

Elswick House Nursery School

Setting Policies and Procedures

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How we do business

Admissions Policy

At Elswick House Nursery school we care for up to 34 children between the ages of 3 months and 5 years each day the numbers and ages of children admitted to the Nursery comply with the legal space requirements set out in the Early Years Foundation Stage (EYFS). When considering admissions, we are mindful of staff : child ratios and the facilities available at the Nursery. We operate an inclusion and equality policy and ensure that all children have access to Nursery places and services irrespective of their gender, race, disability, religion or belief or sexual orientation of parents. Prior to a child attending Nursery, parents must complete and sign a contract and registration form. These forms provide the Nursery with personal details relating to the child. For example, name, date of birth, address, emergency contact details, parental responsibilities, dietary requirements, collection arrangements, fees and sessions, contact details for parents, doctor's contact details, health visitor contact details, allergies, parental consent and vaccinations etc.

Providers eligible to provide government funded places for early education

At Elswick House Nursery School we currently provide Government Funded places available for children subject to availability. These places will be allocated on a 'first come, first served' basis and can be booked a term in advance. All funded sessions are now in line with the flexible arrangement as specified by the Government. When you register your child for their funded place, we will discuss your needs and, as far as possible with availability and staffing arrangements, we will accommodate your wishes.

Nursery registration

During the registration process we collect details about both parents, including who has parental responsibility, as this will avoid any future difficult situations. We request these details on the registration form. If a child is registered by one parent of a separated family, we request disclosure of all relevant details relating to the child, and other parent, such as court orders or injunctions. This will make sure we can support the child and family fully in accordance with the policy set out below.

We will: -

- Ensure the child's welfare is always paramount while they are in the Nursery.
- Comply with any details of a court order where applicable to the child's attendance at the Nursery where we have seen a copy/have a copy attached to the child's file
- Provide information on the child's progress, e.g., learning journeys, progress checks within the Nursery, to both parents where both hold parental responsibility.
- Invite both parents to Nursery events, including parental consultations and social events where both hold parental responsibility.
- Ensure any incident, or accident, within the Nursery, relating to the child, is reported to the person collecting the child.
- Ensure that all matters known by the staff pertaining to the family and the parent's separation remain confidential.
- Ensure that no member of staff takes sides regarding the separation and treats both parents equally and with due respect.
- Not restrict access to any parent with parental responsibility unless a formal court order is in place. We respectfully ask that parents do not put us in this position.

We ask parents to: -

- Provide us with all information relating to parental responsibilities, court orders and injunctions.
- Update information that changes any of the above as soon as practicably possible.

- Work with us to ensure continuity of care and support for your child.
- Not involve Nursery staff in any family disputes, unless this directly impacts on the care we provide for the child.
- Talk to the Manager/Key Carer, away from the child, when this relates to family separation in order to avoid the child becoming upset. This can be arranged as a more formal meeting, or as an informal chat.
- Not ask the Nursery to take sides in any dispute. We will only take the side of your child and this will require us to be always neutral. If a parent does not have parental responsibility, or has a court order in place to prevent this, we must have a copy of this documentation for the child's records.

Arrivals and Departures

At Elswick House Nursery School we give a warm welcome to every child and family on their arrival. Parents are requested to pass the care of their child to a specific member of staff, who will ensure his/her safety; this is usually a familiar member of staff. The staff member receiving the child immediately records his/her arrival in the daily attendance register. The staff member also records any specific information provided by the parents, including the child's interests, experiences and observations from home.

If the parent requests the child is given medicine during the day, the staff member must ensure that the medication procedure is followed.

The child's Key Carer or other nominated staff member must plan the departure of the child. This should include opportunities to discuss the child's day with the parent, e.g., meals, sleep time, activities, interests, progress and friendships. The parent should be told about any accidents, or incidents, and the appropriate records must be signed by the parent before departure. Where applicable, all medicines should be recovered from the medicine cupboard/fridge after the parent has arrived and handed to him/her personally. The medication policy is to be followed regarding parental signature.

The Nursery will not release a child to anyone other than the known parent/nominated person unless an agreement has been made at the time of arrival. If the child is to be collected by someone, who is not the parent, or nominated person, at the end of the session, there is an agreed procedure that must be followed to identify the designated person. A password is required for the designated adult, who must be over 16 years of age. In the case of any emergency such as a parent being delayed and arranging for a designated adult to collect a child, the parent should inform the designated person of the agreed procedure and contact the Nursery about the arrangements as soon as possible. If in any doubt the Nursery will check the person's identity by ringing the child's parent or their emergency contact number (please refer to the Late Collection Policy). On departure, the staff member releasing the child must mark the child register immediately marked to show that the child has left the premises.

Entry door etiquette

- There is a single door leading off the premises – the front door. Staff and parents enter, using the digital security pad. Alternatively, parents can ring the bell. Parents should not allow children to insert the code into the digital keypad themselves.
- Notices inside by the door remind parents that older brothers and sisters of children at Elswick House must not attempt to open the door from the inside by themselves when they leave. Parents are also requested to make sure that the door is securely shut behind them whenever they enter or leave the premises.
- All members of staff must remain vigilant regarding the opening and shutting of the front door. A buzzer on the door alerts everyone to the fact that the front door has been opened for someone to enter or leave the premises.
- The door must not be left open when an unidentified visitor calls.
- A prompt on the back of the door reminds members of staff about the correct procedure for visitors.

- The prompt reads as follows:
 - *Can I help you. Ask them their business.*
 - *Ask them for some ID, or password (if they have been nominated by parents to collect a child from Nursery and are not known to us.)*
 - *Ask them to turn off their mobile phone before they enter.*
 - *Ask them to sign in.*
 - *If they have a bag (which may contain medication) ask them to leave it in the kitchen.*
 - *Do not leave them alone.*
 - *Ask them to sign out on leaving.*
- Should the member of staff decide to bring the Nursery Manager, or the Proprietor, to the door, rather than admitting the visitor, the door must be shut on the visitor (*the reason for this can be explained to the visitor, who will, most likely, fully understand*), while the Nursery Manager or the Proprietor is located.
- Visitors will be noted at the bottom of the Arrivals and Departures Register.

Adults arriving under the influence of alcohol or drugs

Please refer to the alcohol and substance misuse policy.

Arrivals and departures of visitors

For arrivals and departures of visitors the Nursery requires appropriate records to be completed on entry and exit e.g., in the visitors' book. Please refer to supervision of visitor's policy for further information.

Caring for Babies and Toddlers

At Elswick House Nursery School we care for children under the age of two and ensure their health, safety and well-being through the following: -

- Children under the age of two have a separate base room and are cared for in small intimate groups. We ensure that younger children have opportunities to have contact with older children whilst at Nursery.
- At least half of the staff team caring for children under the age of two will have undertaken specific training for working with babies.
- Care is taken to ensure that babies and toddlers do not have access to activities containing small pieces, which may be swallowed or otherwise injure the child.
- The environment and equipment are checked daily before the children access the area. This includes checking the stability of cots and areas around, low/highchairs and ensuring restraints on these, pushchairs and prams are intact and working.
- All doors are fitted with door finger-guards to ensure the safety of children.
- Babies and toddlers have their nappies changed according to their individual needs and requirements, wherever possible by a familiar carer.
- Information will be shared between parents and the Key Carer about nappy changing and toilet training in a way that suits the child.
- Potties are washed and disinfected after every use. Changing mats are wiped with anti-bacterial cleanser before and after every nappy change.
- Each baby must have his/her own bedding, which is washed at least weekly and when necessary.
- Cot mattresses meet safety standards.
- Children under two years are not to be given pillows, cot bumpers or any soft furnishings in order to prevent risk of suffocation.
- We follow all cot death prevention/safety guidelines and advise parents of this information. Babies are always laid to sleep on their back, with their feet touching the

foot of the cot <http://www.nhs.uk/conditions/pregnancy-and-baby/pages/reducing-risk-cot-death.aspx>

- Children's individual sleeping bags may be used in consultation with parents. These are washed at least weekly and when necessary.
- Cots are checked before use to ensure no items are within reach i.e., hanging over or beside the cot (e.g., fly nets, cables, cord blinds).
- All low/highchairs used for feeding are fitted with restraints and these are always used. Children are never left unattended in highchairs. Restraints are removed and washed weekly or as needed.
- No child is ever left unattended during nappy changing time. Bottles of formula milk are only to be made up as and when the child needs them. These should be cooled to body temperature, which means they should feel warm or cool, but not hot, and should be tested to ensure they are an appropriate temperature for the child to drink safely.
- Following the Department of Health guidelines, we only use recently boiled water to make formula bottles (left for no longer than 30 minutes to cool).
- Bottles and teats are rinsed and placed into the child's bag to be taken home for parents to clean and sterilise.
- Contents of bottles are disposed of after two hours.
- A designated area is available for mothers who wish to breastfeed their babies or express milk.
- Labelled mothers' breast milk is stored in the fridge.
- If dummies are used, they will be cleaned and sterilised. This also applies to dummies which have been dropped (see separate dummy policy).
- All dummies are stored in separate labelled containers to ensure no cross-contamination occurs.
- Children transfer to the older age group when assessed as appropriate for their age/stage following our agreed transition and settling procedures.
- Babies are never left propped up with bottles as it is both dangerous and inappropriate. Babies under 6 months, sleeping outside, have cat/fly nets over their prams and prams must lie flat, so children are supported.
- Sleeping children are always supervised and checked regularly, this may increase to five minutes for younger babies and or new babies. Checks are documented with the time and staff initials on the sleep check form.

Baby Room Policy & Procedures

At Elswick House we try to follow the routine of each child, rather than getting the child to follow a Nursery routine. Children should be happy and stimulated – a crying baby is an unhappy baby and needs attention and cuddling.

Hygiene

The highest standards of hygiene must be maintained at all times, with the toys and equipment being washed and disinfected weekly. The highchair and tables are cleaned and disinfected after every meal.

Safety

Babies are not left unattended at any time, except when sleeping. At these times there are checks every 15 minutes for breathing. Shoulder straps are always used in the highchair and prams.

Mealtimes

These are social occasions. The children should be sitting down when eating or drinking. Wandering around the room at mealtimes is discouraged. If possible, members of staff sit with the children and talk to them and encourage them to eat, helping if necessary.

Children's hands and faces are cleaned before and after meals. Food is always served on a plate or bowl, one course at a time in appropriate quantities. Good habits are encouraged. Dropping food on the floor and taking other children's food is discouraged. When the children are about eighteen months old and able to feed themselves, the babies may choose to have Nursery meals.

Nappy changing

At Elswick House Nursery School we aim to support children's care and welfare daily in line with their individual needs. All children need contact with familiar, consistent carers to ensure they can grow confidently and feel self-assured. Wherever possible, each child's Key Carer will change nappies according to the child's individual needs and requirements. Our procedures meet best practice identified by the Health Protection Agency (2011) in 'Best practice advice for nurseries and childcare settings'. We will enable a two-way exchange between parents and Key Carers so that information is shared about nappy changing and toilet training in a way that suits the parents and meets the child's needs. Parents will be engaged in the process of potty training and supported to continue potty training with their child at home.

We will use appropriate designated facilities for nappy changing which meet the following criteria: -

- Facilities are separate to food preparation and serving areas and children's play areas
- Changing mats have a sealed plastic covering and are frequently checked for cracks or tears. If cracks or tears are found, the mat is discarded.
- Clean nappies are stored in a clean dry place; soiled nappies are placed in a 'nappy sack' or plastic bag before being placed in the appropriate waste collection area.
- When applying creams for rashes, a gloved hand is used.

Staff changing nappies will: -

- Wash their hands before and after each nappy change. Gloves and aprons are available if required.
- Clean disinfect and dry mats thoroughly after each nappy change; disposable towels/roll must be discarded after each nappy change.
- Ensure they have all the equipment they need before each nappy change.
- Ensure the safety and welfare of the children whilst being changed and safeguard against any potential harm, as well as ensuring the staff member involved is fully supported and able to perform their duties safely and confidently.

We aim to support all parties through the following actions: -

- Promoting consistent and caring relationships through the Key Carer system in the Nursery and ensuring all parents understand how this works and who they will be working with.
- Using this one-to-one time as a key opportunity to talk to children and help them learn, e.g., through singing and saying rhymes during the change.
- Ensuring that the nappy changing area is inviting and stimulating; also changing this area regularly to continue to meet children's interests.
- Ensuring all staff undertaking nappy changing have suitable enhanced DBS checks.
- Training all staff appropriately.

- Ensuring that students only change nappies with the support and close supervision of a qualified member of staff.
- Ensuring thorough inductions, for all new staff to ensure they are fully aware of all Nursery procedures relating to nappy changing.
- Ensuring hygiene procedures are followed appropriately, e.g., hands washed before and after nappies are changed and changing mats cleaned before and after each use.
- Following up procedures through supervision meetings and appraisals, to identify any areas for development, or further training.
- Working closely with parents on all aspects of the child's care and education as laid out in the parent and carers as partner's policy. This is essential for any intimate care routines which may require specialist training or support. If a child requires specific support, the Nursery will arrange a meeting with the parent to discover all the relevant information relating to this to enable the staff to care for the child fully and meet their individual needs.
- Ensuring all staff have an up-to-date understanding of child protection and how to protect children from harm. This includes identifying signs and symptoms of abuse and how to raise these concerns as set out in the child protection policy.
- Operating a whistleblowing policy to help staff raise any concerns relating to their peers, or Managers, and helping staff develop confidence in raising concerns as they arise, in order to safeguard the children in the Nursery.
- Balancing the right for privacy for the children with the need for safeguarding children and adults by making sure intimate care routines do not take place behind closed doors.
- Conducting working practice observations of all aspects of Nursery operations to ensure that procedures are working in practice and all children are supported fully by the staff. This includes all intimate care routines.
- Conducting regular risk assessments of all aspects of Nursery operations including intimate care and reviewing the safeguards in place. The Nursery has assessed all the risks relating to intimate care routines and has placed appropriate safeguards in place to ensure the safety of all involved. If any parent or member of staff has concerns or questions about nappy changing procedures or individual routines, please see the Manager at the earliest opportunity.
- Ensuring that no child is ever left unattended during the nappy changing time.
- Making sure staff do not change nappies whilst pregnant until a risk assessment has been discussed.

Sleep time

At Elswick House Nursery School we aim to ensure that all children have enough sleep to support their development and natural sleeping rhythms in a safe environment. The safety of babies' sleeping is paramount. Our policy follows the advice provided by The Cot Death Society and Lullaby Trust to minimise the risk of Sudden Infant Death.

We make sure that: -

- Babies are placed on their backs to sleep, if a baby has rolled onto their tummy, you should turn them onto their back again, however once a baby can roll from back to front and back again, on their own, they can be left to find their own position.
- Babies/toddlers are never put down to sleep with a bottle to self-feed.
- Babies/toddlers are monitored visually when sleeping. Checks are recorded every 10 minutes and babies are never left in a separate sleep room without staff supervision.
- When monitoring, the staff member looks for the rise and fall of the chest and if the sleep position has changed.
- As good practice we monitor babies under six months or a new baby sleeping during the first few weeks every five minutes until we are familiar with the child and their sleeping routines, to offer reassurance to them and families.

We provide a safe sleeping environment by: -

- Monitoring the room temperature.
- Using clean, light bedding/blankets and ensuring babies are appropriately dressed for sleep to avoid overheating.
- Only using safety-approved cots or other suitable sleeping equipment that are compliant with British Standard regulations, and mattress covers are used in conjunction with a clean sheet.
- Only letting babies sleep in push chairs or prams if they lie flat and we have parents' written permission.
- Not using cot bumpers or cluttering cots with soft toys, although comforters will be given where required.
- Keeping all spaces around cots and beds clear from hanging objects i.e., hanging cords, blind cords, drawstring bags.
- Ensuring every baby/toddler is provided with clean bedding.
- Transferring any baby who falls asleep while being nursed by a practitioner to a safe sleeping surface to complete their rest.
- Having a no smoking policy.
- We ask parents to complete sheets on their child's sleeping routine with the child's Key Carer when the child starts at Nursery and these are reviewed and updated at timely intervals. If a baby has an unusual sleeping routine, or a position that we do not use in the Nursery, eg babies sleeping on their tummies, we will explain our policy to the parents and not usually offer this, unless the baby's doctor has advised the parent of a medical reason to do so. In such a case, we would ask the parents to sign on the Sleeping Babies Form to say they have made that specific request for their child. We recognise parents' knowledge of their child's preference, however, staff will not force a child to sleep, or keep them awake, against his or her will. They will also not usually wake children from their sleep. Staff will discuss any changes in sleep routines at the end of the day and share observations and information about children's behaviour when they do not receive enough sleep.

Sleeping twins

We follow the advice from The Lullaby Trust regarding sleeping twins.

Further information can be found at: www.lullabytrust.org.uk/child about sleep routines and will, where possible, work together to ensure each child's individual sleep routines and well-being continues to be met.

Playtime

Children need stimulation at all times. A variety of toys is always provided for the babies. There is a period of structured activity each day, in line with the EYFS framework.

Activities include: Singing, musical instruments, messy play (to include painting with thick-handled brushes, finger-painting, hand and footprints), sand play, water play, play dough, play-with-pasta (raw and cooked) and making an obstacle course with climbing apparatus.

All babies should spend as much time in the garden as possible, depending upon the weather. With parental permission and under staff supervision, sleeping, wrapped up warmly in a pram takes place outside whenever possible.

Daily Diary

A daily diary is kept of each child to record their activities, eating and sleeping periods, any bumps or falls, or special messages. This diary should be used as an active link with the parents. A general diary should be kept of the activities and daily routine of the Baby Room.

