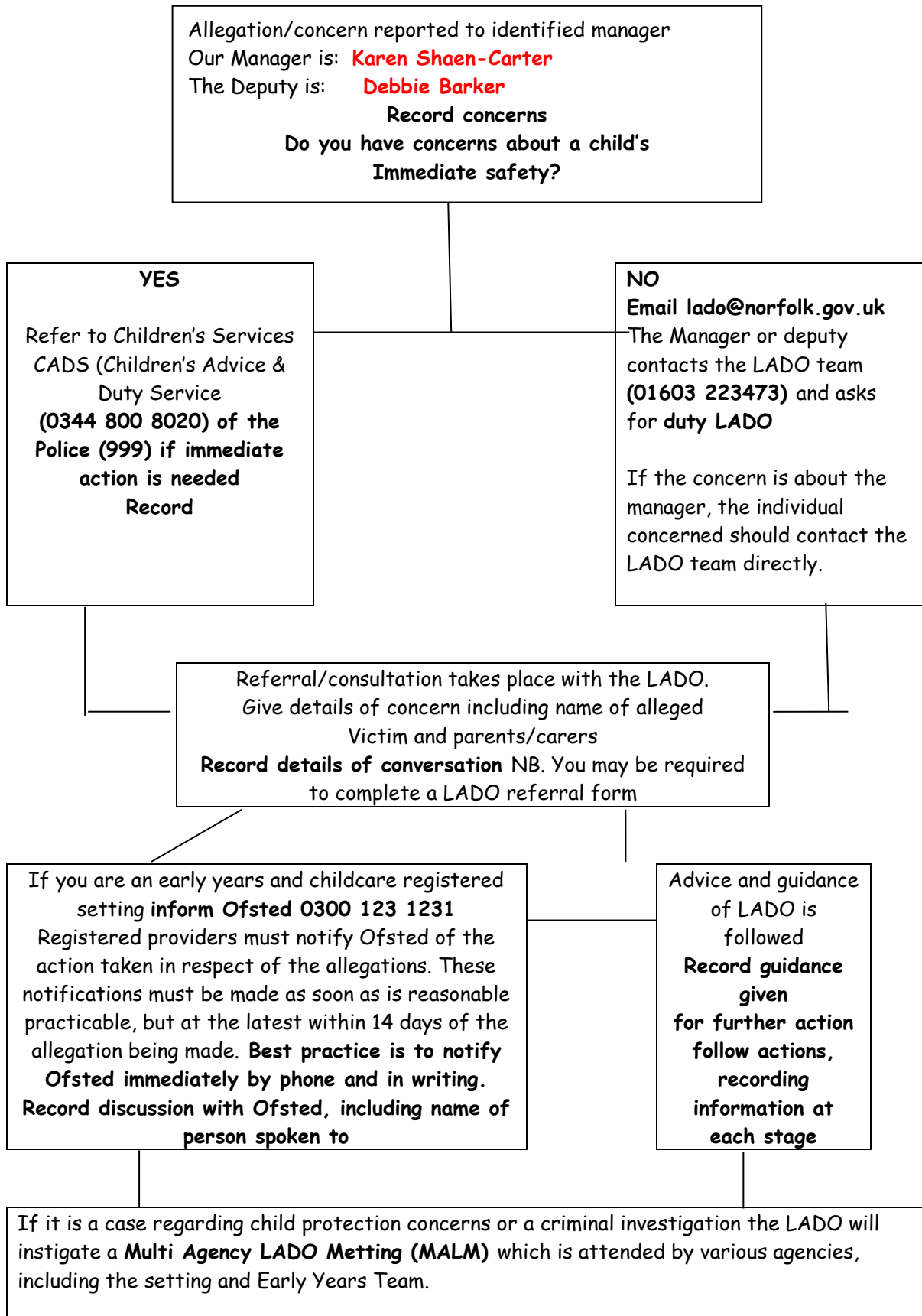
# Children's Advice and Duty Service- CADS

Advice for contacting CADS if you have concerns about a child:



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**Managing allegations and concerns about adults who work with children in a group setting**



If it is a concern regarding suitability of adult with no criminal investigation the LADO will instigate a **Multi Agency LADO Meeting (MALM)** which is attended by various agencies as above.

## 1.3 Whistle Blowing

### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe	2.1 Respecting each other 2.4 Key Person	3.4 The wider context	

### Policy Statement

The Heathers Nursery is committed to the highest standards of openness, honesty and accountability. In line with that commitment we encourage employees and others with serious concerns about any aspect of the settings operations to come forward and voice those concerns. It is recognised that certain cases will have to proceed on a confidential basis.

### Aim

The aim of the policy is:

- To ensure the needs of the children are paramount, creating a culture where it is safe to share concerns.
- Having a clear process understood by all staff.
- To allow paths for employees to raise concerns regarding practice at the setting or that of its employees.
- To provide protection from reprisals or victimisation of employees as a result of whistle blowing.

Concerns may be:

- Contradictions to policy and/or practice.
- Improper conduct.
- Actions taken are illegal.

### Procedures

- If requested, the identity of the person who raised the concern will be protected. However, this will not always be possible and the person will be consulted as to how the setting can proceed
- Initial concerns may be raised anonymously. However, further investigations may necessarily lead to a loss of anonymity
- Genuine but unfounded concerns are not a disciplinary offence
- Persons raising a concern should declare any personal interest in the matter at the onset of the investigation
- Concerns should be raised with the Manager, Karen Shaen-Carter. If, for whatever reason, the person is unable to raise the concern with this person then they should approach the Committee Chairperson
- All concerns will be dealt with as quickly as possible
- As much feedback as possible will be provided to the person raising the concern without breaking confidentiality
- The person raising the concern will know who is handling the matter, how they can be contacted and whether further assistance will be needed

- Anyone raising concerns they know to be untrue are not protected by the whistle blowing policy and will be subject to disciplinary procedures
- All staff should talk to the manager if they are concerned about their own health/personal problems that might be impacting on their work with children, or that their actions may have been misinterpreted
- The process for making an allegation against an adult is contained within the Safeguarding Policy.

## 1.4 Touch Policy

### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe 1.4 Health and well-being	2.1 Respecting each other 2.4 Key person	3.2 Supporting every child 3.3 The learning environment	4.4 Areas of learning and development

### Policy Statement

At the Heathers Nursery we believe it is important for children to see staff interacting and relating to each other in positive ways. We positively encourage the staff and children to develop happy secure relations and play together.

### Aim

We aim to support emotional development by developing personal relationships between children/adults. Ways this will be done are:

- Through physical contact, such as holding the children's hands
- Holding the child gently to reassure them
- Cuddling children to express delight in their behaviour
- Tickling them to gain attention, to respond to their attempts at communication
- To laugh with children when they show excitement, discovery and pleasure in the world
- To smile, make funny faces
- To sit children on your lap, give comfort to them when they are upset and help them to achieve a goal
- To talk about things that can make children and adults happy or sad.



## 1.5 E-Safety

### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice 1.3 Keeping safe	2.1 Respecting each other 2.2 Parents as partners	3.4 The wider context	

### Policy Statement

E-Safety is about ensuring children are not harmed, placed at risk or bullied through use of the internet, e-mails blogs and social networking sites; or by mobile phones and electronic devices and games. E-Safety is considered a safeguarding issue.

### Aim

The aim of the policy is to recognise the e-safety issues and plan accordingly to help ensure appropriate, effective and safe use of communications in the Nursery.