Key Carers (Key Carers)

At Elswick House we follow a Key Carer system. The names of the Key Carers and the children in their care are posted in the vestibule. The role of the Key Carer in the Baby Room is essentially to be a 'special' carer for the baby while the child is at Elswick House. Where possible the Key Carer will be there to greet the child and their parents on arrival and to take the child from the parents; also, to return the child to the parents at the end of the day or session and to inform the parents about the child's day. The Key Carer might be the first point of reference for parents, but not necessarily. As Elswick House is a small Nursery, all the staff have a very good knowledge of all of the children and their needs and, like their children, parents may choose to talk with other members of the Baby Room with whom they may feel particularly comfortable. In so far as they can the Key Carers are responsible for the needs of the children – feeding them, changing their nappies, playing with them, stimulating them, putting them down to sleep and generally caring for them.

Key Carers also play an essential part in the child's developmental progress. They use ongoing observations of the children to monitor how each one is developing, and they use this information to plan challenging and enjoyable experiences for the children in all three Prime Areas of learning and development. The Key Carer may talk about the child's progress informally with parents at delivery and collection times and will have more formal arranged meetings with the parents during the year.

Within each Area of Learning there are **Early Learning Goals**, which most children are expected to reach by the end of their Reception year. When the children are aged between 24 and 36 months, a short, written summary of their progress in the three prime areas is completed by the Key Carer. This **Progress Check at Age Two**, which should coincide with the child's Health Check,* is important as it helps to identify any areas, in which a child may be developing at a faster, or slower, pace than the expected level of progress for their age. If a child's progress in any prime area gives cause for concern, additional support for the child may be provided.

** Parents are asked to inform Key Carers of a child's impending Health Check.*

Use of Dummies in Nursery

At Elswick House Nursery School we recognise that a dummy can be a source of comfort for a child who is settling and/or upset, and that it may often form part of a child's sleep routine. We also recognise that overuse of dummies may affect a child's language development as it may restrict the mouth movements needed for speech. As babies get older, they need to learn to move their mouths in different ways, to smile, to blow bubbles, to make sounds, to chew food and eventually to talk. As babies move their mouths and experiment with babbling sounds, they are learning to make the quick mouth movements needed for speech. The more practice they get the better their awareness of their mouths and the better their speech will be.

Our Nursery will: -

- Discuss the use of dummies with parents as part of babies' individual care plans.
- Only allow dummies for comfort if a child is really upset (for example, if they are new to the setting or going through a transition) and/or as part of their sleep routine.
- Store sterilised dummies in individual hygienic dummy boxes labelled with the child's name to prevent cross contamination with other children.
- Immediately clean or sterilise any dummy or bottle that falls on the floor or is picked up by another child.

When discouraging the dummy, staff will: -

- Make each child aware of a designated place where the dummy is stored.

- Comfort the child and, if age/stage appropriate, explain in a sensitive and appropriate manner why they do not need their dummy.
- Distract the child with other activities and ensure they are settled before leaving them to play.
- Offer other methods of comfort such as a toy, teddy or blanket.
- Explain to the child they can have their dummy when they go home or at sleep time.
- We will also offer support and advice to parents to discourage dummy use during waking hours at home and suggest ways which the child can be weaned off their dummy through books and stories.

Settling In

At Elswick House Nursery School we aim to support parents and other carers to help their children settle quickly and easily by considering the individual needs and circumstances of every child and their families. Our aim is for children to feel safe, stimulated and happy in the Nursery and to feel secure and comfortable with all staff. We also want parents to have confidence in both their children's continued well-being and their role as active partners, with the child being able to benefit from what the Nursery has to offer. All our staff know about the importance of building strong attachments with children. They are trained to recognise the different stages of attachment and use this knowledge to support children and families settling into the Nursery.

Our Nursery will work in partnership with parents to settle their child into the Nursery environment by: -

- Allocating a Key Carer to each child and his/her family before he/she starts to attend. The Key Carer welcomes and looks after the child, ensuring that their care is tailored to meet their individual needs. He/she offers a settled relationship for the child and builds a relationship with his/her parents during the settling in period and throughout his/her time at the Nursery, to ensure the family has a familiar contact person to assist with the settling in process.
- Providing parents with relevant information about the Policies and Procedures of the Nursery.
- Encouraging parents and children to visit the Nursery during the weeks before an admission is planned.
- Planning settling in visits and introductory sessions (lasting approximately 1-2 hours). These will be provided free of charge over a one- or two-week period, dependent on individual needs, age and stage of development.
- Welcoming parents to stay with their child during the first few weeks until the child feels settled and the parents feel comfortable about leaving their child. Settling in visits and introductory sessions are key to a smooth transition and to ensure good communication and information sharing between staff and parents.
- Reassuring parents whose children seem to be taking a long time settling into the Nursery and developing a plan with them.
- Encouraging parents, where appropriate, to separate themselves from their children for brief periods at first, gradually building up to longer absences.
- Reviewing the nominated Key Carer if the child is bonding with another member of staff to ensure the child's needs are supported.
- Respecting the circumstances of all families, including those who are unable to stay for long periods of time in the Nursery and reassure them of their child's progress towards settling in.

Parent Partnership Policy

Children derive most benefit from attending Elswick House when parents and Nursery staff work together in a partnership, which is both collaborative and mutually respectful.

1. Partners. Members of staff and parents work closely together in helping the new child settle into Nursery routine and, thereafter, in providing quality care for their child. New parents are welcome to stay with their child to help them settle and for as long as they wish.
2. GDPR. We are aware of concerns that many parents may have about the safety of their and their family's personal data and we are committed to taking every reasonable step to protect that information. We provide you with a Privacy Notice when you first enrol your child with us that details how and why we process your personal information.
3. Nursery visits. Parents of children attending Elswick House are welcome to visit the Nursery at any time. Prospective parents are advised to make an appointment to ensure that the Nursery Manager/Proprietor is available to show them round the Nursery and discuss their requirements.
4. Written Information. Parents are given an Information Leaflet about the Nursery and an Information Sheet about the EYFS when they first register their child with us. Copies of our Policies and Procedures and our last OFSTED Report can be viewed on our website and are available on request.
5. Web site. Parents are very complimentary about our web site. It is regularly updated with the latest news and happenings in the Nursery. It is very informative and contains an events diary and our most recent OFSTED Report. The web address is www.elswicknursery.co.uk.
6. Daily meetings. The staff welcome opportunities to meet with parents. On a daily basis this is usually at delivery and collection times, when information may be exchanged about the child's health and wellbeing and the activities the children have been engaged in during the day. The children's progress can be discussed informally, and issues raised, that may be a concern or a worry to parents.
7. Appointments. Appointments can be made for private or confidential meetings, or if parents would like a fuller discussion about their child's progress.
8. Daily diaries & 'What I Did Today' sheets. In the Baby Room the Daily Diaries are a valuable source of information for busy parents, telling them what the babies have been up to during the day. Upstairs we have the 'What I Did Today' sheets.
9. Access to children's records. Parents are welcome to view their children's Tracker Books and 'My Story' profiles. Staff are happy to discuss curricular matters with parents. Written information is available on request.
10. Parental Involvement. Parents are often asked to contribute photographs, information and ideas towards Nursery projects, such as Parent Wishes. Parental participation and involvement in these activities is very important.
11. Termly Newsletters. The termly newsletters are often a source of amusement to parents, but also provide valuable information about forthcoming dates and future developments at Elswick House. Parents are given prior notice of the Nursery's monthly topics in the Newsletters. A schedule of all the daily activities in the Summer Holidays Programme is issued in early July and can be found on the website.
12. Visits and Open Days. Parents are always welcome to join the Nursery on theatre visits and other trips and outings and their help is always appreciated. The 'Bouncy Castle Days' at the end of the Summer holidays and the 'Mince Pies and Mulled Wine Days'

at Christmas (after the Nativity) have become Open Days when all are invited to come and share the day with the Nursery.

Partnership is a two-way process, and we ask parents to help us make sure that the Nursery runs smoothly. We ask the following of our parents: -

1. Security. We request that parents follow our security guidelines regarding admittance to the Nursery. Parents must use a digital security pad at the door to gain access. Codes are changes on a regular basis. Parents may also ring a bell and a member of staff will come to the door.
2. No Smoking. Elswick House has a strict NO SMOKING policy.
3. Mobile Phones. We ask parents to switch off their mobile phones before they come into the Nursery and, preferably, to leave them in the car.
4. Health and Safety. We ask parents to keep us informed about any allergies or special diets their child may have. Elswick House has a policy of not admitting children with infectious illnesses or sickness and we ask that parents respect the quarantine period specified by the Nursery Manager, for the benefit of the other children, parents and staff.
5. Consent. We ask parents to complete a number of Consent Forms when they first enrol their child with us. A very important one authorises staff to administer any medicines to their child (whether they are prescribed or over the counter medicines); it also authorises emergency treatment for a child if he/she is taken to hospital and the parents cannot be contacted. Another one gives parental consent for their child to be photographed and a third one covers a range of things from Health and Safety issues to permission for children to participate in local visits and activities. Parents may always withdraw their consent at any time by confirming so in writing.
6. Contact Information. Parents are requested to inform us of changes to the contact details we hold for them, as soon the details change, especially telephone numbers.
7. Collection of children. We ask that parents keep us informed as to the identity of the person who will be collecting their child from Elswick House. If the person collecting the child is not usually responsible for collecting, then we will require proof of identity. If we are not reasonably satisfied that an individual is allowed to collect the child, we may not release him/her into that person's care.
8. Late collection of children. Elswick House must be informed immediately if parents are unable to collect their child by the official collection time.
9. Non-attendance. We ask parents to inform us, as far in advance as possible, of any dates on which their child will not be attending Nursery.
10. Feedback. Parents are our customers and therefore have a strong input into every aspect of our Nursery. We welcome their comments and suggestions, whether made informally in conversation, or through our web site, or by returning our biennial Questionnaire. These have been valuable in the past for helping to shape our Policies and Procedures.

Separated Family

At Elswick House Nursery School we recognise that when parents separate it can be a difficult situation for all concerned. We understand that emotions may run high, and this policy sets out how we will support all parties in within the Nursery including our staff team. The Key Carer will work closely with the parents to build close relationships which will support the child's/children's emotional wellbeing and report any significant changes in behaviour to the parent. Parents will be signposted to relevant services and organisation for support for the whole family.

Parental responsibility

While the law does not define in detail what parental responsibility is, the following list sets out some of the key features of someone holding parental responsibility. These include: -

- Providing a home for the child.
- Having contact with and living with the child.
- Protecting and maintaining the child.
- Disciplining the child.
- Choosing and providing for the child's education.
- Determining the religion of the child.
- Agreeing to the child's medical treatment.
- Naming the child and agreeing to any change of the child's name.
- Accompanying the child outside the UK and agreeing to the child's emigration, should the issue arise.
- Being responsible for the child's property.
- Appointing a guardian for the child, if necessary.
- Allowing confidential information about the child to be disclosed.

England

If the parents of a child are married to each other at the time of the birth, or if they have jointly adopted a child, then they both have parental responsibility. Parents do not lose parental responsibility if they divorce, and this applies to both the resident and the non-resident parent. This is not automatically the case for unmarried parents. According to current law, a mother always has parental responsibility for her child. However, a father has this responsibility only if he is married to the mother when the child is born or has acquired legal responsibility for his child through one of these three routes: -

- By jointly registering the birth of the child with the mother (From 1 December 2003).
- By a parental responsibility agreement with the mother.
- By a parental responsibility order, made by a court.

Conflict Resolution with Parents and Aggressive Behaviour

At Elswick House Nursery School we believe that we have a strong partnership with our parents and an open-door policy to discuss any matters arising (if applicable). If as a parent, you have any concerns or issues you wish to raise with the Nursery then please follow the complaints procedure. In the case of a parent emailing, calling or using social media to complain the Nursery will direct them to the correct procedure for raising a complaint.

We have a zero tolerance on abusive calls, emails, social media contact and face to face confrontation.

Abusive Calls

The call taker receiving an abusive call will ask the caller to follow the complaints policy. If the abuse continues the call taker will end the call. Any abusive calls will be logged with an outline of the conversation.

Abusive Emails

The responder will ask the parents to come into the setting to speak in person, as per our complaints policy. If the emails persist the Manager may seek legal action. All emails will be kept as evidence until the matter is resolved.

Social Media

If slanderous or abusive messages appear on any social media sites, we will address these immediately with a request to follow our complaints procedure. We will endeavour to resolve any issue raised through our complaint's procedure. If slanderous/abusive messages continue we will seek legal action against the complainant.

In the unlikely event that a parent starts to act in an aggressive or abusive way at the Nursery, our policy is to: -

- Direct the parent away from the children and into a private area, such as the office (where appropriate).
- Ensure that a second member of staff is in attendance, where possible, whilst continuing to ensure the safe supervision of the children.
- Act in a calm and professional way, ask the parent to calm down and make it clear that we do not tolerate aggressive or abusive language or behaviour.
- Contact the police if the behaviour escalates.
- Once the parent calms down, the member of staff will then listen to their concerns and respond appropriately.
- The incident will be recorded detailing the time, reason and action taken.
- Management will provide any support and reassurance that staff may need.

Outdoor Play

At Elswick House Nursery School we are committed to the importance of daily outdoor play and the physical development of all children regardless of their age and stage of development. We provide outdoor play in all weathers. Where possible and appropriate, we make outdoor activities accessible to children with learning difficulties and disabilities to ensure inclusive use of the outdoor area. We recognise that children need regular access to outdoor play in order to keep fit and healthy, develop their large and fine motor skills, experience learning in a natural environment and access sunlight in order to absorb vitamin D more effectively. The outdoor areas, both within the Nursery grounds and in the local community have a wealth of experiences and resources which help children to develop in a variety of ways, including independence, exploration and investigative skills, risk taking and self-esteem, all of which support children to develop skills now and for the future.

Balancing risk against developmental benefits

It is essential that we ensure that we are meeting children's needs with regard to health, well-being, learning and development. One way to ensure this is to strike a balance between safety and risk.

The benefits to children of taking part in challenging activities and experiences, which include elements of risk, need to be considered. This will ensure that the balance between safety and risk is identified and that opportunities are given to the children to take risks and to challenge themselves, as they encounter new experiences in their play.

The fact that children have accidents does not mean that an activity includes too much risk. Eliminating all risks would prevent the child from discovering dangers and how to cope with such dangers when playing. It is important that we use common sense and consider the age and developmental stage of the children in our care. A specific risk can be beneficial to one child, but can pose a danger to another.

At Elswick House we need to provide opportunities that include risk to our children, in order to minimise, or prevent, accidents as they get older. Offering such an environment encourages the children to develop physically and emotionally, as they challenge their abilities, and gain pride in their achievements.

By taking risks, children will develop positive outcomes which will support them as they develop. 'Positive outcomes' can include health, education, leisure, high levels of self-respect and positive self-image.

We ensure all areas are safe and secure through close supervision and the use of robust risk assessments and safety checks. Where possible and appropriate, we plan and encourage play that helps children understand and manage risks. This type of play allows children to explore and find their own boundaries in a safe environment with supportive practitioners. Staff are informed of the importance of safety procedures and are trained appropriately to ensure these procedures are followed effectively. We obtain parental permission before any child leaves the Nursery during the day. This includes short outings into the local community. There is more information in the outings policy. We plan all outdoor play opportunities and outings to complement the indoor activities and provide children with purposeful activities that support and follow individual children's interests. There is a balance of both adult-led and child-initiated opportunities to enable children to learn and practice new skills, knowledge and behaviours.

Where activities take place away from the setting (e.g., in the local wood) then a mobile phone and first aid kit will be taken to always ensure the safety of children. A trained paediatric first aider will be present when away from the main setting.

We use this policy alongside the following policies to ensure the safety and welfare of children throughout their time outside: -

- Health and Safety
- Sun Care and UV strength and protection
- Caring for Babies and Toddlers
- Lost Child Policy
- Parents and Carers as Partners
- Supervision of Children
- Safeguarding and Child Protection
- Outings.

Equipment and Resources

At Elswick House Nursery School we believe that high-quality care and early learning is promoted by providing children with safe, clean, stimulating, age and stage appropriate resources, toys and equipment.

To ensure this occurs within the Nursery, including in our outdoor areas, we will: -

- Provide play equipment and resources which are safe and, where applicable, conform to the European Standards for Playground Equipment: EN 1176 and EN 1177, BS EN safety standards or Toys (Safety) Regulation (1995).
- Provide enough equipment and resources for the number of children registered in the Nursery.
- Provide resources to meet children's individual needs and interests.
- Provide resources which promote all areas of children's learning and development.
- Select books, equipment and resources which promote positive images of people of all races, cultures, ages, gender and abilities, are non-discriminatory and do not stereotype.
- Provide play equipment and resources which promote continuity and progression, provide sufficient challenges and meet the needs and interests of all children.
- Store and display resources and equipment where all children can independently choose and select them.

- Check all resources and equipment before first use to identify any potential risks and again regularly at the beginning of every session and when they are put away at the end of every session. We repair and clean, or replace, any unsafe, worn out, dirty or damaged equipment whenever required.
- Encourage children to respect the equipment and resources and tidy these away when play has finished.

Behaviour Policy

Elswick House Nursery School believes in promoting positive behaviour by acknowledging it whenever the opportunity arises and by praising the children for it.

Our aim is to: -

- Treat each other with fairness and respect.
- Learn the value of friendship.
- Praise effort and to share in the success of others.
- Behave within the socially acceptable boundaries set by the Nursery.
- Provide a caring and positive learning environment which is safe, stimulating and appropriate to the stage of development of each child.
- Respect and care for the Nursery building, the garden, Nursery equipment and also other peoples' belongings.