### Use of photography and videos

- All photographs and recording images will be done in ways that are legal and that safeguard the privacy, dignity, safety and wellbeing of children. It is important that adults are sensitive to any child who appears uncomfortable about being photographed or filmed, whatever the reason
- Informed written consent will always be obtained from parents and carers, and where possible the agreement of the child should be sought. Informed written consent for looked after children must be obtained from the child's social worker and not their carer. If consent is not given, all possible efforts will be made to ensure the child's image is not used or is present in images/recordings of other children.
- The consent will make it clear what the photographs will be used for eg learning stories, wall displays etc. Parents must give consent for their child to appear alongside other children in photographs that may be used in other children's learning stories and publications
- Staff will support children's development and engage parents in children's learning and development through the use of photographs that record their achievements. They should feel supported to use and make the most of the benefits of technology whilst ensuring that children are kept safe
- Only Nursery tablets or cameras, which are clearly labelled, will be used to take photographs and these will only be printed at Nursery
- If photographs are taken by a professional photographer in Nursery sessions these are developed off the Nursery premises
- All staff will be made aware that the use of personal mobiles phones to take photographs or videos is not permitted - failure to adhere to this will lead to disciplinary action
- Images taken at Nursery or at a Nursery event will not be placed on a social network site.

### **Use of social media sites**

It is likely that many staff/parents belong to a social networking site (eg. Facebook, Twitter, Myspace). When using social networking sites:

- It is never appropriate for adults to name or otherwise identify any child or family that they work with on a social networking site
- It is never appropriate to post pictures of, or to discuss or comment on, a child or family they work with
- Staff should remain professional and should not discuss Nursery business
- Staff should not request or accept the invitation to befriend Nursery parents/carers at any time
- Parents are strongly requested not to invite staff members to be friends via a social networking site
- Parents are strongly requested not to discuss the Nursery business on any network site. All issues or concerns should be discussed with the Nursery staff or committee
- Parents are strongly requested not to place photos of their child at Nursery or from a Nursery event of any kind onto a social network site even if the photograph only contains images of their own child.

### **Use of Mobile phones**

Personal mobile phones must be stored securely in either the Nursery or classroom cupboard and will not be used during session times.

- Staff will not carry personal mobile phones on their person
- Visitors will be asked to store their mobile phones securely
- Mobile phones must not be used in the playgrounds of either the Nursery or the reception outside area of Heather Avenue Infant School even if no children are present
- Photos must not under any circumstances be taken on mobile phones even of your own child
- If there is a specific time when a member of staff is expecting a personal call or needs to make a personal call, permission must be obtained from the manager or deputy managers.

### **Use of digital equipment (such as, but not limited to, digital camera's, laptop computers, Ipads)**

- Any equipment that contains a camera and/or video recording equipment must be notified to staff on entry.
- Items such as these would normally be requested to be stored safely in the cupboard or kitchen while on our premises unless their use is to aid the purpose of being at The Heathers Nursery - such as visits by the local authority or an Ofsted inspector
- All such equipment must have the camera function disabled or covered unless it is nursery labelled equipment used for the sole purpose of nursery operations

## 1.6 Looked After Children

### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1 Child development 1.2 Inclusive practice 1.3 Keeping safe	2.1 Respecting each other 2.2 Parents as partners 2.4 Key Person	3.2 Supporting every child 3.4 The wider context	4.4 Personal, social and emotional development

### Policy Statement

The Heathers Nursery recognises that children who are being looked after have often experienced traumatic situations; physical, emotional or sexual abuse or neglect. However, we also recognise that not all looked after children have experienced abuse and that there are a range of reasons for children to be taken into the care of the local authority. Whatever the reason, a child's separation from their home and family signifies a disruption in their lives that has an impact on their emotional well-being.

### Aim

We aim to support the child's well-being and promote secure attachments in their lives and enable them to get the most out of educational opportunities.

We will ensure these aims are met by;

- Allocating the child a key person before they start Nursery and this is no different for a looked after child
- The key person will have the information, support and training necessary to meet the child's needs
- The designated person (safeguarding coordinator) and the key person will liaise with agencies, professionals and practitioners involved with the child and his or her family and ensure appropriate information is gained and shared and will attend any meetings
- We recognise the role of the local authority as the child's 'corporate parent' and the key agency in determining what takes place with the child. Nothing changes, especially with regard to the birth parents' or foster carer's role in relation to the setting without prior discussion and agreement with the child's social worker
- At the start of a placement there is a professionals meeting that will determine the objectives of the placement and draw up a care plan that incorporates the child's learning needs. This plan is reviewed after two weeks, six weeks and three months. Thereafter at three to six monthly intervals. This care plan will be implemented in the Nursery

## 1.7 Confidentiality

### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping Safe	2.1 Respecting each other 2.2 Parents as partners	3.4 The wider context	

### Policy Statement

'Confidential information is information that is not normally in the public domain or readily available from another source, it should have a degree of sensitivity and value and be subject to a duty of confidence. A duty of confidence arises when one person provides information to another in circumstances where it is reasonable to expect that the information will be held in confidence.' (Information Sharing: Guidance for Practitioners and Managers).

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

### Aim

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. There are record keeping systems in place that meet legal requirements; means of storing and sharing that information take place within the framework of the General Data Protection Regulations and the Human Rights Act.

- We always check whether parents regard the information they share with us to be regarded as confidential or not
- Some parents sometimes share information about themselves with other parents as well as staff; the setting cannot be held responsible if information is shared beyond those parents whom the person has 'confided' in
- Information shared between parents in a discussion or training group is usually bound by a shared agreement that the information is confidential to the group and not discussed outside of it
- We inform parents when we need to record confidential information beyond the general personal information we keep - for example with regard to any injuries, concerns or changes in relation to the child or the family, any discussions with parents on sensitive matters, any records we are obliged to keep regarding action taken in respect of child protection and any contact and correspondence with external agencies in relation to their child
- Any personal information is held securely and in line with data protection requirements and guidance from the ICO.
- We keep all records securely and only available to authorised personnel
- All parents can see the details kept about their child and themselves at any time
- Parents/carers will not be given access to the information kept on other children and their families

- Feedback given to parents/carers on their children's progress will be given directly to the parent/carer unless they state that a third person can be involved
- Staff, students and visitors to the Nursery will be made aware of the importance of confidentiality of information and their responsibility within the Nursery
- Information about individual members of staff will not be given out to anyone without permission of that person except in the case of Safeguarding Children
- The Privacy Notice is shared with parents/carers at the point of registration
- Data Protection Regulations will be followed and explained to parents/carers when they first start at the Nursery.

## 1.8 Information Sharing

### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice 1.3 Keeping safe	2.1 Respecting each other 2.2 Parents as partners	3.4 The wider context	

### Policy statement

'Working Together to Safeguard Children' identifies from research and experience that keeping children safe from harm requires professionals and others to share information.

### Aim

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

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

1. Processed fairly, lawfully and in a transparent manner in relation to the data subject.
2. Collected for specified, explicit and legitimate purposes and not further processed for other purposes incompatible with those purposes.
3. Adequate, relevant and limited to what is necessary in relation to the purposes for which data is processed.
4. Accurate and where necessary, kept up to date.
5. Kept in a form that permits identification of data subjects for no longer than is necessary for the purposes for which the data is processed.

Processed in a way that ensures appropriate security of the personal data including protection against accidental loss, destruction or damage, using appropriate technical or organisational measures

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

- it is to prevent a crime from being committed or intervene where one may have been, or to prevent harm to a child or adult; or
- not sharing it could be worse than the outcome of having shared it.

The decision should never be made as an individual, but with the back-up of management committee. The three critical criteria are:

- Where there is *evidence* that the child is suffering, or is at risk of suffering, significant harm
- Where there is *reasonable cause to believe* that a child may be suffering, or at risk of suffering, significant harm

- To prevent significant harm arising to children and young people or serious harm to adults, including the prevention, detection and prosecution of serious crime.

## Procedures

Our procedure is based on the GDPR principles as listed above and the seven golden rules for information sharing as set out in *Information Sharing: Guidance for Practitioners and Managers*.

- Remember that the General Data Protection Regulations 2018 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.
  - Our policy and procedures on information sharing provide guidance to appropriate sharing of information with external agencies.
- Be open and honest. Explain to families how, when and why information will be shared about them and with whom, and seek their consent to share information, unless it puts the child at risk or undermines a criminal investigation. A Privacy Notice is given to parents at the point of registration to explain this further.