The children at Elswick House are confident and very independent. Elswick House has a warm, friendly, family atmosphere in which children feel safe, secure and happy. Every child at Elswick House is recognised for their individuality and potential, and given love, respect and attention. Members of staff provide the reassurance and encouragement, which children need to develop their self-esteem and to become more confident and independent as they face fresh challenges in their daily lives. Within this loving and supportive environment, the children respond very positively.

Children are encouraged to recognise that bullying, fighting, hurting and name calling of any description is not acceptable behaviour, and that certain actions are right and that others are not. Children are given consistent boundaries of behaviour. These are set to allow the children to develop their own attitudes and character, without restricting those of others around them. Sanctions take into account the age and development of the child, and are enforced only in a caring situation. Rules are applied consistently, so that children have the security of knowing what to expect and can build up positive habits of behaviour. Corporal punishment, such as smacking or shaking, is never acceptable. In any case of misbehaviour, it will always be made clear to the child, or children, concerned that it is the behaviour, and not the child, that is unwelcome.

Children, who behave inappropriately, for example with physical or verbal abuse, are given one-to-one adult support in discussing what was wrong with their behaviour and why, and how, they should behave more appropriately. In certain situations, it may be deemed necessary to remove a child from the group and, when the situation has 'cooled', for the child to be spoken to quietly and calmly to get them to acknowledge their poor behaviour and to consider the consequences of it. The child will then be hugged, forgiven and allowed to return to the group.

Incidences of bad or inappropriate behaviour are rare. Where it is deemed necessary to intervene, for instance if he/she is biting or hitting or bullying another child, the incident is recorded on a Staff Intervention Sheet. We intervene to stop the child harming the other child or children.

'Everyone is friends at Elswick House' is our maxim in the face of bullying, or unsociable behaviour. Any child who says, "You are not my friend", or refuses to let another child play a game, or indulges in the minor bullying characteristic of this age group, is told 'Everyone is friends at Elswick House'. If the bullying persists, the perpetrator is removed from the group, so the group can reform to include the child being bullied. The child doing the bullying is then spoken to and told why his/her behaviour is unacceptable. The child may be occupied in some other way before being returned to the group, where it is no longer easy to use unsociable behaviour.

When children bully and it becomes an issue, we discuss what has happened with their parents and, with them, devise a plan for handling the child's behaviour.

When children are bullied, we talk with their parents about what has happened and explain that the child who has been doing the bullying is being helped to adopt more acceptable ways of behaving.

We do not label children who bully. Positive steps are taken to avoid a situation in which a child receives adult attention only in return for undesirable behaviour.

Biting:

Biting is a natural stage that some small children go through. It is not very sociable behaviour, but it will pass. It is distressing for the parents of the bitten child, particularly if it is a recurring problem, and also for the parents of the biter, who may be mortified that their child is biting.

There is much advice about biting on the internet, some good, some not so good.

The article below, entitled "BITING IN THE TODDLER YEARS" by LINDA PASSMARK Ph.D., is particularly helpful: -

"Biting is very common among groups of young children, for all types of reasons. But whatever the reason for biting, most parents find it shocking and disturbing, and they want it to stop - quickly! Understanding why the young child bites is the first step in preventing biting as well as teaching the child alternatives to biting.

Most common reasons and solutions for biting

The Experimental Biter

It is not uncommon for an infant or toddler to explore their world, including people, by biting. Infants and toddlers place many items in their mouths to learn more about them. Teach the child that some things can be bitten, like toys and food, and some things cannot be bitten, like people and animals. Another example of the Experimental Biter is the toddler who wants to learn about cause and effect. This child is wondering, 'What will happen when I bite my friend or Mommy?' Provide this child with many other opportunities to learn about cause and effect, with toys and activities.

The Teething Biter

Infants and toddlers experience a lot of discomfort when they're teething. A natural response is to apply pressure to their gums by biting on things. It is not unusual for a teething child to bear down on a person's shoulder or breast to relieve some of their teething pain. Provide appropriate items for the child to teeth on, like frozen bagels, teething biscuits, or teething rings.

The Social Biter

Many times, an infant or toddler bites when they are trying to interact with another child. These young children have not yet developed the social skills to indicate 'Hi, I want to play with you.' So sometimes they approach a friend with a bite to say hello. Watch young children very closely to assist them in positive interactions with their friends.

The Frustrated Biter

Young children are often confronted with situations that are frustrating, like when a friend takes their toy or when daddy is unable to respond to their needs as quickly as they would like. These toddlers lack the social and emotional skills to cope with their feelings in an acceptable way. They also lack the language skills to communicate their feelings. At these times, it is not unusual for a toddler to attempt to deal with the frustration by biting whoever is nearby. Notice when a child is struggling with frustration and be ready to intervene. It is also important to provide words for the child, to help him learn how to express his feelings, like "That's mine!" or "No! Don't push me!"

The Threatened Biter

When some young children feel a sense of danger they respond by biting as a self-defence. For some children biting is a way to try to gain a sense of control over their lives, especially when they are feeling overwhelmed by their environment or events in their lives. Provide the toddler with nurturing support, to help him understand that he and his possessions are safe.

The Imitative Biter

Imitation is one of the many ways young children learn. So it is not unusual for a child to observe a friend bite, then try it out for herself. Offer the child many examples of loving, kind behaviour. Never bite a child to demonstrate how it feels to be bitten.

The Attention-Seeking Biter

Children love attention, especially from adults. When parents give lots of attention for negative behaviour, such as biting, children learn that biting is a good way to get attention. Provide lots of positive attention for young children each day. It is also important to minimize the negative attention to behaviours such as biting.

The Power Biter

Toddlers have a strong need for independence and control. Very often the response children get from biting helps to satisfy this need. Provide many opportunities for the toddler to make simple choices throughout the day. This will help the toddler feel the sense of control they need. It is also important to reinforce all the toddler's attempts at positive social behaviour each day.

As with almost all potentially harmful situations involving children, prevention is the key. Adults must be active observers of children to prevent biting. In those times when close supervision doesn't work, the adult must intervene as quickly and as calmly as possible.

When intervening before the potential bite has occurred...

- Talk for the child by offering words like, "I see that you wanted that toy!"
- Demonstrate patience and understanding for the frustration the child is experiencing.
- Offer solutions like, "We have another red truck right over here. Let's go get it."
- Demonstrate alternate ways of interacting and say something like, "She likes it when you rub her arm." Try to stay focused on the positive behaviour you want to see, without reminding the child of the negative behaviour.

When your child bites...

- Comfort the child who was bitten.
- Cleanse the wound with mild soap and water. Provide an ice pack to reduce pain and swelling.
- Provide comfort for the wounded child by saying something like, "That really hurt! You don't like it when your friend bites your arm!"
- Calmly approach the child who bit. Many times these children feel overwhelmed and afraid after they bite. They need comfort, too.
- Comfort the child who bit by saying something like, "You seem sad that your friend's arm is hurt from the bite."
- Help the child who bit to understand the hurt their friend is feeling by offering to let her talk with her friend. Say something like, "Would you like to see Sally now? You can tell her that you hope she feels better soon." Older toddlers can learn a lot from being allowed to comfort their friend after a bite has occurred. The child who bit may want to see the injury. That's okay if the injured child wants to show it. But do not force either child to have this interaction, unless both are willing.

- Reinforce the rule that we don't hurt people. Help both children understand that your job is to keep everyone safe. Say, "I know you are angry. But I can't let you bite people."
- When the environment is calm again, remind the children what they can do to assert themselves, like say "No! That's mine!" or "Back away!" or if they are preverbal, teach them to 'growl like a tiger' to express themselves. The goal is to teach assertiveness and communication skills to both the child who bites and the child who gets bitten.

Never hit or bite a child who has bitten. That will teach the child that violence is OK.

Young children need lots of practice to learn the fine art of interacting with their friends in a positive way. They need positive guidance and support from parents. When children gain maturity and experience, and become pre-schoolers (3+ years old), they will likely have developed more appropriate ways of interacting."

British Values Policy

At Elswick House, British values have for many years been firmly embedded in the work that we do. Teaching British values means providing a curriculum which 'actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance.

Democracy

At Elswick House we provide opportunities for the children to make decisions about what they want to do and how they're going to use the resources available to them. The decisions may be made individually, like 'Which book shall we read today?' or a group may make the decision, such as 'Which path shall we take?' when out walking, or 'What shall we play?' during free play in the garden. Members of staff support their decisions, providing activities that involve sharing, taking turns and collaboration and encourage the children to respect the decisions others have made.

Rule of law

The children are taught that rules matter and that they apply to everyone. The children begin to understand right from wrong and how to behave within agreed and clearly defined boundaries, learning how to manage their feelings in the process.

Individual liberty

Every day we provide opportunities for the children to make choices of their own and to find out more about themselves. As they climb on the climbing frame or on the tree house, experiment with their own colours for painting, or take part in an egg and spoon race on Sports Day, they are learning more about themselves, gaining in confidence and self-esteem. Every time a child strokes a new-born lamb, splashes in a muddy puddle with a friend, or collects eggs from the chickens, we are giving the children the time and space to explore their feelings and to express themselves in different ways.

Mutual respect and tolerance

At Elswick House we believe in inclusivity and tolerance and the children learn to treat others as they want to be treated themselves. We teach the children to accept and respect difference, irrespective of gender, sexuality, age, race, religion, colour, marital status, or physical, or mental ability. We believe that everyone attending the Nursery should be treated equally and fairly and have equal access to all aspects of the Nursery from the day they first start at Elswick House to the day they leave. A much-used maxim is '*Everyone is friends at Elswick House*'. We encourage friendships because they give the children opportunities to learn the importance of tolerant behaviours such as sharing, taking turns, helping others and respecting other's opinions.

Grouping Children Policy

Elswick House Nursery School is registered for a maximum of 34 children, who are grouped into 3 main rooms. The Wrens Room for the youngest children, can take 4 babies. The Robins Room for the toddlers is connected to the Wrens Room and can take 15 children. The Owls Room, which houses the older children, can take 15 children. Most of the teaching takes place in the Owls Room.

There is also the Craft Room, the courtyard and various other areas, including a very large garden of nearly a third of an acre, where a wide range of activities take place.

Elswick House usually has its full complement of children, and the number of children in the rooms are constantly changing, depending on the activities taking place, such as dance, music and singing or cookery. We do not divide the children into strict groups; the children can move from activity to activity, play area to play area, as their interest dictates. In each area there are experienced staff ready to assist and stimulate the children, extending their knowledge, skills and language.

The Wrens Room. This room is designed for the smallest children, with lots of bright colours, tactile equipment and soft-play areas, to aid their development. There is a connecting arch to the Robins Room, so, as the children grow and develop, they can progress into the next room, initially for short periods.

The Robins Room. Here there is always a wide variety of constantly changing activities taking place., including music, singing, dance, craft and messy play. There is opportunity for dressing up and role play and a wide range of construction toys and lots of small world activities with farms, space stations, dolls houses and wild animals.

The Owls Room. This is where the more academic activities take place. We have an interactive table, which we use to support whatever theme, or topic, we are focusing on at that time, whether it be Africa, Space, Science or Minibeasts. It is a wonderful aid to our research when we are watching our very own tadpoles turning into frogs, or caterpillars metamorphosing into butterflies. The children are taught phonics and letter sounds, ready to move on to reading; also the initial intricacies of number so, by the time they go to school, they are counting easily and can add and subtract simple numbers.

We believe **Art and Craft** are very important and the children partake in both structured craft activities, and allowed to enjoy free painting and construction, using a very wide range of materials. We also encourage the children to take part in messy play, including the usual sand, water and playdough, but also shaving foam, jelly play and all sorts of textured play, including cereals, lentils, compost, etc.

Keeping Healthy Policy

Elswick House believes that children need good food, plenty of fresh air and lots of exercise. At Elswick House we aim to provide a setting that is stimulating, interesting, imaginative and that allows children to stretch their bodies and their minds.

We like the children to spend the maximum amount of time possible in physical activity in the garden. If this is not feasible due to the weather, active indoor play is organised indoors.

The garden is designed to allow the children to run, hide, explore, climb, crawl, play and have fun. It is equipped with a wide range of equipment to allow children of all ages to develop physical strength and skills, body awareness and imagination. Sometimes activities are organised by members of staff, at other times the children engage in their own free play.

Visits are regularly made to local parks, such as the Swan Park, nearby woodland areas, such as Freeford Woods and farms, such as Woodhouse Farm. Our 'Woodland Adventures' Programme provides many opportunities for the children to learn through play and structured activities about their natural environment - the birds, the animals, the wildflowers, the trees,

their leaves, berries and fruits and why they are all so important to us. The children also go for walks around the village, to the canal, to Bit End field and to various municipal play areas to widen their knowledge and understanding of the local area and to develop their curiosity for their immediate environment and the local countryside. The Baby Room staff regularly take the babies for walks to the canal, Bit End Field, around the village to local play areas and to Coton Farm to see the horses.

Good food is essential too and our menus are varied and interesting. We always aim to give the children a freshly cooked meal at lunchtime with a variety of vegetables, and usually some kind of milk pudding - chocolate semolina is the favourite! At break time every morning the children are given a variety of snacks and fruits and, in the afternoon, organic milk and fresh fruit. We encourage the children to drink plenty of water at other times of the day. We give the children their daily quota of 5 fruits, at the same time introducing them to more exotic fruits, such as melons, peaches, apricots and blueberries, or vegetables. In Autumn the apples come from our own trees, and in summer we pick apples, pears and plums from a nearby private orchard.

Each day's menu is displayed in the vestibule for parents' information, so that they can complement their child's diet with the food served at home.

Nutrition and Mealtimes

At Elswick House Nursery School we believe that mealtimes should be happy, social occasions for children and staff alike. We promote shared, enjoyable positive interactions at these times. We are committed to offering children healthy, nutritious and balanced meals and snacks which meet individual needs and requirements.

Good Munching Guide

We encourage the children to follow the Good Munching Guide. Staff will use opportunities at mealtimes and at other times during the day, to talk with the children about the importance of eating healthy foods. Cooking activities also provide many opportunities to refer to the Good Munching Guide and to teach the children about the main food groups and why they are so important.

We will ensure that: -

- A balanced and healthy breakfast, midday meal, tea and one daily snack are provided for children attending a full day at the Nursery.
- Menus are planned, rotated regularly and reflect cultural diversity and variation. These are displayed for children and parents to view.
- We provide nutritious food at all snack and mealtimes, avoiding large quantities of fat, sugar, salt and artificial additives, preservatives and colourings.
- Menus include at least five servings of fresh fruit and vegetables per day.
- Fresh drinking water is always available and accessible. It is frequently offered to children and babies and intake is monitored. In hot weather staff will encourage children to drink more water to keep them hydrated.
- Individual dietary requirements are respected. We gather information from parents regarding their children's dietary needs, including any special dietary requirements, preferences and food allergies that a child has and any special health requirements before a child starts or joins the Nursery. Where appropriate, we will carry out a risk assessment in the case of allergies and work alongside parents to put into place an individual dietary plan for their child.
- We consider seating to avoid cross contamination of food from child to child.
- Where appropriate, an adult will sit with children during meals to ensure safety and minimise risks.

- Where appropriate, age/stage discussions will also take place with all children about allergies and potential risks to make them aware of the dangers of sharing certain foods.
- Staff show sensitivity in providing for children's diets and allergies. They 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.
- Where staff eat with the children, a good example is set, and good table manners are shown. Meal and snack times are organised so that they are social occasions in which children and staff participate in small groups. During meals and snack times children are encouraged to use their manners and say 'please' and 'thank you' and conversation is encouraged.
- Staff use meal and snack times to help children to develop independence through making choices, such as serving food and drink, and feeding themselves.
- Staff support children to make healthy choices and understand the need for healthy eating.
- We provide familiar foods and introduce the children to new ones. Children who refuse to eat at the mealtime are offered food later in the day.
- Children are given time to eat at their own pace and not rushed.
- Quantities offered take account of the ages of the children being catered for in line with recommended portion sizes for babies and young children.
- We promote positive attitudes to healthy eating through play opportunities and discussions.
- The Nursery provides parents with daily written records of feeding routines for all children.
- No child is ever left alone when eating/drinking to minimise the risk of choking.
- We will sometimes celebrate special occasions such as birthdays with the occasional treat of foods such as cake, sweets or biscuits. These will be given at mealtimes to prevent tooth decay and not spoil the child's appetite. Where we have frequent birthdays and celebrations, we consider other alternatives such as celebrating through smiles and praise, stickers and badges, pretend birthday cakes with 'blow-out' pretend candles, choosing a favourite story, becoming a special helper, playing a party game, dancing and/or singing their favourite song.
- We allow parents to bring in cakes on special occasions.
- All staff who prepare and handle food are competent to do so and receive training in food hygiene which is updated every three years.
- In the very unlikely event of any food poisoning affecting two or more children on the premises, whether this may arise from food offered at the Nursery, we will inform Ofsted as soon as reasonably practical and in all cases within 14 days. We will also inform the relevant health agencies and follow any advice given.
- Cultural differences in eating habits are respected
- Any child who shows signs of distress at being faced with a meal he/she does not like, will have his/her food removed without any fuss, and it may be replaced with an alternative. If a child does not finish his/her first course, he/she will still be given a helping of dessert.
- Children not on special diets are encouraged to eat a small piece of everything

Transitions

At Elswick House Nursery School we recognise that young children will experience many transitions in their early years; some of these planned and some unplanned. We are sensitive to the impact of such changes to children and this policy sets out the ways in which we support children going through these transitions.