In our setting we ensure parents:

- receive a copy of our Privacy Notice and information about our information sharing policy when starting their child in the setting and they sign a form to say that they *understand* circumstances when information may be shared without their consent. This will only be when it is a matter of safeguarding a child or vulnerable adult. This is on our registration form;
- have information about our Safeguarding Children and Child Protection policy; and
- have information about the circumstances when information will be shared with external agencies, for example, with regard to any special needs the child may have or transition to school.
- Seek advice when there are doubts about possible significant harm to a child or others.
  - Managers contact CADS (Children's Advice & Duty Service) for advice where they have doubts or are unsure.
- Share with informed consent where appropriate and, where possible, respect the wishes of children and parents not to consent to share confidential information. However, in the interests of the child, know when it is reasonable to override their wish.
  - Guidelines for consent are part of this procedure.
  - Managers are conversant with this and are able to advise staff accordingly. Consider the safety and welfare of the child when making a decision about sharing information - if there are concerns regarding 'significant harm' the child's well being and safety is paramount.
 

In our setting we: record concerns and discuss these with the setting's *designated person* and/or *designated officer* from the management committee for child protection matters. Record decisions made and the reasons why information will be shared and to whom; and

    - follow the procedures for reporting concerns and record keeping.
    - have safeguarding as an agenda item at all committee meetings
- Information shared should be accurate and up-to-date, necessary for the purpose it is being shared for, shared only with those who need to know and shared securely.
  - Our Child Protection procedure sets out how and where information should be recorded and what information should be shared with another agency when making a referral.
- Reasons for decisions to share information, or not, are recorded and kept securely and confidentially in the child's personal file.

### *Consent*

Parents have a right to be informed that their consent to share information will be sought in most cases, as well as the kinds of circumstances when their consent may not be sought, or their refusal to give consent may be overridden. We do this as follows:

- Our policies and procedures set out our responsibility regarding gaining consent to share information and when it may not be sought or overridden.
- We may cover this verbally when the child starts or include this in our prospectus.
- Parents sign a form at registration to say they understand this.
- Parents are asked to give written consent to share information about any additional needs their child may have, or to pass on child development summaries, to the next provider/school.
- Copies are given to parents of the forms they sign.
- Consent must be freely given and informed - that is the person giving consent needs to understand why information will be shared, what will be shared, who will see the information, the purpose of sharing it and the implications for them of sharing that information as detailed in the Privacy Notice.
- Consent can be withdrawn at any time.

We consider the following questions when we need to share:

- Is there legitimate purpose to sharing the information?
- Does the information enable the person to be identified?
- Is the information confidential?
- If the information is confidential, do you have consent to share?
- Is there a statutory duty or court order to share information?
- If consent is refused, or there are good reasons not to seek consent, is there sufficient public interest to share information?
- If the decision is to share, are you sharing the right information in the right way?
- Have you properly recorded your decision?

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



## 1.9 Uncollected Children

### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe 1.4 Health and well-being	2.2 Parents as partners	3.4 The wider context	

### Policy Statement

In the event that a child is not collected by an authorised adult at the end of a session, the setting puts into practice agreed procedures. We inform the parents/carers of our procedures so that, if they are unavoidably delayed, they will be reassured that their children will be properly cared for.

### Aim

We aim to ensure the child is cared for safely by an experienced and qualified practitioner who is known to the child. We will ensure that the child receives a high standard of care in order to cause as little distress as possible.

### Procedures

- Parents of children starting at the setting are asked to provide the following specific information which is recorded on our Registration Form:
  - Home address, telephone number and email addresses
  - Place of work, address and telephone number (if applicable).
  - Mobile telephone number (if applicable).
  - Names, addresses and telephone numbers of adults who are authorised by the parents to collect their child from the setting, for example a childminder or grandparent.
  - Who has parental responsibility for the child.
  - Information about any person who does not have legal access to the child.
- On occasions when parents are aware that they will not be at home or in their usual place of work, they inform us in writing of how they can be contacted.
- If someone other than the usual parent/carer is collecting the child, staff **must** receive written parental permission in the form of a signed letter or verbal permission. A code word will be given by the parent/carer to the nursery and the person collecting the child to use.
- Parents are informed that if they are not able to collect the child as planned, they must inform us so that we can begin to take back-up measures. We provide parents with our contact telephone number.
- If a child is not collected at the end of the session, we follow the following procedures:
  - The child's file is checked for any information about changes to the normal collection routines.
  - If no information is available, parents/carers are contacted at home or at work.
  - If this is unsuccessful, the adults who are authorised by the parents to collect their child from the setting - and whose telephone numbers are recorded on the Registration Form - are contacted.
  - All reasonable attempts are made to contact the parents or nominated carers.

- The child will remain accompanied by two members of staff within the Nursery or school building.
  - If we are unable to contact the parent or nominated carers and the child remains uncollected from a morning session by 12.00 pm or from an afternoon session by 3.00pm the Police or Children' Services are to be informed and from then on their advice will be followed
- 
- A full written report of the incident is recorded in the child's file.
  - Depending on circumstances, we reserve the right to charge parents for the additional hours worked by our staff.

## 1.10 Missing Child

### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe 1.4 Health and well-being	2.2 Parents as partners	3.4 The wider context	

### Policy statement

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

### Aim

We aim to ensure the security of children is maintained at all times by carrying out the outings procedure and the exit/entrance procedure.

In the event of a child going missing, our missing child procedure is followed.

### Procedures

#### *Child going missing on the premises*

- The person in charge will instigate a search of the premises, area and the surrounding area, without causing undue panic amongst the children
- If the child is not found the police will be contacted by the person in charge
- The parents will be informed
- 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
- The person in charge talks to the staff to find out when and where the child was last seen and records this
- Correct adult/child ratios will be maintained at all times
- Security procedures will be reviewed after the event
- All relevant parties will be informed of findings, implications and outcomes of the review.

#### *Child going missing on an outing*

This describes what to do when staff have taken a small group on an outing, leaving the manager and/or other staff back in the setting. If the manager has accompanied children on the outing, the procedures are adjusted accordingly.

What to do when a child goes missing from a whole setting outing may be a little different, as parents usually attend and are responsible for their own child.

- As soon as it is noticed that a child is missing, staff on the outing ask children to stand with their designated carer and carry out a headcount to ensure that no other child has gone astray. One staff member searches the immediate vicinity but does not search beyond that.
- The manager is contacted immediately (if not on the outing) and the incident recorded.
- The manager contacts the police and reports the child as missing.
- The manager contacts the parent, who makes their way to the setting.
- Staff take the remaining children back to the setting.
- 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 manager, or a member of staff may be advised by the police to stay at the venue until they arrive.

#### *The investigation*

- Staff keep calm and do not let the other children become anxious or worried.
- The manager together with the chairperson or representative from the management committee, speaks with the parent(s).
- The chairperson and management committee, carry out a full investigation taking written statements from all the staff in the room or who were on the outing.
- The key person/staff member writes an incident report detailing:
  - The date and time of the report
  - What staff/children were in the group/outing and the name of the staff designated responsible for the missing child
  - When the child was last seen in the group/outing
  - What has taken place in the group or outing since the child went missing
  - 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 interviewing staff. CADS (Children's Advice & Duty Service) may be involved if it seems likely that there is a child protection issue to address.
- The incident is reported under RIDDOR arrangements (see the Reporting of Accidents and Incidents policy); the local authority Health and Safety Officer may want to investigate and will decide if there is a case for prosecution.
- In the event of disciplinary action needing to be taken, Ofsted is informed.
- The insurance provider is informed.

#### *Managing people*

- Missing child incidents are very worrying for all concerned. Part of managing the incident is to try to keep everyone as calm as possible.
- The staff will feel worried about the child, and the designated carer responsible for the safety of that child for the outing. They may blame themselves and their feelings of anxiety and distress will rise as the length of time the child is missing increases.
- Staff may be the understandable target of parental anger and they may be afraid. The manager and management committee need to ensure that staff under investigation are not only fairly treated but receive support while feeling vulnerable.