Some examples of transitions that young children and babies may experience are: -

- Starting Nursery

- Moving between different rooms within the Nursery
- Starting school or moving nurseries
- Family breakdowns
- New siblings
- Moving home
- Death of a family member or close friend
- Death of a family pet.

Staff are trained to observe their key children and to be sensitive to any changes in their behaviour and personality. We respectfully ask that parents inform us of any changes in the home environment that may impact on their child so staff can be aware of the reasons behind any potential changes in the child's behaviour.

Starting Nursery

We recognise that starting Nursery may be difficult for some children and their families. We have a settling in policy to support the child and their family.

Moving room's procedure

When a child is ready to move to a different room in the Nursery, we follow the process set out below and work with the parents to ensure this is a seamless process in which the child is fully supported at all stages.

This may result in meetings between: -

- The existing Key Carer, new Key Carer and parents.
- The child's Key Carer and appropriate staff in the next room, to discuss when the child is approaching the time to move rooms
- The present Key Carer to discuss this with the parent. This will most likely be around a month before the move.
- The present Key Carer and the parent and child, to introduce the new Key Carer to them prior to moving rooms.

A transition form is filled in by the existing room and given to the Room Leader if a new Key Carer has not been named. A meeting is arranged with the parent and the new Key Carer (Room Leader if Key Carer not available)

During this meeting, the parent is shown around the rooms and given a detailed guided tour of the new room and new area. The following may be discussed as well: -

- The different ratios within the room.
- Where the toilets/nappy changing/potty areas are.
- Where coats, bags, shoes and wellington boots are kept. • Discuss the daily routine
- Medical and dietary needs
- The child – likes/dislikes and what they enjoy
- Any concerns the parent may have about moving rooms
- Reassuring the parent that the child will settle and discuss how to make the move as smooth as possible. (Using the child's preferred comforter, talking about what settles them when they feel anxious.)
- Other staff in the room.
- The different activities in the room and what each area offers the child in learning.
- All the exciting things the room has to offer – outings, Cooking, Music, Yoga, French, Wow photos in a Wow album.
- How the move to the new room will be managed, visits times etc
- What to expect on the child's first proper day and they know what to bring in the child's bag.

There is a lot of information to be passed during this meeting, but it can be discussed while the parent is being shown around the room. The aim is to ensure parents are happy and

relaxed about the new room and they feel consulted in the process and leave feeling they know what to expect. A child who is tense or unhappy will not be able to play or learn properly, so it is important for parents/ carers and staff work together to help the child feel confident and secure in the group.

How the Transition works

- A series of visits are arranged with the existing and new rooms, these will vary in length and cover different parts of the day, this enables them to feel comfortable in their new surroundings. (some visits are due to staff absence these can be classed as additional visits but not necessarily used as the transition visits)
- The initial visit is done with the present Key Carer where possible.
- Children only move rooms when they are ready; this is based upon their developmental stage, practitioners, parents and the child.
- Key Carers visit their new key children in their room and then the children visit their new rooms to increase their familiarity.
- Wherever possible, groups of friends will be moved together to enable these friendships to be kept intact and support the children with the peers they know.
- Where required, transition aids can be used by staff to remind the children where they are moving.
- A child has approximately three planned visits, but this can be extended if required.
- Key Carers pass on developmental records to the child's new Key Carer.
- Evidence Me is important in our communication with parents and when a child moves to a new room it is even more vital that we ensure Evidence Me updates are regular. It does not always have to be a detailed developmental update but can be a photo or video to reassure parents that the child is happy and having fun.

Starting school or moving childcare providers

Starting school is an important transition and some children may feel anxious or distressed. We will do all we can to facilitate a smooth move and minimise any potential stresses. This following process relates to children going to school. However wherever possible, we will adapt this process to support children moving to another childcare provider e.g., childminder, or another Nursery.

- We provide a variety of resources that relate to the school, e.g., uniform to dress up in, a role play area set up as a school classroom, photographs of all the schools the children may attend. This will help the children to become familiar with this new concept and will aid the transition.
- We invite school representatives into the Nursery to introduce them to the children
- Where possible we plan visits to the school. Each Key Carer will talk about the school with their key children who are due to move to school and discuss what they think may be different and what may be the same. They will talk through any concerns the child may have and initiate activities or group discussions, relating to any issues to help children overcome these.
- We produce a comprehensive report on every child starting school to enable teachers to have a good understanding of every child received. This will include their interests, strengths and level of understanding and development in key areas. This will support continuity of care and early learning.

Other early years providers

Where children are attending other early years settings or are cared for by a childminder, we will work with them to share relevant information about children's development. Where a child is brought to Nursery, or collected from Nursery by a childminder, we will ensure that key

information is being provided to the child's parent by providing the information directly to the parent via email or telephone.

Family breakdowns

We recognise that when parents separate it can be a difficult situation for all concerned. We have a separated family's policy that shows how the Nursery will act in the best interest of the child.

Moving home and new siblings

We recognise that both these events may have an impact on a child. Normally, parents will have advance notice of these changes and we ask parents to let us know about these events so we can support the child to be prepared. The Key Carer will spend time talking to the child and providing activities that may help the child to act out any worries they have, e.g., through role play, stories and discussions.

Bereavement

At Elswick House Nursery School we recognise that children and their families may experience grief and loss of close family members, or friends, or their family pets, whilst with us in the Nursery. We understand that this is not only a difficult time for families, but it may also be a confusing time for young children, especially if they have little or no understanding of why their parents are upset and why this person/pet is no longer around.

We aim to support both the child and their family and will adapt the following procedure to suit their individual needs and family preferences: -

- We ask that if there is a loss of a family member or close friend that the parents inform the Nursery as soon as they feel able to. This will enable us to support both the child and the family wherever we can and helps us to understand any potential changes in behaviour of a child, who may be grieving themselves.
- The Key Carer and/or the Manager will talk with the family to ascertain what support is needed or wanted from the Nursery. This may be an informal discussion or a meeting away from the child to help calm a potentially upsetting situation.
- The child may need extra support or one-to-one care during this difficult time. We will adapt our staffing arrangements, so the child is fully supported by the most appropriate member of staff on duty, where possible the child's Key Carer.
- We will be as flexible as possible to adapt the sessions the child and family may need during this time. We will adapt the above procedure as appropriate when a family pet dies to help the child to understand their loss. and support their emotions through this time.
- We also recognise that there may also be rare occasions when the Nursery team is affected by a death of a child or member of staff. This will be a difficult time for the staff team, children and families. Below are some agencies that may be able to offer further support and counselling if this occurs.

The Samaritans:

www.samaritans.org

Priory:

www.priorygroup.com
0800 691 1481

Child Bereavement UK:

www.childbereavementuk.org
01494 568 900

Cruse Bereavement Care:

www.crusebereavementcare.org.uk

0844 477 9400

helpline@cruse.org.uk

Late Collection of a Child Policy

In the event of parents failing to collect their child within Nursery hours, the child will be kept at the Nursery while attempts are made to reach the parents or the emergency contacts. The child will receive a high standard of care to cause as little distress to the child as possible. Parents can be reassured that their children will be properly cared for.

In the event of a child not being collected on time, we try to ensure that two members of staff wait with the child. When the parents do arrive, an explanation is expected.

If a child is not collected at their expected collection time, we follow the procedures below: -

- 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 - and whose telephone numbers is kept in the pink folder - are contacted.
- All reasonable attempts are made to contact the parents or nominated carers.
- The child does not leave the premises with anyone other than those named on the Registration Form or in their file.
- Under no circumstances will we go to look for the parent, nor leave the setting premises with the child.

After 6.00pm we reserve the right to make a late collection charge of £5.00 per quarter hour of an hour, or part thereof, for both members of staff required to stay with the child.

If no-one has collected the child by 6.30pm and there is no named contact, who can be contacted to collect the child, the First Response Out of Hours Duty Team will be contacted, and their advice will be followed. Their number is as follows: -

Out of Hours Duty Team: - 0845 602886

In the unlikely event of the First Response Out of Hours Duty Team being unavailable, we will contact the local police. A full written report of the incident should be recorded in the child's file.

In the event of the proprietor's absence from the Nursery at the time, his/her mobile number is **07485 194920**, should the member(s) of staff need additional advice.

Lost Child Policy & Procedure

Every effort is made to ensure the safety and wellbeing of all children in our care. The setting is very secure, so it is highly unlikely that a child could 'escape'. There is a single door leading off the premises – the front door. Staff and parents enter using the digital security device. Notices inside by the door remind parents that older brothers and sisters of children at Elswick House must not attempt to open the door from the inside by themselves when they leave. Parents are also requested to make sure that the door is securely shut behind them whenever they enter or leave the premises.

The door must not be left open when an unidentified visitor calls. The door must be shut on the visitor (*the reason for this can be explained to the visitor, who will, most likely, fully understand*), while the person's identity is confirmed, or the purpose of the visit ascertained.

The garden at the back is bordered by secure walls on two sides and by a high hedge and a fence.

In the event of a child getting lost at/from Elswick House:

All the children are assembled in one place and the register is checked. While the children are all confined to one place (*sitting in a tight group on the lawn in the garden, or in one room in the Nursery*), a search is conducted of the buildings and the grounds by those staff not required to supervise the children. A member of staff checks the road outside. If, after a thorough and extensive search, the child has not been found, then the Police and the child's parents must be informed.

In the event of a child getting lost on a Nursery Trip or Visit:

All the other children are sitting kept in a tight group, safe and secure, and the senior member of staff establishes where and when the child was last seen. One or two staff members retrace their steps and look in likely places for the child. While staff are doing this, the Proprietor and/or Nursery Manager back at Elswick House will be informed. If, after a thorough and extensive search, the child has not been found, then the Police and the child's parents are informed.

When reporting the loss, the Police need to be given the following information:

1. Name of person making the report and name and address of Nursery.
2. Precise location.
3. Full name and age of child.
4. Description of child and what he/she was wearing when last seen.
5. Precise location of where the child was last seen and time.
6. Names of parents and home address.

Outings, Trips and Visits Policy & Procedure

Outings, trips and visits are a very important part of the educational experience.

All new parents are asked to complete a general Consent Form for impromptu very local visits to places, such as Bit End Field, the canal or the village. Parental permission will always be sought before a child will be taken on all other kinds of outings.

A Risk Assessment should be carried out prior to any visit. A preliminary visit should be made to assess any potential risk at the venue for all new visits. Preparations must be thorough. Careful consideration is always given to the nature of the outing and appropriate staff ratios are always adhered to.

A member of staff fully qualified in First Aid is always present on an outing.

A mobile phone is taken on all outings and visits so, if necessary, contact can be made with the Nursery. The leader of the party must also have a list of the children involved.

Only insured members of staff are permitted to drive children. When we hire a minibus, the driver must always be accompanied by another (reserve) driver. Safety belts are to be worn by everyone.

The children must always be appropriately supervised to ensure no child gets lost and that there is no unauthorised access to the children.

In the event of a child getting lost: -

- All the other children are kept sitting in a tight group, safe and secure, and the senior member of staff establishes where and when the child was last seen.
- One or two staff members retrace their steps and look in likely places for the child.
- While staff are doing this, the Proprietor and/or Nursery Manager back at Elswick House will be informed.

- If, after a thorough and extensive search, the child has not been found, then the Police and the child's parents are informed.
- When the matter has been resolved, members of staff meet to discuss what went wrong, what lessons have been learnt and to revise procedure accordingly.

When reporting the loss, the Police need to be given the following information:

1. Name of person making the report and name and address of Nursery.
2. Precise location.
3. Full name and age of child.
4. Description of child and what he/she was wearing when last seen.
5. Precise location of where the child was last seen and time.
6. Names of parents and home address.

Supervision of Children

At Elswick House Nursery School we aim to always protect and support the welfare of the children in our care. The Nursery Manager is responsible for all staff, students and relief staff receiving information on health and safety Policies and Procedures, in order to ensure appropriate care of the children is maintained.

Supervision

We ensure that children are always supervised adequately, whether children are in, or out of, the Nursery by: -

- Making sure that every child is always within the sight and/or hearing of a suitably vetted member of staff. Monitoring staff deployment across the setting regularly to ensure children's needs are met.
- Ensuring children are always fully supervised when using water play/paddling pools, as we are aware that children can drown in only a few centimetres of water
- Taking special care when children are using large apparatus e.g., a climbing frame, and when walking up or down steps/stairs.
- Making sure staff recognise and are aware of any dangers relating to bushes, shrubs and plants when on visits/outdoors.
- Ensuring staff will support children to identify, minimise and manage risks in their play, always supervising children when eating; monitoring toddlers and babies closely and never leaving babies alone with a bottle. Babies are always bottle fed by a member of staff.
- Supervising sleeping babies/children and never leaving them unattended.
- Never leaving babies/children unattended during nappy changing times.
- Supervising children carefully when using scissors or tools, including using knives in cooking activities, where this is required.
- Increasing staff: child ratios during outings to ensure supervision and safety (please refer to Outings policy)
- Strictly following any safety guidelines given by other organisations or companies relating to the hire of equipment or services e.g., hire of a bouncy castle and a member of staff MUST supervise the children at all times.

Supervision of Visitors

At Elswick House Nursery School we aim to always protect the children in our care. This includes making sure any visitors to the Nursery are properly identified and supervised.

All visitors must sign the visitors' book on arrival and departure. Where applicable, visitors' identity should be checked, e.g., Ofsted inspectors, or colleagues attending in a professional capacity, such as speech and language therapists. Visitors are informed of any relevant

policies including the fire evacuation procedure and mobile phone, camera and other recording devices policy including use of smartwatches where applicable.

A member of staff must always accompany visitors in the Nursery while in the building; at no time should a visitor be left alone with a child unless under specific circumstances arranged previously with the Manager.

Security

- Staff must check the identity of any visitors they do not recognise before allowing them into the main Nursery. Visitors to the Nursery must be recorded in the Visitors' Book and always accompanied by a member of staff while in the building.
- All external doors must be kept always locked and external gates closed. All internal doors and gates must be kept closed to ensure children are not able to wander.
- Parents, visitors and students are reminded not to hold doors open or allow entry to any person, whether they know this person or not. Staff within the Nursery should be the only people allowing external visitors and parents entry to the Nursery.
- The Nursery will under no circumstances tolerate any form of harassment from third parties, including visitors, towards others, including children, staff members and parents. The police may be called in these circumstances.

Sick Child Policy

At Elswick House Nursery we promote the good health of all children attending. To help keep children healthy and minimise infection, we do not expect children to attend Nursery if they are unwell. If a child is unwell, it is in their best interest to be in a home environment with adults, they know well rather than at Nursery with their peers.

Our procedures

In order to take appropriate action of children who become ill and to minimise the spread of infection we implement the following procedures: -

- If a child becomes ill during the Nursery day, we contact their parent(s) to discuss the illness. If it is just a temperature, Calpol may be given, and the child is watched carefully. If the temperature returns, we ask parents to take the child home. For other illnesses, we discuss with the parents what we feel is best for the child, one option being for the child to go home, if we feel it necessary.
- We follow the guidance given to us by Public Health England (Health Protection In Schools and other childcare facilities) and advice from our local health protection unit on exclusion times for specific illnesses, e.g. sickness and diarrhoea, measles and chicken pox, to protect other children in the Nursery, see link - www.gov.uk.
- Should a child have an infectious disease, such as sickness and diarrhoea, they must not return to Nursery until they have been clear for at least 48 hours. We inform all parents if there is a contagious infection identified in the Nursery, to enable them to spot the early signs of this illness. We thoroughly clean and sterilise all equipment and resources that may have come into contact with a contagious child to reduce the spread of infection.
- We notify Ofsted as soon as possible and in all cases within 14 days of the incident where we have any child or staff member with food poisoning or Covid-19.
- We have the right to refuse admission to a child who is unwell. This decision will be taken by the Manager on duty and is non-negotiable.
- We make information about head lice readily available. If a parent finds that their child has head lice, we would be grateful if they could inform the Nursery, so that other parents can be alerted to check their child's hair.

Meningitis procedure

If a parent informs the Nursery that their child has meningitis, the Nursery Manager will contact the Local Area Infection Control (IC) Nurse for their area. The IC Nurse will give guidance and support in each individual case. If parents do not inform the Nursery, we will be contacted directly by the IC Nurse and the appropriate support will be given. We will follow all guidance given and notify any of the appropriate authorities including Ofsted as necessary.

Transporting children to hospital procedure

The Nursery Manager/staff member must: -

- Call for an ambulance immediately if the sickness is severe. DO NOT attempt to transport the sick child in your own vehicle.
- Whilst waiting for the ambulance, contact the parent(s) and arrange to meet them at the hospital.
- Re-deploy staff if necessary, to ensure there is adequate staff deployment to care for the remaining children. This may mean temporarily grouping the children together.
- Arrange for the most appropriate member of staff to accompany the child, taking with them any relevant information such as registration forms, relevant medication sheets, medication and the child's comforter.
- Inform a member of the management team immediately.
- Remain calm at all times. Children who witness an incident may well be affected by it and may need lots of cuddles and reassurance. Staff may also require additional support following the incident.

Inclusion and Equality

Statement of intent

At Elswick House Nursery School we take great care to treat each individual as a person in their own right, with equal rights and responsibilities to any other individual, whether they are an adult or a child. We are committed to providing equality of opportunity and anti-discriminatory practice for all children and families according to their individual needs. Discrimination on the grounds of gender, age, race, religion or belief, marriage or civil partnership, disability, sexual orientation, gender reassignment, pregnancy or maternity, ethnic or national origin, or political belief has no place within our Nursery.

A commitment to implementing our inclusion and equality policy will form part of each employee's job description. Should anyone believe that this policy is not being upheld, it is their duty to report the matter to the attention of the Nursery Manager at the earliest opportunity. Appropriate steps will then be taken to investigate the matter and if such concerns are well-founded, disciplinary action will be invoked under the Nursery's disciplinary policy.

The legal framework for this policy is based on:

- Special Education Needs and Disabilities Code of Practice 2015
- Children and Families Act 2014
- Equality Act 2010
- Childcare Act 2006
- Children Act 2004
- Care Standards Act 2002
- Special Educational Needs and Disability Act 2001.

The Nursery and staff are committed to: -

- Recruiting, selecting, training and promoting individuals on the basis of occupational skills requirements. In this respect, the Nursery will ensure that no job applicant or employee will receive less favourable treatment because of age, sex, gender

reassignment, disability, marriage or civil partnership, race, religion or belief, sexual orientation, pregnancy or maternity/paternity which cannot be justified as being necessary for the safe and effective performance of their work or training.

- Providing a childcare place, wherever possible, for children who may have learning difficulties and/or disabilities or are deemed disadvantaged according to their individual circumstances, and the Nursery's ability to provide the necessary standard of care.
- Making reasonable adjustments for children with special educational needs and disabilities.
- Striving to promote equal access to services and projects by taking practical steps (wherever possible and reasonable), such as ensuring access to people with additional needs and by producing materials in relevant languages and media for all children and their families.
- Providing a secure environment in which all our children can flourish, and all contributions are valued.
- Including and valuing the contribution of all families to our understanding of equality, inclusion and diversity.
- Providing positive non-stereotypical information.
- Continually improving our knowledge and understanding of issues of equality, inclusion and diversity.
- Regularly reviewing, monitoring and evaluating the effectiveness of inclusive practices to ensure they promote, and value diversity and difference and that the policy is effective.
- Making inclusion a thread which runs through the entirety of the Nursery, for example, by encouraging positive role models through the use of toys, imaginary play and activities, promoting non-stereotypical images and language and challenging all discriminatory behaviour (see dealing with discriminatory behaviour policy).

Admissions/service provision

The Nursery is accessible to all children and families in the local community and further afield, through a comprehensive and inclusive admissions policy, subject to the parents' ability to pay the Nursery fees.

The Nursery will strive to ensure that all services and projects are accessible and relevant to all groups and individuals in the community within targeted age groups.

Recruitment

Recruitment, promotion and other selection exercises such as redundancy selection, will be conducted on the basis of merit, against objective criteria that avoid discrimination. Shortlisting should be done by more than one person if possible. All members of the selection group will be committed to the inclusive practice set out in this policy and will have received appropriate training in this regard. Vacancies should generally be advertised to a diverse section of the labour market. Advertisements should avoid stereotyping or using wording that may discourage particular groups from applying. At interview, no questions will be posed which potentially discriminate on the grounds specified in the statement of intent. All candidates will be asked the same questions and members of the selection group will not introduce nor use any personal knowledge of candidates acquired outside the selection process. Candidates will be given the opportunity to receive feedback on the reasons why they were not successful. Under the Equality Act 2010 you can only ask questions prior to offering someone employment in the following circumstances: -

- You need to establish whether the applicant will be able to comply with a requirement to undergo an assessment (i.e., an interview or selection test).
- You need to establish whether the applicant will be able to carry out a function that is intrinsic to the work concerned.
- You want to monitor diversity in the range of people applying for work.
- You want to take positive action towards a particular group – for example offering a guaranteed interview scheme.

- You require someone with a particular disability because of an occupational requirement for the job. Although you should no longer ask any health-related questions prior to offering someone work in accordance with the Equality Act 2010, the national College for Teaching and Leadership provides further guidance specific to working with children.

Providers have a responsibility to ensure that practitioners have the health and physical capacity to teach and will not put children and young people at risk of harm. The activities that a practitioner must be able to perform are set out in the Education (Health Standards England) Regulations 2003. Providers are responsible for ensuring that only practitioners who have the capacity to teach remain on the staff team.

People with disabilities or chronic illnesses may have the capacity to teach, just as those without disabilities or medical conditions may be unsuitable to teach. Further information on training to teach with a disability is available from the DfE website. Successful applicants offered a position will be asked to complete a fitness questionnaire prior to commencing the programme. Providers should not ask all-encompassing health questions, but should ensure that they only ask targeted and relevant health-related questions, which are necessary to ensure that a person is able to teach.

Staff

It is the policy of Elswick House Nursery School not to discriminate in the treatment of individuals. All staff are expected to co-operate with the implementation, monitoring and improvement of this and other policies. All staff are expected to challenge language, actions, behaviours and attitudes which are oppressive or discriminatory, on the grounds specified in this policy and recognise and celebrate other cultures and traditions. All staff are expected to participate in equality and inclusion training. Staff will follow the 'Dealing with Discriminatory Behaviour' policy where applicable to report any discriminatory behaviours observed.

Training

The Nursery recognises the importance of training as a key factor in the implementation of an effective inclusion and equality policy. All new staff receive induction training including specific reference to the inclusion and equality policy. The Nursery will strive towards the provision of inclusion, equality and diversity training for all staff on an annual basis.

Early learning framework

Early learning opportunities offered in the Nursery encourage children to develop positive attitudes to people who are different from them. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

We do this by: -

- Making children feel valued and good about themselves.
- Ensuring that all children have equal access to early learning and play opportunities.
- Reflecting the widest possible range of communities in the choice of resources.
- Avoiding stereotypical or derogatory images in the selection of materials.
- Acknowledging and celebrating a wide range of religions, beliefs and festivals.
- Creating an environment of mutual respect and empathy.
- Helping children to understand.
- Ensuring that children, whose first language is not English, have full access to early learning opportunities and are supported in their learning.
- Working in partnership with all families to ensure they understand the policy and challenge any discriminatory comments made.
- Ensuring the medical, cultural and dietary needs of children are met.
- Identifying a Key Carer to each child who will continuously observe, assess and plan for children's learning and development.
- Helping children to learn about a range of food and cultural approaches to mealtimes and to respect the differences among them.

Information and meetings

Information about the Nursery, its activities and their children's development will be given in a variety of ways according to individual needs (written, verbal and translated), to ensure that all parents can access the information they need. Wherever possible, meetings will be arranged to give all families options to attend and contribute their ideas about the running of the Nursery.

Special Education Needs and Disabilities (SEND) Policy

All children are entitled to an education that enables them to achieve the best possible outcomes and to become confident young children with a growing ability to communicate their own views and to be ready to make the transition into compulsory education.

A child, or young person, has Special Educational Needs and Disabilities (SEND) if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her. It is the responsibility of all staff to understand the needs of all children within their care.

Our Special Educational Needs Coordinator (SENCO) has responsibility for the care and assessment of children with SEND.

Our SENCO works closely with all staff to ensure the successful implementation of the Nursery's SEND policy in the Nursery, always making sure that plans and records are shared with parents. The role of the SENCO involves: -

- Ensuring all members of staff understand their responsibilities to children with SEND and the Nursery's approach to identifying and meeting SEND.
- Advising and supporting colleagues.
- Ensuring parents are closely involved throughout and consulted at every stage.
- Liaising with other professionals or agencies.

We aim to ensure the following actions and procedures are carried out: -

1. In assessing progress of children in the early years, Tracking Sheets may be used to assess the extent to which a young child is developing at expected levels for their age, or not, as the case may be.
2. Where a child appears to be behind expected levels, or where a child's progress gives cause for concern, clear guidance for identifying SEND is provided in the SEND Code of Practice: 0 to 25 Years – 'Identifying Needs in the Early Years' (paras 5.28 to 5.35).
3. The Progress Check at Two may trigger SEND concerns. The progress check identifies the child's strengths and any areas where the child's progress is slower than expected. If there are significant emerging SEND concerns, a plan is developed to support the child, in consultation with parents, and possibly involving the Area SENCO.
4. A graduated approach is adopted with four stages of action:
 - a. **Assess**

In identifying a child as needing SEND support, an analysis of the child's needs will already have been carried out. This initial assessment should be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, the SENCO should contact the Area SENCO, with the parents' agreement. More specialist assessment may be called for from specialist teachers or from health, social services or other agencies.

b. Plan

The SENCO should agree with the parents: -

- The outcomes they are seeking.
- The interventions and support to be put in place.
- The expected impact on progress, development or behaviour.
- A clear date for review.

c. Do

The SENCO should support the member of staff (who may be the child's Key Carer) in the execution of the plan and oversee the implementation of the agreed interventions, or programmes.

d. Review

The effectiveness of the support and its impact on the child's progress should be reviewed in line with the agreed date. The impact and quality of the support should be evaluated by the SENCO, working with the child's parents and taking into account the child's views. They should agree any changes to the outcomes and support for the child in light of the child's progress and development. Parents should have clear information about the impact of the support provided and be involved in planning next steps.

5. The graduated approach should be led and co-ordinated by the SENCO. At each stage parents should be engaged, contributing their insights to assessment and planning. Intended outcomes should be shared with parents and reviewed with them, along with action taken.
6. SEND support should also include planning and preparing for transition before a child moves into another setting or school. To support the transition, information should be shared with the receiving setting or school. Parents should give their consent for the information to be shared as part of this planning process.

Reference as from 1st September 2015 - **SEND Code of Practice: 0 to 25 Years.**

Statement of Intent

At Elswick House Nursery School we are committed to the inclusion of all children. All children have the right to be cared for and educated to develop to their full potential alongside each other through positive experiences, to enable them to share opportunities and experiences and develop and learn from each other. We provide a positive and welcoming environment where children are supported according to their individual needs and we work hard to ensure no children are discriminated against or put at a disadvantage because of their needs. We believe that all children have a right to experience and develop alongside their peers no matter what their individual needs. Each child's needs are unique, therefore any attempt to categorise children is inappropriate. We are committed to working alongside parents in the provision for their child's individual needs to enable us to help the child to develop to their full potential. We are committed to working with any child who has a specific need and/or disability and making reasonable adjustments to enable every child to make full use of the Nursery's facilities. All children have a right to a broad and well-balanced early learning environment. Where we believe a child may have additional needs that have previously been unacknowledged, we will work closely with the child's parents and any relevant professionals to establish if any additional action is required. Where a child has additional needs, we feel it is paramount to find out as much as possible about those needs; any way that this may affect his/her early learning or care needs and any additional help he/she may need by: -

- Liaising with the child's parents and, where appropriate, the child.
- Liaising with any professional agencies.

- Reading any reports that have been prepared.
- Attending any review meetings with the local authority/professionals.
- Observing each child's development and monitoring such observations regularly.

All children will be given a full settling in period when joining the Nursery according to their individual needs.

Aims

We will: -

- Recognise each child's individual needs and ensure all staff are aware of, and have regard for, the Special Educational Needs Code of Practice on the identification and assessment of any needs not being met by the universal service provided by the Nursery.
- Include all children and their families in our provision.
- Provide well informed and suitably trained practitioners to help support parents and children with special educational difficulties and/or disabilities.
- Develop and maintain a core team of staff who are experienced in the care of children with additional needs and identify a Special Educational Needs and Disabilities Co-ordinator (SENCO) who is experienced in the care and assessment of children with additional needs. Staff will be provided with specific training relating to Special Educational Needs and Disabilities (SEND) and the SEND Code of Practice.
- Identify the specific needs of children with special educational needs and/or disabilities and meet those needs through a range of strategies.
- Ensure that children who learn quicker, e.g., gifted and talented children, are also supported.
- Share any statutory and other assessments made by the Nursery, with parents and support parents in seeking any help they or the child may need.
- Work in partnership with parents and other agencies in order to meet individual children's needs, including the education, health and care authorities, and seek advice, support and training where required.
- Monitor and review our practice and provision and, if necessary, make adjustments, and seek specialist equipment and services if needed.
- Ensure that all children are treated as individuals/equals and are encouraged to take part in every aspect of the Nursery day according to their individual needs and abilities.
- Encourage children to value and respect others.
- Challenge inappropriate attitudes and practices.
- Promote positive images and role models during play experiences of those with additional needs wherever possible.
- Celebrate diversity in all aspects of play and learning.

Our Nursery Special Education Needs and Disabilities Co-ordinator (SENCO) Laura Moseley/
Michelle Jones

The role of the SENCO is to take the lead in further assessment of the child's particular strengths and weaknesses; in planning future support for the child in discussion with colleagues; and in monitoring and subsequently reviewing the action taken. The SENCO should also ensure that appropriate records are kept including a record of children's SEN support and those with Education, Health and Care plans. The practitioner usually responsible for the child should remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents should always be consulted and kept informed of the action taken to help the child, and of the outcome of this action (code of practice 2015). She/he works closely with all staff to make sure there are systems in place to plan, implement, monitor, review and evaluate the special educational needs practice and policy of the Nursery, always making sure plans and records are shared with parents.

Methods

We will: -

- Designate a named member of staff to be Special Educational Needs and Disability Co-ordinator (SENCO) and share his/her name with parents.
- Undertake formal Progress Checks and Assessments of all children in accordance with the SEND Code of Practice January 2015.
- Provide a statement showing how we provide for children with special educational needs and/or disabilities and share this with staff, parents and other professionals.
- Ensure that the provision for children with special educational needs and/or disabilities is the responsibility of all members of staff in the Nursery.
- Ensure that our inclusive admissions practice includes equality of access and opportunity.
- Ensure that our physical environment is as far as possible suitable for children and adults with disabilities.
- Work closely with parents to create and maintain a positive partnership which supports their child(ren).
- Ensure that parents are informed at all stages of the assessment, planning, provision and review of their child's care and education.
- Provide parents with information on sources of independent advice and support.
- Liaise with other professionals involved with children with special educational needs and/or disabilities and their families, including transfer arrangements to other settings and schools. We work closely with the next school or care setting and meet with them to discuss the child's needs to ensure information exchange and continuity of care.
- Use the graduated response system (see explanation below) for identifying, assessing and responding to children's special educational needs and disabilities.
- Provide a broad and balanced early learning environment for all children with special educational needs and/or disabilities.
- Provide differentiated activities to meet all individual needs and abilities.
- Use a system of planning, implementing, monitoring, evaluating and reviewing Individual Educational Plans (IEPs) for children with special educational needs and/or disabilities and discuss these with parents.
- Review IEPs regularly every 2 months and hold review meetings with parents at this time.
- Ensure that children with special educational needs and/or disabilities and their parents are consulted at all stages of the graduated response, taking into account their levels of ability.
- Use a system for keeping records of the assessment, planning, provision and review for children with special educational needs and/or disabilities.
- Provide resources (human and financial) to implement our SEND policy.
- Ensure the privacy of children with special educational needs and/or disabilities when intimate care is being provided.
- Use the local authorities Assessment Framework (see details below).
- Provide in-service training for practitioners and volunteers.
- Raise awareness of any specialism the setting has to offer, e.g., Makaton trained staff.
- Ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g., IEP reviews, staff and management meetings, parental and external agencies' views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- Provide a complaints procedure and make available to all parents in a format that meets their needs e.g., Braille, audio, large print, additional languages.
- Monitor and review our policy annually.

Effective assessment of the need for early help

Local agencies should work together to put processes in place for the effective assessment of the needs of individual children who may benefit from early help services. Children and families may need support from a wide range of local agencies. Where a child and family would benefit from coordinated support from more than one agency (e.g., The early help assessment should be undertaken by a lead professional who should provide support to the child and family, act as an advocate on their behalf and coordinate the delivery of support services. The lead professional role could be undertaken by a General Practitioner (GP), family support worker, teacher, health visitor and/or special educational needs coordinator. Decisions about who should be the lead professional should be taken on a case-by-case basis and should be informed by the child and their family.

For an early help assessment to be effective: -

- The assessment should be undertaken with the agreement of the child and their parents or carers. It should involve the child and family as well as all the professionals who are working with them.
- A teacher, GP, health visitor, early years' worker or other professional should be able to discuss concerns they may have about a child and family with a social worker in the local authority. Local authority children's social care should set out the process for how this will happen; and
- If parents and/or the child do not consent to an early help assessment, then the lead professional should make a judgement as to whether, without help, the needs of the child will escalate. If so, a referral into local authority children's social care may be necessary.

If at any time it is considered that the child may be a child in need as defined in the Children Act 1989, or that the child has suffered significant harm, or is likely to do so, a referral should be made immediately to local authority children's social care. This referral can be made by any professional.

Special Educational Needs and Disability code of practice

The Nursery has regard to the statutory guidance set out in the Special Educational Needs and Disability code of practice (DfE 2015) to identify, assess and make provision for children's special educational needs. The Nursery will undertake a Progress Check of all children at age two in accordance with the Code of Practice. The early years provider will also undertake an assessment at the end of the Early Years Foundation Stage (in the final term of the year in which a child turns 5) to prepare an EYFS Profile of the child. The Code of Practice recommends that, in addition to the formal checks above, the Nursery should adopt a graduated approach to assessment and planning, led and coordinated by a SENCO. Good practice of working together with parents, and the observation and monitoring of children's individual progress, will help identify any child with special educational needs or disability. The Nursery has identified a member of staff as a SENCO who will work alongside parents to assess the child's strengths and plan for future support. The SENCO will ensure that appropriate records are kept according to the Code of Practice.

Stage 1

Where a practitioner or SENCO identifies a child with special educational needs, the Nursery will assess and record those needs and provide a number of key actions to help the child. As part of this process, the Nursery will consult with parents and seek any additional information from external professionals. The targets for the child, any teaching strategies or changes to provision, are set out in an Individual Education Plan (IEP). The plan will be continually under review in consultation with the child and his/her parent(s). This stage will involve a cycle of assessment, planning and review in increasing detail, with education, health, housing, police) there should be an inter-agency assessment. These early help assessments, such as the

Common Assessment Framework, should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989.