- The parents will feel angry, and fraught. They may want to blame staff and may single out one staff member over others; they may direct their anger at the Manager. When dealing with a distraught and angry parent, there should always be two members of staff, one of whom is the Manager and the other should be the chairperson of the management committee or representative. No matter how understandable the parent's anger may be, aggression or threats against staff are not tolerated, and the police should be called.
- The other children are also sensitive to what is going on around them. They too may be worried. The remaining staff caring for them need to be focused on their needs and must not discuss the incident in front of them. They should answer children's questions honestly but also reassure them.
- In accordance with the severity of the final outcome, staff may need counselling and support. If a child is not found, or is injured, or worse, this will be a very difficult time. The chairperson will use their discretion to decide what action to take.
- Staff must not discuss any missing child incident with the press without taking advice.

## 1.11 Supervision of Children on Outings and Visits

### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe 1.4 Health and well-being	2.2 Parents as partners	3.3 The learning environment	4.2 Active learning

### Policy statement

Children benefit from being taken out of the setting to go on visits or trips to local parks or other suitable venues for activities which enhance their learning experiences. An outing or visit is when the children are away from the registered setting - The Heathers Nursery.

### Aim

We aim to ensure that children are safe on outings by following the procedures below.

### Procedures

- We request that a parent/carer accompanies children on any day trips.
- Parents are always asked to sign specific consent forms before any trips or outings.
- A risk assessment is carried out for the journey and the destination.
- All venue risk assessments are made available for parents to see.
- The correct ratio of adult to child is maintained at all times - one adult to two children when not accompanied by parent/carer.
- If not accompanied by a parent/carer named children are assigned to a member of staff to ensure each child is supervised, to ensure no child goes astray, and that there is no unauthorised access to children.
- The following items are taken by Nursery Staff - personal emergency details for all Nursery children and staff on the outing, spare clothes, first aid kit with staff fully trained in first aid.
- A minimum of two staff should accompany children on outings where parent/carers are attending and a minimum of two should remain behind with the rest of the children.
- When walking, the correct adult to child ratio - one adult to two children, will be maintained at all times
- In the event of a child not turning up on time for the outing a telephone call will be made to the parent, if they cannot be contacted we will wait five minutes in case they are on their way and if they still do not arrive, then leave. If a child turns up unexpectedly as long as the correct paperwork is in place and there is sufficient room on the coach and the correct ratios can be maintained then the child will be able to go on the outing.

## 1.12 Maintaining Children's Safety and Security on Premises

### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe	2.2 Parents as partners		

#### Policy statement

We maintain the highest possible security of our premises to ensure that each child is safely cared for during their time with us. The Heathers Nursery holds Public Liability Insurance. An up-to-date certificate is permanently displayed on the notice board in the lobby and the classroom.

#### Aim

We aim to ensure the child's personal safety and maintaining the security of the premises by following our procedures.

#### Procedures

##### *Children's personal safety*

- We ensure all employed staff have been checked for criminal records by an enhanced disclosure from the Disclosure Barring Service (DBS)
- Adults do not normally supervise children on their own.
- All children are supervised by adults at all times.
- Whenever children are on the premises at least two adults are present.
- We carry out risk assessment to ensure children are not made vulnerable within any part of our premises, nor by any activity.

##### *Security*

- The main external door has a double handle for increased safety
- The main internal door has a high level bolt. This is easily opened in case of fire. This door will be locked when unsupervised and after all children are registered and until the gate is padlocked
- The School Classroom has an electronic key entry system.
- The outdoor gate is fitted with an electronic security system with a voice controlled keypad. There is an emergency release button to enable fast exit in an emergency
- The outdoor gate is padlocked prior to the children going out to play
- As it is a requirement that children have access to outdoor play at all times the inner door will be unbolted to allow this during session, and children supervised both indoor and outdoor at all times
- The register will be taken as the children enter the classroom at the beginning of the session. Children must come in and register; open door policy will not take effect until the gate is padlocked and staff are permanently positioned outside
- On arrival and exiting a named member of staff will supervise the internal door and will hand each child back to the appropriate parent/carer and mark the register accordingly. A member of staff will supervise the gate on exiting.

- If someone other than the usual parent/carer is collecting the child, staff must receive written parental permission in the form of a signed letter or verbal permission. A code word will be given to the parent/carer for the person collecting the child to use.
- If only one parent has parental responsibility we require a copy of the legal documentation to prove this or it is assumed that parental responsibility is jointly shared.
- Parental responsibility will be checked from the birth certificate seen at registration.
- In the event of an intruder being found on the premises:-
  - a) A security password will alert all staff
  - b) Children and staff will be moved to a safer place
  - c) The police and school will be immediately alerted
  - d) The parents/carers of the children or next nominated person will be called to arrange collection
  - e) The chairperson will be contacted to advise them of the situation.
- When outside if any member of staff is concerned about anyone acting suspiciously outside the Nursery perimeter a whistle will be blown and a specific trigger word known only to staff will be called out. All children will be taken indoors quickly and safely without causing alarm. Police and school will be immediately alerted.

#### Child Absence Policy

- If your child is not going to attend nursery, we ask that you inform us by telephone by 9.12am for a morning session and 12.30pm for an afternoon session.
- If you fail to call the nursery, Karen Shaen-Carter Nursery Manager or another senior member of staff will call you to check that your child is ok and to find out the reason they are not present. Obviously we understand children have periods of illness and also families enjoy 'days out' and holidays together. These days will be marked appropriately in our registers. If there is to be an extended period of absence e.g. ongoing illness, we ask that we are kept informed every 48 hours
- If no contact is made by Karen Shaen-Carter, we will continue to try to contact you for 48 hours.
- If no contact is made after 48 hours, Karen Shaen-Carter will advise Norfolk County Council's safeguarding team of your child's continued unexplained absence.
- We will keep a record of all child absence and will report any concerns to Norfolk County Council's safeguarding team.



## 1.13 Making a Complaint

### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice	2.1 Respecting each other 2.2 Parents as partners	3.2 Supporting every child 3.4 The wider context	

### Policy statement

Our setting believes that children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. The Nursery's intention is to work in partnership with parents and the community generally and welcome suggestions on how to improve our setting and will give prompt and serious attention to any concerns about the running of the setting. We anticipate that most concerns will be resolved quickly by an informal approach to the appropriate member of staff. If this does not achieve the desired result, we have a set of procedures for dealing with concerns.

### Aim

We aim to bring all concerns about the running of our setting to a satisfactory conclusion for all of the parties involved.

### Procedures

- Make your concerns known
  - a) A parent/carer who is uneasy about any aspect of the Nursery's provision should first of all talk over any worries and anxieties with the Manager, or put any concerns in writing, receipt of which will be confirmed within 24 hours. Most complaints should be resolved amicably and informally at this stage.
  - b) If this does not have a satisfactory outcome, or if the problem recurs, the parent/carer should put the concerns or complaint in writing and request a meeting with the manager and chairperson. This meeting should take place within 10 days of receipt of the letter. Both the parent/carer and the manager may have a friend or partner present if required and an agreed written report of the discussion should be made. Parents/carers can contact the Early Years Regulator Ofsted at any time. Contact information is displayed on the parents' notice board
- If the matter is not resolved to the parent/carers satisfaction:
  - a) The parent/carer should again contact the chairperson
  - b) If agreement cannot be reached, it might be helpful to invite an external mediator to help settle the matter. This person should be acceptable to both parties, listen to both sides and offer advice. A mediator has no legal powers but can help to define the problem, review the action so far and suggest further ways in which it might be resolved. A representative from the Early Years Alliance would be an appropriate person to be invited to act as mediator.
  - c) The mediator keeps all discussions confidential. S/he can hold separate meetings with the setting personnel (the Manager and Chairperson of the management committee) and the parent, if this is decided to be helpful. The

mediator keeps an agreed written record of any meetings that are held and of any advice s/he gives.

- d) When the mediator has concluded her/his investigations, a final meeting between the parent, the manager and the management committee is held. The purpose of this meeting is to reach a decision on the action to be taken to deal with the complaint. The mediator's advice is used to reach this conclusion. The mediator is present at the meeting if all parties think this will help a decision to be reached.
- e) A record of this meeting, including the decision on the action to be taken is made. Everyone present at the meeting signs the record and receives a copy of it. This signed record signifies that the procedure has concluded.