Stage 2

This is where a practitioner or SENCO, in consultation with the child's parents, decide external support services are required usually following a review of the IEP. The Nursery will share its records on the child with those services so that they can advise on any IEP targets and appropriate strategies to help.

Staff Working with Their Own Children/Close Relation

At Elswick House Nursery School we understand the potential stresses of staff returning to work after having a baby or working in the same environment as your child or a close relation. We wish to support all employees in this position and request the member of staff meet with the Nursery Manager and Room Leader, where appropriate, to discuss the needs of all parties. We believe our staff should remain neutral and treat all children with the same regard. It is generally not appropriate for staff to care for their own children or those of a close relative, whilst working in the Nursery. However, we recognise that this may not always be possible. We will also try to accommodate the wishes of any staff member with a child or close relative in the Nursery and come to an agreement which suits us all.

This agreement is based on the following principles: -

- Where staff work in the same room as their child or close relation, there is an agreed set of guidelines between the Nursery and the member of staff setting out the expectations of working with their child/close relation. These include a clear statement that during their time at Nursery the child is in the care of the Nursery and it is the Nursery that retains responsibility for the child and their care.
- Where this agreement is not working or is impacting on the care of the child or other children in the room, the Manager and member of staff will reassess the situation.
- Staff caring for another staff member's child will treat them as they would any other parent/child. No special treatment will be offered to any child or parent who has connections with the Nursery. Where the Manager assesses that the agreement is not working and/or there is an impact on the care of the children in the room, because of the staff member's relationship with their child or close relation, the Manager will consider moving the staff member and not the child. This will enable the child to be in the appropriate age/stage group and to continue to forge consistent relationships with other children in this group.
- Where the staff member is in another room, there will be an agreement between the staff member, Manager and Room Leader about contact with the child during the Nursery day. Although we do not want to restrict a parent seeing their child, we must consider the room routine and the upset a visit may cause the child when their parent leaves the room again.
- If there are staff shortages resulting in the movement of staff, the staff member will be placed in a different room to that of their child or close relation, wherever possible.
- Where a staff member's baby requires breastfeeding, the Nursery will adapt the above guidelines to suit both the baby's and mother's needs. Cover will be provided during this time.

Green Policy

We believe that Elswick House Nursery School should conduct its business in a responsible way and that we should set the right example to the children in our care, teaching them good habits in relation to the environment.

We support a range of green measures but do nothing, which might adversely affect or compromise the health, safety or wellbeing of the children, or the standard of service we provide.

- We have changed our standard incandescent light bulbs to energy efficient LED ones, which has resulted in significant savings of electricity and brighter rooms.
- We use thermometers to regulate room temperatures.
- We have also reduced wastage of electricity in the Nursery by turning off all electrical appliances at the end of the day and not leaving them on 'stand by'.
- We also recycle, re-use and reduce wherever we can.
- We use within the Nursery the apples we harvest from our fruit trees and the eggs from our chickens and quail and the vegetables we grow.
- We compost our garden waste.

Wherever possible we try to engage the children with environmental matters to develop their awareness of their rural surroundings.

- We take the children on local walks and we visit nearby woodland areas so that the children can begin to learn about the geography of the area and discover things about their local fauna and flora*.
- Our "**Woodland Adventures**" programme provides many opportunities for the children to enhance their knowledge and understanding of the countryside and the natural world.
- We visit several farms every year, where the children can see and touch some of the animals and where they can start to appreciate where their food comes from*.
- The children help to feed our very own guinea pigs, quail and hens*. Keeping pets is an excellent way for children to learn about responsibility, as well as helping them to develop a kind, caring attitude towards both animals and people. They can also gain other important life skills such as patience, empathy and nurturing ability.
- The children take turns helping to collect the chicken and quail eggs*. We usually give the quail eggs away to the parents.
- The older children help to cultivate the garden, growing sunflowers, sweet peas and potatoes. We grow our very own pumpkins for Halloween, cabbages for the guinea pigs and other vegetables, such as carrots, for mealtimes*.
- The children help to collect the apples from our apple trees. We use some of the apples in the Nursery and offer them to our parents to take home. The children also use an apple press to make apple juice and make apple crumble and apple pie with apples they have picked*.

* *Hand washing procedure in place*

Complaints Procedure

Elswick House Nursery School will deal objectively and constructively with any grievances parents may have. Anyone who uses this procedure can do so with the confidence that their problem will be dealt with fairly and promptly.

The Complaints Procedure is posted on the Parents' Noticeboard. Copies of this (and all other Policies and Procedures) can be viewed on our website and are available on request.

Stage 1: -

Parents are encouraged to communicate with the Nursery staff on a day-to-day basis, so that any issues or worries parents may have can be resolved promptly. Most problems can be dealt with informally to everyone's satisfaction.

Stage 2: -

If the issue has not been resolved by talking with the parents and, if necessary, taking appropriate and prompt action, the parent may move to Stage 2 of the procedure, in which the parent makes a formal complaint. The complaint must be put in writing (letter or E-mail) and addressed to the Nursery Manager, and/or to Mrs Linden Green, the Proprietor.

The Nursery Manager and/or Proprietor will investigate the problem and report back to the parent with their findings and details of action to be taken, and the timescale involved.

The findings and the action taken must be reported back to the parent within 28 days. The Nursery Manager and/or Proprietor establish whether the complainant is satisfied with the outcome.

Full details of the complaint, the findings and the action to be taken are recorded on the Elswick House Complaints Record Sheet.

Stage 3: -

If the parent is not satisfied with the outcome, he/she may request a meeting with the Nursery Manager and/or Proprietor. An agreed written record of the meeting is made as well as any decision or action to be taken as a result. Both parties sign the record and receive a copy of it. Details of the meeting are also added to the Elswick House Complaints Record Sheet.

Stage 4: -

If at the Stage 3 meeting the parent cannot reach agreement with the Nursery, an external mediator may be invited in to help to settle the complaint. The person should be acceptable to both parties, listen to both sides and offer advice. The mediator has no legal powers, but can help to define the problem, review the action taken to date and suggest further ways in which it might be resolved.

The mediator keeps all discussions confidential and may hold separate talks with the Nursery Manager and/or Mrs Linden Green and the parent. The mediator keeps an agreed written record of any meetings that are held and of any advice he/she may give.

Stage 5: -

When the mediator has concluded his/her investigations, a final meeting between the parent and the Nursery Manager and/or Mrs Linden Green is held. The purpose of the 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. 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.

Stage 6: -

The parent has the right to write, or telephone, with their complaint to the Office for Standards in Education (Ofsted) at any stage of this procedure.

The current address for Ofsted is:-

OFSTED

Ofsted National Business Unit

Piccadilly Gate

Store Street

Manchester M1 2WD

Tel: 0300 123 1231

These details are set out on the Parents Noticeboard.

If a parent has made a complaint about the way their data is being handled and remains dissatisfied after raising their concern with us, recourse can be made to the Information

Commissioner's Office (ICO). The ICO can be contacted at Information Commissioner's Office, Wycliffe House, Water Lane, Cheshire, SK9 5AF.

A record of complaints in relation to Elswick House Nursery School, or the children, or the member of staff is kept for at least three years, including the nature of the complaint, the date and how the complaint was managed.

Safeguarding Policies

Safeguarding Children – Policy

At Elswick House Nursery School we work with children, parents, external agencies and the community to ensure the welfare and safety of children and to give them the very best start in life. Children have the right to be treated with respect, be helped to thrive and to be safe from any abuse in whatever form. We support the children within our care, protect them from maltreatment and have robust procedures in place to prevent the impairment of children's health and development. In our setting we strive to protect children from the risk of radicalisation, and we promote acceptance and tolerance of other beliefs and cultures (please refer to our inclusion and equality policy for further information). Safeguarding is a much wider subject than the elements covered within this single policy, therefore this document should be used in conjunction with the Nursery's other Policies and Procedures.

This policy works alongside these other specific policies to cover all aspects of child protection: -

- Online safety
- Human Trafficking and Modern Slavery
- Prevent Duty and Radicalisation
- Domestic Violence, Honour Based Violence (HBV) and Forced Marriages
- Looked After Children

Legal framework and definition of safeguarding: -

- Children Act 1989 and 2004
- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- Children and Social Work Act 2017
- The Statutory Framework for the Early Years Foundation Stage (EYFS) 2017
- Working together to safeguard children 2018
- Keeping children safe in education 2016
- What to do if you are worried a child is being abused 2015
- Counterterrorism and Security Act 2015.

Safeguarding and promoting the welfare of children, in relation to this policy is defined as: -

- Protecting children from maltreatment
- Preventing the impairment of children's health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes.
- (Definition taken from the HM Government document 'Working together to safeguard children 2018).

Policy intention

To safeguard children and promote their welfare we will: -

- Create an environment to encourage children to develop a positive self-image.
- Provide positive role models and develop a safe culture, where staff are confident to raise concern about professional conduct.
- Support staff to notice the softer signs of abuse and know what action to take.
- Encourage children to develop a sense of independence and autonomy in a way that is appropriate to their age and stage of development.
- Provide a safe and secure environment for all children.

- Promote tolerance and acceptance of different beliefs, cultures and communities.
- Help children to understand how they can influence and participate in decision-making and how to promote British values through play, discussion and role modelling.
- Always listen to children.
- Provide an environment where practitioners are confident to identify where children and families may need intervention and seek the help they need.
- Share information with other agencies as appropriate. The Nursery is aware that abuse does occur in our society and we are vigilant in identifying signs of abuse and reporting concerns. Our practitioners have a duty to protect and promote the welfare of children. Due to the many hours of care, we are providing, staff may often be the first people to identify that there may be a problem. They may well be the first people in whom children confide information that may suggest abuse, or to spot changes in a child's behaviour, which may indicate abuse. Our prime responsibility is the welfare and well-being of each child in our care. As such we believe we have a duty to the children, parents and staff to act quickly and responsibly in any instance that may come to our attention. This includes sharing information with any relevant agencies such as local authority services for children's social care, health professionals or the police. All staff will work with other agencies in the best interest of the child, including as part of a multi-agency team, where needed.

The Nursery aims to: -

- Keep the child at the centre of all we do.
- Ensure staff are trained right from induction to understand the child protection and safeguarding policy and procedures, are alert to identifying possible signs of abuse (including the signs known as softer signs of abuse), understand what is meant by child protection and are aware of the different ways in which children can be harmed, including by other children through bullying or discriminatory behaviour.
- Be aware of the increased vulnerability of children with Special Educational Needs and Disabilities (SEND) and other vulnerable or isolated families and children.
- Ensure staff understand how to recognise early indicators of potential radicalisation and terrorism threats and act on them appropriately in line with national and local procedures.
- Ensure that all staff feel confident and supported to act in the best interest of the child, share information and seek the help that the child may need.
- Ensure that all staff are familiar and updated regularly with child protection training and procedures and kept informed of changes to local/national procedures, including thorough annual safeguarding newsletters and updates.
- Make any child protection referrals in a timely way, sharing relevant information as necessary in line with procedures set out by the local Safeguarding Children Board.
- Make any referrals relating to extremism to the police (or the Government helpline) in a timely way, sharing relevant information as appropriate.
- Ensure that information is shared only with those people who need to know in order to protect the child and act in their best interest.
- Keep the setting safe online using appropriate filters, checks and safeguards, monitoring access at all times.
- Ensure that children are never placed at risk while in the charge of Nursery staff.
- Identify changes in staff behaviour and act on these as per the Staff Behaviour Policy.
- Take any appropriate action relating to allegations of serious harm or abuse against any person working with children or living or working on the Nursery premises including reporting such allegations to Ofsted and other relevant authorities.
- Ensure parents are fully aware of child protection Policies and Procedures when they register with the Nursery and are kept informed of all updates when they occur.

- Regularly review and update this policy with staff and parents where appropriate and make sure it complies with any legal requirements and any guidance or procedures issued by the Staffordshire Safeguarding Children Board. We will support children by offering reassurance, comfort and sensitive interactions. We will devise activities according to individual circumstances to enable children to develop confidence and self-esteem within their peer group and support them to learn how to keep themselves safe.

Contact telephone numbers

01785 895836 (ESAS) To discuss your concerns, or to get advice about making a referral before contacting First Response.

| | |
|----------------------|--|
| 0800 1313126 | Staffs First Response |
| 0800 1313126 | Local authority Designated Officer (LADO) |
| 08001313126 | Local Safeguarding Children Board (LSCB) |
| 0300 1118010 | Local Authority Children’s Social Care Team |
| 0300 123 1231 | OFSTED |
| 020 7340 7264 | Government Helpline for Extremism Concerns |

Types of abuse and particular procedures followed

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by harming them or by failing to act to prevent harm. Children may be abused within a family, institution or community setting by those known to them or a stranger. This could be an adult or adults, another child or children. The signs and indicators listed below may not necessarily indicate that a child has been abused.

Indicators of child abuse

- Failure to thrive and meet developmental milestones
- Fearful or withdrawn tendencies
- Unexplained injuries to a child or conflicting reports from parents or staff
- Repeated injuries
- Unaddressed illnesses or injuries
- Significant changes to behaviour patterns.

Softer signs of abuse as defined by National Institute for Health and Care Excellence (NICE) include: -

- Low self-esteem
- Wetting and soiling
- Recurrent nightmares
- Aggressive behaviour
- Withdrawing communication
- Habitual body rocking
- Indiscriminate contact or affection seeking
- Over-friendliness towards strangers
- Excessive clinginess
- Persistently seeking attention.

Peer on peer abuse

We are aware that peer on peer abuse does take place, so we include children in our policies when we talk about potential abusers. This may take the form of bullying, physically hurting another child, emotional abuse, or sexual abuse. We will report this in the same way as we do for adults abusing children and will take advice from the appropriate bodies on this area.

Physical abuse

Action needs to be taken if staff have reason to believe that there has been a physical injury to a child, including deliberate poisoning, where there is definite knowledge or reasonable suspicion that the injury was inflicted or knowingly not prevented. These symptoms may include bruising or injuries in an area that is not usual for a child, e.g., fleshy parts of the arms and legs, back, wrists, ankles and face. Many children will have cuts and grazes from normal childhood injuries. These should also be logged and discussed with the Nursery Manager or Room Leader. Children and babies may be abused physically through shaking or throwing. Other injuries may include burns or scalds. These are not usual childhood injuries and should always be logged and discussed with the Designated Safeguarding Lead (DSL) and/or Nursery Manager.

Female genital mutilation

This type of physical abuse is practised as a cultural ritual by certain ethnic groups and there is now more awareness of its prevalence in some communities in England including its effect on the child and any other siblings involved. This procedure may be carried out shortly after birth and during childhood as well as adolescence, just before marriage or during a woman's first pregnancy and varies widely according to the community. Symptoms may include bleeding, painful areas, acute urinary retention, urinary infection, wound infection, septicaemia, incontinence, vaginal and pelvic infections, which help us to recognise that something may be wrong, especially if a child shows a number of these symptoms or any of them to a marked degree.

Other symptoms could be depression and post-traumatic stress disorder, as well as physiological concerns. If you have concerns about a child relating to this area, you should contact children's social care team in the same way as other types of physical abuse. There is a mandatory duty to report to police any case where an act of female genital mutilation appears to have been carried out on a girl under the age of 18, we will ensure this is followed in our setting.

Breast Ironing

Breast ironing also known as "breast flattening" is the process where young girls' breasts are ironed, massaged and/or pounded down using hard or heated objects in order for the breasts to disappear or delay the development of the breasts entirely. It is believed that by carrying out this act, young girls will be protected from harassment, rape, abduction and early forced marriage. Although this is unlikely to happen to children in the Nursery due to their age, we will ensure any signs of this in young adults or older children are followed up using the usual safeguarding referral process.

Fabricated illness

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

Procedure: -

- All signs of marks/injuries to a child, when they come into Nursery or occur during time at the Nursery, will be recorded as soon as noticed by a staff member.
- The incident will be discussed with the parent at the earliest opportunity, where felt appropriate.
- Such discussions will be recorded, and the parent will have access to such records.
- If there are queries regarding the injury, the Local Authority Children's Social Care Team will be notified in line with procedures set out by the Local Safeguarding Children Board (LSCB).

Sexual abuse

Action needs to be taken if the staff member has witnessed an occasion(s) where a child indicated sexual activity through words, play, drawing, had an excessive preoccupation with sexual matters or had an inappropriate knowledge of adult sexual behaviour or language. This may include acting out sexual activity on dolls/toys or in the role play area with their peers, drawing pictures that are inappropriate for a child, talking about sexual activities or using sexual language or words. The child may become worried when their clothes are removed, e.g., for nappy changes. The physical symptoms may include genital trauma, discharge and bruises between the legs or signs of a sexually transmitted disease (STD). Emotional symptoms could include a distinct change in a child's behaviour. They may be withdrawn or overly extroverted and outgoing. They may withdraw away from a particular adult and become distressed if they reach out for them, but they may also be affectionate.

Procedure: -

- The adult should reassure the child and listen without interrupting if the child wishes to talk.
- The observed instances will be detailed in a confidential report.
- The observed instances will be reported to the Nursery Manager or DSL.
- The matter will be referred to the Local Authority Children's Social Care Team.

Child sexual exploitation (CSE)

Working Together to Safeguard Children 2015 (2017 updated version) defines CSE as "...a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur using technology." We will be aware of the possibility of CSE and the signs and symptoms this may manifest as. If we have concerns, we will follow the same procedures as for other concerns and we will record and refer as appropriate.

Emotional abuse

Action should be taken if the staff member has reason to believe that there is a severe, adverse effect on the behaviour and emotional development of a child, caused by persistent or severe ill treatment or rejection. This may include extremes of discipline where a child is shouted at or put down on a consistent basis, lack of emotional attachment by a parent, or it may include parents or carers placing inappropriate age or developmental expectations upon them. Emotional abuse may also be imposed through the child witnessing domestic abuse and alcohol and drug misuse by adults caring for them. The child is likely to show extremes of emotion with this type of abuse. This may include shying away from an adult who is abusing them, becoming withdrawn, aggressive or clingy in order to receive their love and attention. This type of abuse is harder to identify as the child is not likely to show any physical signs.

Procedure: -

- The concern should be discussed with the Nursery Manager/DSL/Room Leader.
- The concern will be discussed with the parent.
- Such discussions will be recorded, and the parent will have access to such records.
- An Assessment Framework form may need to be completed.
- If there are queries regarding the circumstances and/or the concerns relate to the parents, the matter will be referred to the Local Authority Children's Social Care Team.

Neglect

Action should be taken if the staff member has reason to believe that there has been any type of neglect of a child (for example, by exposure to any kind of danger, including cold, starvation or to seem clingy to a potential abuser so all symptoms and signs should be looked at together and assessed as a whole).

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

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

Domestic Abuse / Honour Based Violence / Forced Marriages

We look at these areas as a child protection concern. Please refer to the separate policy for further details on this.

Reporting Procedures

All staff have a responsibility to report safeguarding concerns and suspicions of abuse. These concerns will be discussed with the designated safeguarding lead (DSL) as soon as possible.

- Staff will report their concerns to the DSL (in the absence of the DSL they will be reported to the Deputy DSL).
- Any signs of marks/injuries to a child or information a child has given, will be recorded and stored securely.
- If appropriate, the incident will be discussed with the parent/carer, such discussions will be recorded, and the parent will have access to these records on request.
- If there are queries/concerns regarding the injury/information given then the following procedures will take place.

The designated safeguarding lead will: -

- Contact the Local Authority Children's Social Care Team to report concerns and seek advice (if it is believed a child is in immediate danger we will contact the police).
- Inform Ofsted.
- Record the information and action taken relating to the concern raised.
- Speak to the parents (unless advised not to do so by LA Children's Social Care Team)
- The Designated Safeguarding Lead will follow up with the Local Authority Children's Social Care Team if they have not contacted the setting within the timeframe set out in Working Together to Safeguarding Children (2018). We will never assume that action has been taken.

Keeping children safe is our highest priority and if, for whatever reason, staff do not feel able to report concerns to the DSL or deputy DSL they should call the Local Authority Children's Social Care Team or the NSPCC and report their concerns anonymously.

These contact numbers are displayed: -

NSPCC
Local Safeguarding Children Board

0808 800 5000
08001313126

Recording Suspicions of Abuse and Disclosures

Staff should make an objective record of any observation or disclosure, supported by the Nursery Manager or Designated Safeguarding Lead (DSL). This record should include: -

- Child's name.
- Child's address.
- Age of the child and date of birth.
- Date and time of the observation or the disclosure.
- Exact words spoken by the child.
- Exact position and type of any injuries or marks seen.
- Exact observation of any incident including any concern was reported, with date and time; and the names of any other person present at the time.
- Any discussion held with the parent(s) (where deemed appropriate).

These records should be signed by the person reporting this and the Manager/DSL, dated and kept in a separate confidential file. If a child starts to talk to an adult about potential abuse, it is important not to promise the child complete confidentiality. This promise cannot be kept. It is vital that the child can talk openly, and disclosure is not forced, or words put into the child's mouth. As soon as possible after the disclosure details must be logged accurately. It may be thought necessary that through discussion with all concerned the matter needs to be raised with the Local Authority Children's Social Care Team and Ofsted. Staff involved may be asked to supply details of any information/concerns they have about a child. The Nursery expects all members of staff to co-operate with the Local Authority Children's Social Care Team, police, and Ofsted in any way necessary to ensure the safety of the children. Staff must not make any comments either publicly or in private about the supposed or actual behaviour of a parent or member of staff.

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 LSCB/ local authority manner whilst any external investigations are carried out in the best interest of the child. Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child, only if appropriate in line with guidance of the local authority with the proviso that the care and safety of the child is paramount. We will do all in our power to support and work with the child's family.

Allegations against adults working or volunteering with children

If an allegation is made against a member of staff, student or volunteer or any other person, who lives or works on the Nursery premises, regardless of whether the allegation relates to the Nursery premises or elsewhere, we will follow the procedure below.

The allegation should be reported to the senior Manager on duty. If this person is the subject of the allegation, then this should be reported to the owner, registered person, DSL instead.

- The Local Authority Designated Officer (LADO), Ofsted and the LSCB must be informed immediately for this to be investigated.
- The LADO will provide advice and guidance.

- If as an individual, you feel this will not be taken seriously, or are worried about the allegation getting back to the person in question, then it is your duty to inform the LADO yourself directly.
- A full investigation will be carried out by the appropriate professionals (LADO, Ofsted, LSCB) to determine how this will be handled.
- The Nursery will follow all instructions from the LADO, Ofsted, LSCB and ask all staff members to do the same and co-operate where required.
- Support will be provided to all those involved in the allegation throughout the external investigation, in line with LADO support and advice.
- The Nursery reserves the right to suspend any member of staff during an investigation.
- All enquiries/external investigations/interviews will be documented and kept in a locked file for access by the relevant authorities.
- Unfounded allegations will result in all rights being reinstated.
- Founded allegations will be passed on to the relevant organisations, including the Local Authority Children's Social Care Team. Where an offence is believed to have been committed, the police may be informed, and may result in the termination of employment for the adult concerned. Ofsted will be notified immediately of this decision. The Nursery will also notify the Disclosure and Barring Service (DBS) to ensure their records are updated
- All records will be kept until the person reaches normal retirement age, or for 21 years and 3 months years, if that is longer. This will ensure accurate information is available for references and future DBS checks and avoids any unnecessary reinvestigation
- The Nursery retains the right to dismiss any member of staff in connection with founded allegations following an inquiry.
- Counselling will be available for any member of the Nursery who is affected by an allegation, their colleagues in the Nursery and the parents.

Monitoring children's attendance

As part of our requirements under the statutory framework and guidance documents we are required to monitor children's attendance patterns to ensure they are consistent and give no cause for concern. Parents should please inform the Nursery prior to their children taking holidays or days off, and all sickness should be called into the Nursery on the day, so the Nursery management are able to account for a child's absence.

Where a child is part of a Child Protection Plan, or during a referral Process, any absences will immediately be reported to the Local Authority Social Care Team to ensure the child remains safeguarded.

Confidentiality

All suspicions, enquiries and external investigations are kept confidential and shared only with those who need to know. Any information is shared in line with guidance from the local authority.

Support to Families

The Nursery takes every step in its power to build up trusting and supportive relations among families, staff, students and volunteers within the Nursery. The Nursery continues to welcome the child and the family, whilst enquiries are being made in relation to abuse in the home situation. Parents and families will be treated with respect in a non-judgmental manner.

Where a child is part of a child protection plan, or during a referral process, any absences will immediately be reported to the Local Authority Children's Social Care Team to ensure the child remains safeguarded. This should not stop parents taking precious time with their children, but enables children's attendance to be logged so we know the child is safe.

Looked after Children

As part of our safeguarding practice, we will ensure our staff are aware of how to keep looked after children safe. In order to do this, we ask that we are informed of: -

- The legal status of the child (e.g., whether the child is being looked after under voluntary arrangements with consent of parents, or on an interim, or full care order).
- Contact arrangements for the biological parents (or those with parental responsibility).
- The child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her.
- The details of the child's social worker and any other support agencies involved.
- Any child protection plan or care plan in place for the child in question.

Refer to the Looked After Children policy for further details.

Definition and legal framework

The description 'looked after' is generally used to describe a child who is looked after by the local authority. This includes children who are subject to a care order or temporarily classed as looked after on a planned basis for short breaks or respite care. Most looked after children will be cared for by foster carers, with a small minority in children's homes, looked after by family members or even placed back within the family home. The term 'looked after child' denotes a child's current legal status. The Nursery never uses this term to categorise a child as standing out from others, or refers to a child using acronyms such as LAC.

The legal framework for this policy is underpinned by or supported through: -

- Childcare Act 2006
- Children Act (1989 and 2004)
- Adoption and Children Act (2002)
- Children and Young Persons Act (2008)
- Children and Families Act (2014).
- Children and Social Work Act (2017).

Our policy

Our Nursery treats each child as an individual. We recognise that for young children to get the most out of educational opportunities they need to be settled appropriately with their carer. We will discuss with the child's carer, and social worker where applicable, the length of time the child has been with the carer before they start Nursery to establish how secure the child feels and whether they are ready to be able to cope with further separation, a new environment and new expectations made upon them. We are aware that there are a number of reasons why a child may go into care and these reasons may or may not include traumatic experiences or abuse. All our practitioners are committed to doing all they can to support all children to achieve their full potential. The Nursery staff team are all trained to understand our safeguarding policy and procedures. Additional training to support children's individual needs will be planned for where appropriate. Practitioners are supported by management at all times, and we have an open-door policy if they need to discuss any sensitive issues regarding the child. Where applicable, we contribute to any assessment about the child, such as those carried out under local authorities' assessment frameworks or Early Help Assessment (EHA) and to any multi-agency meetings, case conferences or strategy meetings in relation to the child's learning and development. The designated person for looked after children and/or the child's Key Carer will attend meetings as appropriate. Each child is allocated a Key Carer. The Key Carer will support the child initially with transition and settling in and then continue to support and build up a relationship with the child, carers and any other child.

Statutory assessment

If the help given through an IEP is not sufficient to enable the child to progress satisfactorily, it may be necessary for the Nursery, in consultation with the parents and any external agencies already involved, to request a statutory assessment by the local authority. This may lead to the child receiving an education, health and care plan. Working with other agencies, regular contact will be maintained with the carers throughout the child's time at the Nursery and with the social worker or other professionals (where applicable).

The Key Carer will carry out regular ongoing practice such as observations to build up a picture of the child's interests, and plan activities accordingly to support the child's stage of learning and development and interests. This information will be shared with carers and other professionals as appropriate as well as any concerns surrounding their developmental stages. Where necessary we will develop a care plan with carers and professionals. This will include:

- The child's emotional needs and how they are to be met.
- How any emotional issues and problems that affect behaviour are to be managed.
- The child's sense of self, culture, language/s and identity - how this is to be supported.
- The child's need for sociability and friendship.
- The child's interests and abilities and possible learning journey pathway.
- How any special needs will be supported.

In addition, the care plan may also consider: -

- How information will be shared with the foster carer and local authority (as the 'corporate parent') as well as what information is shared with any other organisation or professionals and how it will be recorded and stored.
- What contact the child has with his/her birth parent(s) and what arrangements will be in place for supervised contact. If this is to be in the setting, when, where and what form the contact will take will be discussed and agreed.
- Who may collect the child from Nursery and who may receive information about the child.
- What written reporting is required.
- Wherever possible, and where the plan is for the child to return to their home, the birth parent(s) should be involved in planning.
- With the social worker's agreement, and as part of the plan, whether the birth parent(s) should be involved in the setting's activities that include parents, such as outings, fun days etc. alongside the foster carer.

Where applicable, we will complete a Personal Education Plan (PEP) for any children aged three to five in partnership with the social worker and/or care Manager and carers. We will also attend all appropriate meetings and contribute to reviews.

The Key Carer and Manager will work together to ensure any onward transition to school, or another Nursery is handled sensitively to ensure that this is as smooth as possible and all necessary information

Private Fostering

Private fostering is an arrangement made between the parent and the private foster carer, who then becomes responsible for caring for the child in such a way as to safeguard and promote their welfare. A privately fostered child is a child under the age of 16 (18 if a disabled child), who is cared for, and provided with accommodation for, more than 28 days and where the care is intended to continue by someone other than: -

- The parents
- A person who is not a parent, but has parental responsibility
- A close relative
- The Local Authority.

It is a statutory duty for us to inform the local authority where we are made aware of a child who may be subject to private fostering arrangements. We will do this by contacting the Local Authority Children's Social Care Team. The child's individual file, including observations, photographs and pieces of artwork and mark making will be passed on to the carer at this stage.

Staffing and volunteering

Our policy is to provide a secure and safe environment for all children. We only allow an adult who is employed by the Nursery to care for children and who has an enhanced clearance from the Disclosure and Barring Service (DBS) to be left alone with children. We will obtain enhanced criminal records checks (DBS) for all volunteers and do not allow any volunteers to be unsupervised with children. All staff will attend child protection training and receive initial basic child protection training during their induction period. This will include the procedures for spotting signs and behaviours of abuse and abusers/potential abusers, recording and reporting concerns and creating a safe and secure environment for the children in the Nursery. During induction, staff will be given contact details for the LADO (local authority designated officer), the Local Authority Children's Social Care Team and Ofsted to enable them to report any safeguarding concerns, independently, if they feel it necessary to do so. We have named persons within the Nursery who take lead responsibility for safeguarding and coordinate child protection and welfare issues, known as the Designated Safeguarding Leads (DSL), there is always at least one designated person on duty during all opening hours of the setting. These designated persons will receive comprehensive training at least every two years and update their knowledge on an ongoing basis, but at least once a year. The Nursery's DSL liaises with the Local Authority Children's Social Care Team, undertakes specific training, including a child protection training course, and receives regular updates to developments within this field. They in turn support the ongoing development and knowledge update of all staff on the team. Although, under the EYFS, we are only required to have one designated lead for safeguarding, for best practice and to always ensure cover, we have two/three designated leads in place. This enables safeguarding to always stay high on our priorities. There will always be always at least one designated lead on duty our provision is open. This will ensure that prompt action can be taken if concerns are raised.

The Designated Safeguarding Leads (DSL) at the Nursery are Michelle Jones, Laura Moseley and Linden Green.

- We provide adequate and appropriate staffing resources to meet the needs of all children.
- Applicants for posts within the Nursery are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974. Candidates are informed of the need to carry out checks before posts can be confirmed. Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.
- We give staff members, volunteers and students regular opportunities to declare changes that may affect their suitability to care for the children. This includes information about their health, medication or about changes in their home life such as whether anyone they live with in a household has committed an offence or been involved in an incident that means they are disqualified from working with children.
- This information is also stated within every member of staff's contract.
- We request DBS checks on a three-yearly basis, or we use the DBS update service (with staff consent) to re-check staff's criminal history and suitability to work with children.
- We abide by the requirements of the EYFS and any Ofsted guidance in respect to obtaining references and suitability checks for staff, students and volunteers, to ensure that all staff, students and volunteers in the setting are suitable to do so.

- We ensure we receive at least two written references when a new member of staff commences employment with us.
- All students will have enhanced DBS checks conducted on them before their placement starts.
- Volunteers, including students, do not work unsupervised.
- We abide by the requirements of the Safeguarding Vulnerable Groups Act 2006 and the Childcare Act 2006 in respect of any person who is disqualified from providing childcare, is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of child protection concern.
- We have procedures for recording the details of visitors to the Nursery and take security steps to ensure that we have control over who comes into the Nursery so that no unauthorised person has unsupervised access to the children.
- All visitors/contractors will be supervised whilst on the premises, especially when in the areas the children use.
- As a staff team we will be fully aware of how to safeguard the whole Nursery environment and be aware of potential dangers on the Nursery boundaries such as drones, Pokémon hotspots, strangers lingering. We will ensure the children always remain safe.
- The Staff Behaviour Policy sits alongside this policy to enable us to monitor changes in behaviours that may cause concern. All staff sign up to this policy too to ensure any changes are reported to management, so we can support the individual staff member and ensure the safety and care of the children is not compromised.
- All staff have access to and comply with the whistleblowing policy which will enable them to share any concerns that may arise about their colleagues in an appropriate manner.
- Signs of inappropriate staff behaviour may include inappropriate sexual comments; excessive one-to one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images. This is not an exhaustive list, any changes in behaviour must be reported and acted upon immediately.
- All staff will receive regular supervision meetings where opportunities will be made available to discuss any issues relating to individual children, child protection training and any needs for further support.
- We use peer on peer and Manager observations in the setting to ensure that the care we provide for children is at the highest level and any areas for staff development are quickly highlighted. Peer observations allow us to share constructive feedback, develop practice and build trust so that staff can share any concerns they may have. Any concerns are raised with the designated lead and dealt with in an appropriate and timely manner.
- The deployment of staff within the Nursery allows for constant supervision and support.
- Where children need to spend time away from the rest of the group, the door will be left ajar or other safeguards will be put into action to ensure the safety of the child and the adult. Employees, students or volunteers of the Nursery or any other person living or working on the Nursery premises We have a Staff Behaviour Policy in place that supports us to monitor staff and changes in their character. Staff are aware of the need to disclose changes to circumstance and use the whistle blowing policy where required. We also operate a Phones and Other Electronic Devices and Social Media policy which states how we will keep children safe from these devices whilst at Nursery. This also links to our Online Safety policy.

Extremism - the Prevent Duty

Under the Counterterrorism and Security Act 2015 we have a duty to refer any concerns of extremism to the police (In Prevent priority areas the local authority will have a Prevent lead who can also provide support). This may be a cause for concern relating to a change in behaviour of a child or family member, comments causing concern made to a member of the team (or other persons in the setting) or actions that lead staff to be worried about the safety

of a child in their care. We have a Prevent Duty and Radicalisation policy in place. Please refer to this for specific details.

Online Safety

We take the safety of our children very seriously and this includes their online safety. Please refer to the Online Safety policy for details on this.

Human Trafficking and Slavery

Please refer to our Human Trafficking and Slavery policy for detail on how we keep children safe in this area. Our Nursery has a clear commitment to protecting children and promoting welfare. Should anyone believe that this policy is not being upheld, it is their duty to report the matter.