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

- Parents may approach Ofsted directly at any stage of this complaints procedure. In addition, where there seems to be a possible breach of the setting's registration requirements, it is essential to involve Ofsted as the registering and inspection body with a duty to ensure the Welfare Requirements of the Early Years Foundation Stage are adhered to.
- To contact Ofsted with regard to a complaint write or telephone:

The National Complaints Team  
Ofsted National Business Unit  
Piccadilly Gate  
Store Street  
Manchester M1 2WD

Telephone: 0300 123 4666

- These details are displayed on our setting's notice board.
- If a child appears to be at risk, our setting follows the procedures of the Local Safeguarding Children Board in our local authority.
- In these cases, both the parent and setting are informed and the manager works with Ofsted or the Local Safeguarding Children Board to ensure a proper investigation of the complaint, followed by appropriate action.
- The Information Commissioner's Office (ICO) can be contacted if you have made a complaint about the way your data is being handled and remain dissatisfied after raising your concern with us. For further information about how we handle your data, please refer to our Privacy Notice given to you when you registered your child with us.
- To contact the ICO with regard to a complaint write to:

Information Commissioner's Office  
Wycliffe House  
Water Lane  
Wilmslow  
Cheshire  
SK9 5AF

Or visit <https://ico.org.uk/>

### *Records*

- A record of complaints against our setting and/or the children and/or the adults working in our setting is kept, including the date, the circumstances of the complaint and how the complaint was managed.
- The outcome of all complaints is recorded in the Summary Complaints Record which is available for parents and Ofsted inspectors on request.

### *Government Funding Complaints*

- Where parents/carers are not satisfied that their child is receiving the free entitlement in the correct way (as set out in the funding agreement and in Early Education and Childcare Statutory guidance for local authorities), a complaint can be submitted directly to Karen Shaen-Carter, Nursery Manager as listed above.

## Equality of Opportunity

### 1.14 Valuing diversity and promoting equality

#### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice 1.3 Keeping safe	2.1 Respecting each other 2.2 Parents as partners 2.3 Supporting learning 2.4 Key person	3.2 Supporting every child 3.4 The wider context	4.4 Areas of learning and development

#### Policy statement

We will ensure that our service is fully inclusive in meeting the needs of all children. We recognise that children and their families come from diverse backgrounds. All families have needs and values that arise from their social and economic, ethnic and cultural or religious backgrounds. Children grow up in diverse family structures that include two parent and one parent families; some children have two parents of the same sex. Some children have close links with extended families of grandparents, aunts, uncles and cousins while others may be more removed from close kin or may live with other relatives or foster carers. Some children have needs that arise from disability or impairment or may have parents that are affected by disability or impairment.

Some children come from families who experience social exclusion or severe hardship; some have to face discrimination and prejudice because of their ethnicity, the languages they speak, their religious or belief background, their gender or their impairment.

We understand that these factors affect the well-being of children and can impact on their learning and attainment.

#### Aim

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

- provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued;
- include and value the contribution of all families to our understanding of equality and diversity;
- provide positive non-stereotyping information about gender roles and diverse family structures, diverse ethnic and cultural groups and disabled people;
- improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity;
- challenge and eliminate discriminatory actions;
- make inclusion a thread that runs through all of the activities of the setting; and
- foster good relations between all communities.

## Procedures

### Admissions

Our setting is open to all members of the community.

- We advertise our service widely.
- We reflect the diversity of our society in our publicity and promotional materials.
- We provide information in clear, concise language, whether in spoken or written form.
- We provide information in as many languages as possible.
- We base our admissions policy on a fair system using the following criteria:
  - Date of registration
  - Date of birth
- We ensure that all parents are made aware of our equal opportunities policy.
- We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of a protected characteristic as defined by the Equalities Act. These are:
  - disability;
  - race;
  - gender reassignment;
  - religion or belief;
  - sex;
  - sexual orientation;
  - age;
  - pregnancy and maternity; and
  - marriage and civil partnership.
- We do not discriminate against a child with a disability or refuse a child entry to our setting for reason relating to disability.
- We develop an action plan to ensure that people with impairments can participate successfully in the services offered by the setting and in the curriculum offered.
- We take action against any discriminatory behaviour by staff or parents whether by:
  - direct discrimination - someone is treated less favourably because of a protected characteristic e.g. preventing families of some racial groups from using the service;
  - indirect discrimination - someone is affected unfavourably by a general policy e.g. children must only speak English in the setting;
  - association - discriminating against someone who is associated with a person with a protected characteristic e.g. behaving unfavourably to someone who is married to a person from a different cultural background; or
  - perception - discrimination on the basis that it is thought someone has a protected characteristic e.g. assuming someone is gay because of their mannerism or how they speak.
- Displaying of openly discriminatory and possibly offensive materials, name calling, or threatening behaviour are unacceptable on or around the premises and will be dealt with in the strongest manner.

## **Employment**

- Posts are advertised and all applicants are judged against explicit and fair criteria.
- Applicants are welcome from all backgrounds and posts are open to all.
- We may use the exemption clauses in relevant legislation to enable the service to best meet the needs of the community.
- The applicant who best meets the criteria is offered the post, subject to references and checks by the Disclosure and Barring Service. This ensures fairness in the selection process.
- All job descriptions include a commitment to promoting equality and recognising and respecting diversity as part of their specifications.
- We monitor our application process to ensure that it is fair and accessible.

## **Training**

- We seek out training opportunities for staff and volunteers to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish.
- We ensure that staff are confident and fully trained in administering relevant medicines and performing invasive care procedures when these are required.
- We review our practices to ensure that we are fully implementing our policy for promoting equality, valuing diversity and inclusion.

## **Curriculum**

The curriculum offered in the setting encourages children to develop positive attitudes about themselves as well as to people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

Our environment is as accessible as possible for all visitors and service users. If access to the settings is found to treat disabled children or adults less favourably then we make reasonable adjustments to accommodate the needs of disabled children and adults. We do this by:

- making children feel valued and good about themselves and others;
- ensuring that children have equality of access to learning;
- undertaking an access audit to establish if the setting is accessible to all children;
- making adjustments to the environment and resources to accommodate a wide range of learning, physical and sensory impairments;
- making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities, e.g. recognising the different learning styles of girls and boys;
- positively reflecting the widest possible range of communities in the choice of resources;
- avoiding stereotypes or derogatory images in the selection of books or other visual materials;
- celebrating a wide range of festivals;
- creating an environment of mutual respect and tolerance;
- differentiating the curriculum to meet children's special educational needs;
- helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
- ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities;
- ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning; and
- ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages.

### **Valuing diversity in families**

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

### **English as an Additional Language**

- The Nursery will work alongside the family to ensure the child is able to learn English alongside their home language.
- Support will be offered to help fill in forms etc if required.
- Key words and pictures will be displayed and used within the Nursery and multi-lingual picture books obtained.
- Parents/carers will be encouraged to stay for at least one session with their child so they can explain the routine to their child and ask any questions.
- If required advice will be sought from the Minority Achievement & Attainment Service (MAAS) on 01603 307766.

### **Food**

- We work in partnership with parents to ensure that dietary requirements of children that arise from their medical, religious or cultural needs are met.
- We help children to learn about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences among them.

### **Meetings**

- Meetings are arranged to ensure that all families who wish to may be involved in the running of the setting.
- We positively encourage fathers to be involved in the setting especially those fathers who do not live with the child.
- Information about meetings is communicated in a variety of ways - written, verbal and in translation if required - to ensure that all mothers and fathers have information about and access to the meetings.

### **Monitoring and reviewing**

- To ensure our policies and procedures remain effective we will monitor and review them at least annually to ensure our strategies meets the overall aims to promote equality, inclusion and valuing diversity.
- We provide a complaints procedure and a complaints summary record for parents to see.

Our Equality Named Co-Ordinator (ENCO) is Kim Sickelmore, deputy is Kathleen Doolan.

## 1.15 Supporting Children with Special Educational Needs & Disabilities

### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1 Child development 1.2 Inclusive practice 1.4 Health and well-being	2.1 Respecting each other 2.2 Parents as partners 2.3 Supporting learning 2.4 Key person	3.2 Supporting every child 3.3 The learning environment 3.4 The wider context	4.1 Play and exploration 4.2 Active learning 4.3 Creativity and critical thinking

### Policy statement

We provide an environment in which all children, including those with special educational needs, are supported to reach their full potential. The services we provide can be viewed in full by searching for our SEND Local Offer on the Norfolk County Council Website.

### Aim

We aim to do this by:

- Having regard for the DfES Special Educational Needs Code of Practice.
- Ensuring our provision is inclusive to all children with special educational needs & disabilities.
- Supporting parents and children with special educational needs & disabilities (SEND).
- Identifying the specific needs of children with special educational needs & disabilities and meet those needs through a range of SEND strategies.
- Working in partnership with parents and other agencies in meeting individual children's needs.
- Monitoring and reviewing our policy, practice and provision and, if necessary, make adjustments.
- Staff attending training courses on special needs, particularly with regard to children in the group or soon to be admitted.

### Procedures

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give his/her name to parents. Our SENCO is Karen Shaen-Carter and her deputy is Debbie Barker.
- We ensure that the provision for children with special educational needs & disabilities is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity. Children with special needs & disabilities will be admitted to the group after consultation with the parents/carers, manager and any other specialist worker already involved with the children.
- We use the graduated response system for identifying, assessing and responding to children's special educational needs & disabilities.
- We work closely with parents of children with special educational needs & disabilities to create and maintain a positive partnership.



- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- We provide parents with information on sources of independent advice and support.
- We liaise with other professionals involved with children with special educational needs & disabilities and their families, including transfer arrangements to other settings and schools.
- We provide a broad, balanced and differentiated curriculum for all children with special educational needs.
- We use a system of planning, implementing, monitoring, evaluating and reviewing individual support plans for children with special educational needs & disabilities.
- We ensure that children with special educational needs & disabilities are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- Where a need is identified, we initiate a family support programme (FSP) with the consent of the family, or if a plan is already in place, support the lead professional in this process.
- We support children and families through the process of the education, health & care plan (EHCP) where the need has been identified.
- We use a system for keeping records of the assessment, planning, provision and review for children with special educational needs & disabilities.
- We provide resources (human and financial) to implement our Special Educational Needs Policy.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. Individual support plan reviews, staff and management meetings, SENCO networking & training, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure.
- We monitor and review our policy at least annually.

## 1.16 Achieving Positive Behaviour

### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1 Child development 1.2 Inclusive practice 1.3 Keeping safe	2.2 Parents as partners 2.3 Supporting learning	3.2 Supporting every child 3.3 The learning environment	4.4 Personal, social and emotional development

### Policy statement

Our setting believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

Children need to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example.

Our achieving positive behaviour coordinator is Tala Huckle, deputy is Tracey Keeley.

### Aim

We aim to:

- Share our expectations of behaviour at Nursery during the settling in period.
- Talk to parents about any aspect of their child's behaviour which is causing concern.
- Be fair, non-judgemental and consistent in our dealing with behaviour issues at school.

We expect parents to:

- Communicate any significant changes in circumstances that may affect their child's behaviour in school, eg new baby, moving house, bereavement, divorce, separation and hospitalisation.
- Reinforce expected behaviour to their child by talking to him/her when at home.
- Support the Nursery staff in implementing the behaviour policy.

### Procedures

We believe that the following are of equal importance and should apply to everyone:

**Respect:** to encourage all children to have respect for themselves, for other people (their feelings, beliefs and values) and for the Nursery environment.

**Understanding and Compassion:** to help children to understand other people's views and experiences and to be caring and tolerant of them.

**Responsibility:** to enable children to have an increasing ability to take responsibility for their own actions and to understand the consequences of their behaviour.

**Fairness and Equality:** to give children an understanding of how to be fair to all: how to share and give everyone an equal chance (within the context of everyone having different needs).

**Politeness and Consideration:** to teach children how to be polite and considerate whilst acknowledging cultural traditions. In some cultures it is polite to make eye contact; in others it is not.

**Kindness:** to promote acts of kindness for each other and to assist children in ways of being gentle towards each other.

Trust and Safety: to show children how to keep themselves and each other safe and to give them the confidence to express their concerns and fears in an appropriate way.

We hope to promote their aims and values through example and hope that parents/carers using the Nursery will join with us in partnership.

Strategies we use to support our aims and values:

We help children to look after themselves by:

- Praising them; focusing on the positive things they do.
- Helping them to recognise their feelings and express themselves in an acceptable way.
- Encouraging them to ask for help from peers as well as adults.
- Encouraging their endeavours; identifying and planning for their interests.
- Building their independence through self-help skills.
- Encouraging them to see the good in others.
- Peer teaching (encouraging them to learn from each other).

We help children to care about others by:

- Using conflict resolution
- Modelling appropriate behaviour.
- Working on and reinforcing the understanding of feelings, eg in circle time
- Naming and making feelings clear including the consequences of their actions: reflecting back to children.
- Being aware of the power of language, ie not being confrontational or negative.
- Boosting self-esteem.
- Giving time to listen and help acknowledging their responses sensitively.

We help children to be polite by:

- Saying 'good morning/hello' (we model the behaviour we want them to emulate).
- Saying (and encouraging them to say) 'please' and 'thank you'.
- Encouraging them to wait their turn.
- Talking one at a time, listening to each other and not interrupting when someone is already speaking (all adults, including parents, as well as children).
- Introducing new visitors at appropriate times and with sensitivity.
- Giving children clear messages.

We ask children to look after equipment by:

- Teaching them about health and safety.
- Encouraging them during tidy-up time: putting things away in the correct place.
- Encouraging them to help mend broken toys and equipment.
- Playing games, eg in circle time: putting toys in the middle and putting them away ('Where do they go?').
- Having a group discussion in work time 'How do we look after this?'.  
• Washing the bikes, dolls, Lego etc.
- Reminding them to tell us about breakages.
- Having snack at the table: no spills if possible!
- Looking after the equipment ourselves, therefore modelling it.

We help children to care about the environment by:

- Making it as attractive as possible
- Cleaning tables.
- Tidying up together.

- Displaying children's work.
- Tending outdoor plants.
- Picking up rubbish.
- Making displays of interesting objects including natural materials.
- Providing labelled storage.
- Explaining proper care and use of areas (sand in the sand pit etc).
- Heightening awareness of plants etc in the garden area.
- Teaching about the natural environment.
- Modelling careful handling: noticing, acknowledging and praising positives
- Sharing responsibility.

#### Examples of behaviour

Children explore a variety of behaviours at this age. Most we consider ordinary, particularly when they are new to the Nursery. Staff expect to deal with behaviour such as inappropriate shouting out, having a tantrum, snatching and walking away at tidy-up time etc. Intervention will be mild and may include one of the following:

- Using a positive statement, eg 'If you want to throw something you could go into the playground and throw a ball'.
- Explaining our concerns, eg 'If you lean back on your chair you may fall over'.
- Giving them choices.
- Having a class discussion or circle time about acceptable/unacceptable behaviours.

Staff will deal with more serious misbehaviour by:

- Labelling the behaviour not the child, eg saying, 'I don't like it when....' or 'It's not okay to ....'.
- Using non-confrontational language eg 'When sand is thrown....' Instead of 'When YOU throw sand....'.
- Using a short 'time out' on a chair in the same room with adult support.
- Informing the parent/carers.

Supporting the child may involve setting up an individual support plans and behaviour management plans with specific targets related to behaviour (see Special Needs Policy).

Examples of behaviours we consider extremely serious:

- Racist remarks
- Inappropriate touching
- Biting other people
- Threatening behaviours
- Persistently hurting others.

Our actions will reflect the severity of the incident but we will manage the behaviour without being blameful or punishing the child. Our intervention MAY include one or more of the following:

- Removing the child from the situation.
- When emotions have subsided, encouraging the child to face up to the hurt they have caused.
- Restraining or holding them if they are a danger to themselves or others using (see below for physical intervention).
- In certain circumstances we may phone the parents/carers and request that they collect their child.
- A meeting with the child's parents and the Nursery manager will be held to discuss the way forward.

Physical interventions.

On the rare occasions when we may need to restrain or move a child for their own safety or for the safety of others, we will inform parents and ensure that we follow the guidelines of the "Step On" training we have received.

Parents and carers are an integral part of our school community. We will work closely with all our parents and carers in implementing our Nursery's behaviour policy.

Behaviour Management Co-ordinator Tala Huckle, Deputy Tracey Keeley

## Promoting Health and Hygiene

### 1.17 Animals in the Setting

#### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.4 Health and well-being	2.3 Supporting learning	3.3 The learning environment	4.1 Play and exploration 4.4 Knowledge and understanding of the world

#### Policy Statement

Children learn about the natural world, its animals and other living creatures, as part of the Early Years Foundation Stage curriculum. This may include contact with animals, or other living creatures, either in the setting or in visits.

#### Aim

We aim to ensure that this is in accordance with sensible hygiene and safety controls.

#### Procedures

##### *Animals in the setting*

- If animals or creatures are brought in by visitors to show the children they are the responsibility of the owner.
- The owner carries out a risk assessment, detailing how the animal or creature is to be handled and how any safety or hygiene issues will be addressed.
- We will also risk assess as an activity.

##### *Visits to farms or zoos*

- Before a visit to a farm or zoo a risk assessment is carried out - this may take account of safety factors listed in the farm's or zoo's own risk assessment which should be viewed.
- The outings procedure is followed.
- Children wash their hands after contact with animals.

## 1.18 Administering Medicines

### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.4 Health and well-being	2.2 Parents as partners 2.4 Key person	3.2 Supporting every child	

### Policy statement

While it is not our policy to care for sick children, who should be at home until they are well enough to return to the setting, we will agree to administer medication as part of maintaining their health and well-being.

In many cases, it is possible for children's GP's to prescribe medicine that can be taken at home in the morning and evening. As far as possible, administering medicines will only be done where it would be detrimental to the child's health if not given in the setting. If a child has not had a medication before it is advised that the parent keeps the child at home for the first 48 hours to ensure no adverse effect as well as to give time for the medication to take effect.

### Aim

The key person is responsible for the correct administration of medication to children for whom they are the key person, provided they have an up-to-date first aid certificate. This includes ensuring that parent consent forms have been completed, that medicines are stored correctly and that records are kept according to procedures. In the absence of the key person or if they do not hold a first aid certificate, the most senior member of staff is responsible for the overseeing of administering medication.

### Procedures

- Children taking prescribed or prescription medication must be well enough to attend the setting.
- If prescription medication prescribed by a doctor (or other medically qualified person) is administered. It must be in-date and prescribed for the current condition.
- Children's medicines are stored in their original containers, are clearly labelled and are inaccessible to the children.
- Parents give prior written permission for the administration of medication. The staff receiving the medication must ask the parent to sign a consent form stating the following information. No medication may be given without these details being provided:
  - full name of child and date of birth;
  - name of medication and strength;
  - dosage to be given in the setting;
  - how the medication should be stored and expiry date;
  - any possible side effects that may be expected should be noted; and
  - signature, printed name of parent and date.

### *Storage of medicines*

- All medication is stored safely in a marked box in the kitchen or refrigerator.
- It is the responsibility of the parent/carer to collect medication at the end of the session.
- For some conditions, medication may be kept in the setting. The Health and Safety Officer Deborah Barker will check that any medication held to administer on an as and when required basis, or on a regular basis, is in date and returns any out-of-date medication back to the parent.
- If the administration of prescription medication requires medical knowledge, individual training is provided for the relevant member of staff by a health professional.
- No child may self-administer. Where children are capable of understanding when they need medication, for example with asthma, they should be encouraged to tell their key person what they need. However, this does not replace staff vigilance in knowing and responding when a child requires medication.

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

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

### *Managing medicines on trips and outings*

- If children are going on outings, staff accompanying the children must include the key person for the child with a risk assessment, or another member of staff who is fully informed about the child's needs and/or medication.
- Medication for a child is taken in a sealed plastic box clearly labelled with the child's name, name of the medication, Inside the box is a copy of the consent form and a card to record when it has been given, with the details as given above.
- On returning to the setting the parent signs the consent form.
- If a child on medication has to be taken to hospital, the child's medication is taken in a sealed plastic box clearly labelled with the child's name, name of the medication. Inside the box is a copy of the consent form signed by the parent.



## 1.19 Managing Children with Allergies, or who are Sick or Infectious (including reporting notifiable diseases)

### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice 1.4 Health and well-being	2.2 Parents as partners 2.4 Key person	3.2 Supporting every child	

### Policy statement

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

### Aim

In the interest of all who attend the setting, children who are unwell should be kept at home. This includes symptoms such as stomach ache, head ache or being generally out of sorts, young children's health can deteriorate rapidly so a child who appears only mildly unwell but wants to come to the setting must remain at home to reduce the risk of infection to other children and adults. We reserve the right to refuse admittance to any child we feel is not well enough to attend the setting or may pose a risk of infection to others.

### Procedures for children with allergies

- When parents start their children at the setting they are asked if their child suffers from any known allergies. This is recorded on the registration form.
- If a child has an allergy, a care plan is completed to detail the following:
  - The allergen (i.e. the substance, material or living creature the child is allergic to such as nuts, eggs, bee stings, cats etc).
  - The nature of the allergic reactions e.g. anaphylactic shock reaction, including rash, reddening of skin, swelling, breathing problems etc.
  - What to do in case of allergic reactions, any medication used and how it is to be used (e.g. Epipen).
  - Control measures - such as how the child can be prevented from contact with the allergen.
  - Review.
- This form is kept on the allergy board in the kitchen
- Training is sought for staff from relevant medical professionals in how to administer special medication in the event of an allergic reaction.
- Generally, no nuts or nut products are used within the setting.
- All allergies are displayed on the allergy board in the kitchen where it is visible to all staff.

### *Insurance requirements for children with allergies and disabilities*

- The insurance will automatically include children with any disability or allergy but certain procedures must be strictly adhered to as set out below. For children suffering life threatening conditions, or requiring invasive treatments; written confirmation from your insurance provider must be obtained to extend the insurance.

**At all times the administration of medication must be compliant with the Welfare Requirements of the Early Years Foundation Stage and follow procedures based on advice given by local authority guidance.**

### *Oral medication*

Asthma inhalers are now regarded as "oral medication" by insurers and so documents do not need to be forwarded to your insurance provider.

- Oral medications must be prescribed by a GP or have manufacturer's instructions clearly written on them.
- The group must be provided with clear written instructions on how to administer such medication.
- All risk assessment procedures need to be adhered to for the correct storage and administration of the medication.
- The group must have the parents or guardians prior written consent. This consent must be kept on file. It is not necessary to forward copy documents to your insurance provider.

### *Life saving medication & invasive treatments*

Adrenaline injections (Epipens) for anaphylactic shock reactions (caused by allergies to nuts, eggs etc) or invasive treatments such as rectal administration of Diazepam (for epilepsy).

- The setting must have:
  - a letter from the child's GP/consultant stating the child's condition and what medication if any is to be administered;
  - A care plan for the child which includes written consent from the parent or guardian allowing staff to administer medication;
- Copies of these letters relating to the child must first be sent to the Early Years Alliance Insurance Department for appraisal. Confirmation will then be issued in writing confirming that the insurance has been extended.

*Key person for special needs children - children requiring help with tubes to help them with everyday living e.g. breathing apparatus, to take nourishment, colostomy bags etc.*

- Prior written consent from the child's parent or guardian to give treatment and/or medication prescribed by the child's GP.
- Key person to have the relevant medical training/experience, which may include those who have received appropriate instructions from parents or guardians, or who have qualifications.
- Copies of all letters relating to these children must first be sent to the Early Years Alliance Insurance Department for approval. Written confirmation that the insurance has been extended will be issued by return.

### **Procedures for children who are sick or infectious**

- If children appear unwell during the day - have a temperature, sickness, diarrhoea or pains, particularly in the head or stomach - the manager calls the parents and asks them to collect the child, or send a known carer to collect on their behalf.
- If a child has a temperature, they are kept cool, by removing top clothing, sponging their heads with cool water, but kept away from draughts.
- Temperature is taken using an electric ear thermometer kept in the first aid box.
- In extreme cases of emergency, we will call an ambulance and accompany the child to hospital
- The Nursery can refuse admittance to children who have a temperature, sickness and diarrhoea or a contagious infection or disease.
- Where children have been prescribed antibiotics, parents are asked to keep them at home for 48 hours before returning to the setting.
- After diarrhoea or sickness, parents are asked to keep children home for a minimum of 48 hours after the last incident of sickness and/or diarrhoea.
- The setting has a list of excludable diseases and current exclusion times. The full list is obtainable from [www.hpa.org.uk](http://www.hpa.org.uk) and includes common childhood illnesses such as measles.

### *Reporting of 'notifiable diseases'*

- If a child or adult is diagnosed suffering from a notifiable disease under the Public Health (Infectious Diseases) Regulations, the GP will report this to the Health Protection Agency.
- When the setting becomes aware, or is formally informed of the notifiable disease, the manager informs Ofsted and acts on any advice given by the Health Protection Agency.

### *HIV/AIDS/Hepatitis procedure*

- HIV virus, like other viruses such as Hepatitis, (A, B and C) are spread through body fluids. Hygiene precautions for dealing with body fluids are the same for all children and adults.
- Single use vinyl gloves and aprons are worn when changing children's nappies, pants and clothing that are soiled with blood, urine, faeces or vomit.
- Soiled clothing is bagged for parents to collect.
- Spills of blood, urine, faeces or vomit are cleared using suitable disinfectant solution and mops; cloths used are disposed of.
- Tables and other furniture, furnishings or toys affected by blood, urine, faeces or vomit are cleaned using a suitable disinfectant.

### *Nits and head lice*

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

## 1.20 Nappy Changing and Toileting

### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice 1.4 Health and well-being	2.2 Parents as partners 2.4 Key person	3.2 Supporting every child	

#### Policy statement

No child is excluded from participating in our setting who may, for any reason, not yet be toilet trained and who may still be wearing nappies or equivalent. We work with parents towards toilet training, unless there are medical or other developmental reasons why this may not be appropriate at the time.

#### Aim

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

#### Procedures

- Children in nappies or who are toilet training need to supply their own nappies, wipes and nappy sacks for their use at nursery. We are unable to supply these items.
- Gloves and aprons are put on before changing starts.
- A changing mat is kept in the toilet area for use when nappy changing. The changing mat will be cleaned using anti-bacterial cleaner after each use.
- Older children access the toilet when they have the need to and are encouraged to be independent.
- If a child has a toileting accident they will be reassured that they have done nothing wrong, with a member of staff talking to the child to distract them from the incident.
- Wet and soiled clothing will be bagged up for the parent/carer to take home.
- Children are asked to bring a spare set of clothes, including underwear in their bags.
- Children are encouraged to wash their hands after using the toilet and after being changed. Paper hand towels are provided and the children are supervised washing their hands with soap and warm water.
- We will always change a soiled nappy or one that is noticed to be particularly wet.
- We would not generally change a nappy during a three-hour session unless we feel it is absolutely necessary as this is quite an intrusive and sensitive task.
- We will apply cream at nappy changes with prior written consent from the parent.

## 1.21 No-Smoking

### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.4 Health and well-being	2.1 Respecting each other	3.2 Supporting every child	

#### Policy statement

The Nursery recognises the growing concern among non-smokers and health experts about the potential risks to the health of those who do not smoke, from exposure to tobacco smoke at work. In order to ensure a smoke free environment for staff, children and others the Nursery has adopted a complete ban on smoking. We comply with health and safety regulations and the Welfare Requirements of the EYFS in making our setting a no-smoking environment - both indoor and outdoor,

#### Aim

To minimise the potential health hazards to non-smokers of exposure to environmental tobacco smoke whilst at the setting. To create a healthier environment for staff, children, parents and visitors. This policy of no smoking applies to all visitors, and staff should seek to ensure visitors comply with its requirements

#### Procedures

- All staff, parents and volunteers are made aware of our no-smoking policy.
- We display no-smoking signs.
- The no-smoking policy is stated in our information brochure for parents.
- Staff who smoke do not do so during working hours. Unless on a break and off the premises.
- Staff who smoke during their break make every effort to reduce the effect of the odour and lingering effects of passive smoking for children and colleagues.

## 1.22 Food and Drink

### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.4 Health and well-being	2.1 Respecting each other 2.2 Parents as partners 2.4 Key person	3.2 Supporting every child 3.4 The wider context	4.4 Personal, social and emotional development

### Policy statement

This setting regards snack and meal times as an important part of the setting's day. Eating represents a social time for children and adults and helps children to learn about healthy eating.

### Aim

We aim to promote healthy eating using Norfolk County Council guidance for Early Years and Childcare Settings in Norfolk - Healthy Years - Encouraging Healthy Choices. We aim to provide nutritious food, which meets the children's individual dietary needs.

### Procedures

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

- Before a child starts to attend the setting, we find out from parents their children's dietary needs and preferences, including any allergies. (See the Managing Children with Allergies policy.)
- We record information about each child's dietary needs in her/his registration record and parents sign the record to signify that it is correct.
- We display current information about individual children's dietary needs so that all staff and volunteers are fully informed about them.
- We take care not to provide food containing nuts or nut products and are especially vigilant where we have a child who has a known allergy to nuts.
- Through discussion with parents and research reading by staff, we obtain information about the dietary rules of the religious groups to which children and their parents belong, and of vegetarians and vegans, and about food allergies. We take account of this information in the provision of food and drinks.
- We require staff to show sensitivity in providing for children's diets and allergies. Staff do not use a child's diet or allergy as a label for the child or make a child feel singled out because of her/his diet or allergy.
- We organise snack times so that they are social occasions in which children and staff participate.
- We use meal and snack times to help children to develop independence through making choices.
- We have fresh drinking water constantly available for the children and they are encouraged to help themselves from the water cooler.
- For children who drink milk, we provide whole pasteurised milk.

- For children who stay all day, parents provide a cold packed lunch and still soft drink.
- We encourage parents to consider our healthy eating aims.
- Where a child with a known nut allergy is staying for lunch, parents are informed and asked to ensure that packed lunches do not contain nuts or nut products.
- If there is a child with a severe nut allergy attending the nursery, parents are informed and told that nuts and nut products are not permitted in packed lunches.
- Where parents provide home-made snack resources such as hummus, pasta dishes, or treats such as birthday cakes, they are asked to supply a full list of ingredients for the purposes or allergen identification.

## 1.23 First Aid

### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe 1.4 Health and well-being	2.2 Parents as partners 2.4 Key person	3.2 Supporting every child 3.4 The wider context	

### Policy statement

In our setting staff are able to take action to apply first aid treatment in the event of an accident involving a child or adult. At least one member of staff with current first aid training is on the premises or on an outing at any one time. The first aid qualification includes first aid training for infants and young children.

### Aim

We aim to ensure that as many of our staff as possible are fully trained in paediatric first aid and there is always one member of staff who holds a first aid certificate present in each session and on outings.

### Procedures

#### *The first aid kit*

- Our first aid kit complies with the Health and Safety (First Aid) Regulations 1981 and required contents are listed in the box.
- The first aid box is easily accessible to adults and 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.
- Parents sign a consent form at registration allowing staff to accompany their child in an ambulance 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.
- The contents of the first aid box are checked regularly by the Health and Safety coordinator, Deborah Barker and replenished as necessary.