Safeguarding Children – Learning Journal Policy

Policy statement

We ensure that all children attending the setting have a personal Learning Journal which records photos, videos and written observations and comments, in line with the Early Years Foundation Stage, to build up a record of each child's achievements during their time with us. It will also show children's developmental progress through the different age bands of the EYFS. All staff understand their responsibilities to safeguarding children whilst at work and during their hours out of work.

Procedures

- Each child will have a Key Carer who will be responsible for the compilation of that child's individual Learning Journal.
- Elswick House Nursery School uses an online Learning Journal system (Evidence Me), allowing staff and to access the information from any computer via a personal, password-protected login.
- Staff access allows input of new observations and photos or amendment of existing observations and photos.
- Observations input into the Evidence Me system are monitored on a daily/weekly basis by a senior member of staff.
- New observational entries to a child's Learning Journal will usually be uploaded on the day of the observation being made.
- Evidence Me is not used as a general communication tool between Nursery and home. A child's Learning Journal is a document recording their learning and development and parents may add comments on observations or contribute photos, videos or information about activities they have been doing at home or away from Nursery.
- Parents may contact us through the usual channels for any other day-to-day matters, e.g., absence, lost property, etc.

Safeguarding & Security

- The on-line Learning Journal system is hosted on secure dedicated servers based in the UK.
- Access to information stored on Evidence Me can only be gained by a unique user ID and password.
- The Nursery computer and laptop are fully encrypted.
- All Nursery computers, tablets and laptops are password or PIN protected and the passwords and PINs are required to be kept confidential.
- Parents can only see their own child's information and are unable to login to view other children's Learning Journals.

- Staff are not generally permitted to access Evidence Me out of Nursery hours.

Online Safety Policy

Our Nursery is aware of the growth of internet use and the advantages this can bring. However, it is also aware of the dangers and strives to support children, staff and families in using the internet safely.

Keeping Children Safe in Education states “The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk: -

- content being exposed to illegal, inappropriate or harmful material.
- contact being subjected to harmful online interaction with other users; and
- conduct personal online behaviour that increases the likelihood of, or causes, harm”

Within the Nursery we aim to keep children (and staff) safe online by: -

- Encryption of the Nursery computer and laptop.
- Ensuring we have appropriate antivirus and anti-spyware software on all devices and update them regularly.
- Ensuring content blockers and filters are on all our devices, e.g., computers, laptops and any mobile devices.
- Ensuring passwords are robust. Keeping passwords safe and secure, not sharing or writing these down. These will be changed at least every term to keep the devices secure.
- Ensure management monitor all internet activities in the setting
- Locking away all Nursery devices at the end of the day in the office.
- Ensuring no social media or messaging apps are installed on Nursery devices.
- Management reviewing all apps or games downloaded to tablets to ensure all are age appropriate for children and safeguard the children and staff.
- Using approved devices to record/photograph in the setting.
- Never emailing personal or financial information.
- Reporting emails with inappropriate content to the internet watch foundation (IWF www.iwf.org.uk).
- Ensuring children are supervised when using internet devices.
- Not permitting staff or visitors access to the Nursery Wi-Fi.
- Integrating online safety into Nursery daily practice by discussing computer usage ‘rules’, deciding together what is safe and what is not safe to do online.
- We abide by an acceptable use policy, ensuring staff only use the work IT equipment for matters relating to the children and their education and care. No personal use will be tolerated
- Children’s screen time is monitored to ensure they remain safe online and have access to material that promotes their development. We will ensure that their screen time is within an acceptable level and is integrated within their programme of learning.
- They must gain permission from the Manager in advance. The staff member must confirm that they will be the only one to look at the screen when in use and it is not left logged in unattended. They will also not access it from unsecured Wi-Fi hotspots or give anyone else their PINs or passwords.

Infection Control

At Elswick House Nursery School we promote the good health of all children attending through maintaining high hygiene standards and reducing the chances of infection being spread. We follow the Health protection in schools and other childcare facilities guidance which sets out when and how long children need to be excluded from settings, when treatment/medication is required and where to get further advice from.

Viruses and infections can be easily passed from person to person by breathing in air containing the virus, which is produced when an infected person talks, coughs or sneezes. It can also spread through hand/ face contact after touching a person or surface contaminated with viruses.

We follow the guidance below to prevent a virus or infection from moving around the Nursery.

Our staff: -

- Encourage all children to use tissues when coughing and sneezing to catch germs.
- Ensure all tissues are disposed of in a hygienic way and all children and staff wash their hands once the tissue is disposed of.
- Develop children's understanding of the above and the need for good hygiene procedures in helping them to stay healthy.
- Wear the appropriate Personal Protective Equipment (PPE) when changing nappies, toileting children and dealing with any other bodily fluids. Staff are requested to dispose of these in the appropriate manner and wash hands immediately.
- Clean and sterilise all potties and changing mats before and after each use.
- Clean toilets at least daily and check them throughout the day.
- Remind children to wash their hands before eating, after visiting the toilet, playing outside or being in contact with any animal and explain the reasons for this.
- Clean all toys, equipment and resources on a regular basis by following a comprehensive cleaning rota and using antibacterial cleanser or through washing in the washing machine.
- Wash or clean all equipment used by babies and toddlers as and when needed including when the children have placed it in their mouth.
- Store dummies in individual hygienic dummy boxes labelled with the child's name to prevent cross contamination with other children.
- Immediately clean and sterilise (where necessary) any dummy or bottle that falls on the floor or is picked up by another child.
- Provide individual bedding for children that is not used by any other child and wash this at least once a week.
- Follow the sickness and illness policy when children are ill to prevent the spread of any infection in the Nursery. Staff are also requested to stay at home if they are contagious.

In addition: -

- The Nursery Manager retains the right of refusal of all children, parents, staff and visitors who are deemed contagious and may impact on the welfare of the rest of the Nursery accident. If a child has an accident that may require hospital treatment but not an ambulance, the onus is on the parent to take the child to hospital. Where this is not possible, and the child is transported by Nursery or staff vehicles you will need to:
 - Request permission from parents.
 - Follow the Transporting Children Policy.
 - Where an appropriate car seat is not available, in the case of a a young baby, for example, further guidance can be found at [www. childcarseats.org.uk](http://www.childcarseats.org.uk). Parents will be made aware of the need for these procedures, in order for them to follow these guidelines whilst in the Nursery.
- Periodically each room in the Nursery will be deep cleaned including carpets and soft furnishings to ensure the spread of infection is limited. This will be implemented earlier if the need arises.
- The Nursery will ensure stocks of tissues, hand washing equipment, cleaning materials and sterilising fluid are maintained at all times and increased during the winter months or when flu and cold germs are circulating.

Lone Working Policy

At Elswick House Nursery School we aim to ensure that no member of the team is left alone working in either a room alone or within the building at any time. However, there may be occasions when this is not always possible. Examples include: -

- Toilet breaks.
- Lunch cover.
- Nappy changes.
- Comforting a child that may be unwell in a quiet area.
- Following a child's interest, as this may lead staff away with a child to explore an area.
- Supporting children in the toilet area that may have had an accident.
- The duties some team members have e.g., management, opening and closing the setting, carrying out cleaning or maintenance at the settings and staff operating outside operating hours. We always ensure that our staff: child ratios are maintained.

It is the responsibility of both the employee and their Manager to identify the hazards and minimise the risks of working alone.

Considerations when deciding on lone working include how lone workers manage with a variety of tasks such as talking to parents and supervising activities, whilst maintaining the safety and welfare of children and ensuring that each member of staff required to work alone, has the training and/or skills for the role, e.g., paediatric first aid certificate, child protection/safeguarding training and competency or food hygiene training. If children younger than school reception age are present practitioners must hold a level 3 qualification. Public liability insurance for lone working will be sought where applicable.

Employees/Managers responsibilities when left in a room alone, include ensuring: -

- A risk assessment for staff working alone.
- Ratios are maintained.
- There is someone to call on in an emergency if required.
- The member of staff and children are safeguarded at all times (relating to additional policies as above).

Employee's responsibilities when left in the building alone: -

- To make a member of the management aware of when they are working and make plans to check in at their expected time of completion of the work.
- To ensure they have access to a telephone at all times in order to call for help if they need it, or for management to check their safety if they are concerned.
- Ensure that the building remains locked so no one can walk in unidentified.
- Report any concerns for working alone to the management as soon as is practicably possible.

Management's responsibilities when left in the building alone: -

- To ensure staff working alone are competent and confident to carry out any safety procedures e.g., fire evacuation, and to ascertain how the person is feeling. We will aim to support the staff wherever possible and will put support mechanisms in place where appropriate. Ultimately, we are here to ensure all staff are able to continue to work with the children as long as they are suitable to do so, but if any behaviours cause concern about the safety or welfare of the children, then the procedure on the safeguarding policy will be followed as in the case of allegations against a team member and the Local Authority Designated officer (LADO) will be called. All conversations, observations and notes on the staff member will be logged and kept confidential.

- To ensure that the employee has the ability to contact them, or a member of the team even if their lone working is outside normal office hours (i.e., access to a phone, contact numbers of someone they can call).
- To check that the employee has someone they can contact in the event of an emergency, and the numbers to call.
- To ensure that employees have the ability to access a telephone whilst lone working.
- If reporting in arrangements have been made, and the employee does not call in, to follow it up.

Mobile Phone and Electronic Device Use

This policy refers to all electronic devices able to take pictures, record videos, send or receive calls and messages. This includes cameras, mobile telephones tablets and any recording devices including smartwatches. More and more devices are technically, capable of connecting us to the outside world. We will adapt the policy to include all devices we deem required to safeguard children.

Mobile phones and other devices that accept calls, messages and video calling.

At Elswick House Nursery School we promote the safety and welfare of all children in our care. We believe our staff should be completely attentive during their hours of working to ensure all children in the Nursery receive good quality care and education.

To ensure the safety and well-being of children we do not allow staff to use personal mobile phones or smartwatches during working hours. We use mobile phones supplied by the Nursery to provide a means of contact in certain circumstances, such as outings. This policy should be used in conjunction with our online safety policy to ensure children are kept safe when using the Nursery devices online.

Staff must adhere to the following: -

- Mobile phones/smartwatches are either turned off or on silent and not accessed during your working hours.
- Mobile phones/smartwatches/Fitbit can only be used on a designated break and then this must be away from the children and not on Nursery premises.
- Mobile phones/smartwatches/Fitbit should be stored safely in staff lockers at all times during the hours of your working day.
- No personal device can be connected to the Nursery Wi-Fi at any time.
- The use of Nursery devices, such as tablets, must only be used for Nursery purposes.
- The Nursery devices will not have any social media or messaging apps on them.
- Any apps downloaded onto Nursery devices must be done only by management. This will ensure only age appropriate and safe apps will be accessible to staff or children using them.
- Passwords / passcodes for Nursery devices must not be shared or written down.
- During outings, staff will use mobile phones belonging to the Nursery, wherever possible. Photographs must not be taken of the children on any personal phones or any other personal information storage device. Only Nursery owned devices will be used to take photographs or film videos.
- Nursery devices will not be taken home with staff and will remain secure at the setting when not in use. If a device is needed to be taken home due to unforeseen circumstances, then the person taking this device home must ensure it is securely stored, and not accessed by another other individual, and returned to Nursery as soon as practically possible.

Parents and visitors use of mobile phones and smartwatches

We recognise that there may be emergency situations, which necessitate the use of a mobile telephone in order to ensure the safety and welfare of children in our care. However, parents and visitors are asked to turn off their mobile phones before entering the Nursery, when collecting or dropping off their children.

If parents are found to be using their phone inside the Nursery premises, they will be asked to finish the call, or take the call outside, and to turn off the device. We do this to ensure all children are safeguarded. The time for dropping off, and picking up, is a quality handover opportunity, where we can share details about the child.

We recognise that photographs and video recordings play a part in the life of the Nursery and we ask parental written permission for children's photographs to be taken. Photographs may be taken for a range of purposes, including use in the child's learning journal, for display purposes, and for our Nursery website and, very occasionally, for the local press. We ensure that parents understand that where their child is also on another child's photograph, but not as the primary person, that may be used in another child's learning journey. If a parent is not happy about one or more of these uses, we will respect their wishes and find alternative ways of recording their child's play or learning. Staff are not permitted to take any photographs or recordings of a child on their own information storage devices e.g., cameras, mobiles, tablets or smartwatches, and may only use those provided by the Nursery. The Proprietor and/or Nursery Manager will monitor all photographs and recordings to ensure that the parents' wishes are met, and children are safeguarded. Photographs or videos recorded on Nursery mobile devices will be transferred to the correct storage device to ensure no images are left on these mobile devices. Parents are not permitted to use any recording device or camera (including those on mobile phones or smartwatches) on the Nursery premises without the prior consent of the Manager.

Social Networking

Social media is becoming a large part of the world we live in and, as such, at Elswick House Nursery School we need to make sure we protect our children by having procedures in place for safe use. We use the internet to share pictures of the activities the children have been involved with during their time at Nursery. In order to safeguard children, we will ensure all children in the photographs have the correct permissions in place from their parent / carer.

Staff use of social media

We require our staff to be responsible and professional in their use of social networking sites in relation to any connection to the Nursery, Nursery staff, parents or children. When using social networking sites, such as Facebook or Instagram staff must: -

- Not name the setting they work at.
- Not make comments relating to their work or post pictures in work uniform.
- Not send private messages to any parents/family members.
- If a parent asks questions relating to work via social networking sites, then staff should reply asking them to come into the setting, or contact the Manager.
- Ensure any posts reflect their professional role in the community (e.g., no inappropriate social event photos or inappropriate comments eg., foul language).
- Report any concerning comments or questions from parents to the Manager and/or Proprietor.
- Follow the staff behaviour policy.
- Not post anything that could be construed to have any impact on the Nursery's reputation, or relate to the Nursery, or to any children attending the Nursery, or to any member of staff employed by the Nursery, in any way.

- If any of the above points are not followed then the member of staff involved will face disciplinary action, which could result in dismissal.

Parents and visitors use of social networking

We promote the safety and welfare of all staff and children and therefore ask parents and visitors not to post, publicly or privately, information about any child on social media sites such as Facebook, Instagram and Twitter. We ask all parents and visitors to follow this policy to ensure that information about children, images and information do not fall into the wrong hands.

We ask parents not to: -

- Send friend requests to any member of Nursery staff.
- Screen shot, or share, any posts or Nursery pictures on social media platforms.

Online Learning Journals only

At Elswick House Nursery School we use tablets in the rooms to take photos of the children and record these directly on to their electronic learning journeys. We ensure that these devices are used for this purpose only, and do not install applications, such as social media or messaging sites on to these devices.

Modern Slavery and Human Trafficking Policy

Legislation

The Modern Slavery Act received Royal Assent on 26 March 2015. The act consolidates slavery and trafficking offenses and introduces tougher penalties and sentencing rules.

Background

Child trafficking and modern slavery is becoming a more frequent form of child abuse. Children are recruited, moved, transported and then exploited, forced to work or are sold on.

Modern slavery is a term that covers: -

- Slavery.
- Servitude and forced or compulsory labour.
- Human trafficking. Victims of modern slavery are also likely to be subjected to other types of abuse such as physical, sexual and emotional abuse. This policy should be used alongside the following policies to ensure all children, staff, parents and visitors are fully safeguarded: -
 - Safeguarding and Child Protection
 - Whistleblowing
 - Equality and Inclusion. For an adult or child to have been a victim of human trafficking there must have been: -
 - Action (e.g., recruitment, transportation, transfer, harbouring or receipt of a child for the purpose of exploitation)
 - Means (threat or use of force, coercion, abduction, abuse of power or vulnerability) There does not need to be “means” for children as they are not able to give informed consent
 - Purpose (e.g., sexual exploitation, forced labour or domestic servitude, slavery, financial exploitation, illegal adoption, removal of organs).

Procedure:

When a concern is raised about slavery or trafficking then we will follow our safeguarding procedure.

Prevent Duty and Radicalisation Policy

Extremism - the Prevent Duty

Working Together to Safeguard Children (2018) defines extremism.

It states "*Extremism goes beyond terrorism and includes people who target the vulnerable – including the young by: -*

- *Seeking to sow division between communities on the basis of race, faith or denomination.*
- *Justifying discrimination towards women and girls.*
- *Persuading others that minorities are inferior.*
- *Arguing against the primacy of democracy and the rule of law in our society."*

Extremism is defined in the Counter Extremism Strategy 2015 as "*The vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. We also regard calls for the death of members of our armed forces as extremist*". Under the Counter-Terrorism and Security Act 2015 we have a duty to refer any concerns of extremism to the police (In Prevent priority areas the local authority will have a Prevent lead who can also provide support). This may be a cause for concern relating to a change in behaviour of a child, family member or adult working with the children in the setting, comments causing concern or actions that lead staff to be worried about the safety of a child in their care.

Alongside this we will be alert to any early signs in children and families, who may be at risk of radicalisation, on which we will act, and document all concerns when reporting further.

The NSPCC states that signs of radicalisation may be: -

- Isolating themselves from family and friends.
- Talking as if from a scripted speech.
- Unwillingness or inability to discuss their views.
- A sudden disrespectful attitude towards others.
- Increased levels of anger.
- Increased secretiveness, especially around internet use.

We will tackle radicalisation by: -

- Training all staff to understand what is meant by the Prevent Duty and radicalisation.
- Ensuring staff understand how to recognise early indicators of potential radicalisation and terrorism threats and act on them appropriately in line with national and local procedures.
- Make any referrals relating to extremism to the police (or the Government helpline) in a timely way, sharing relevant information as appropriate.
- Ensure our Nursery is an inclusive environment, tackle inequalities and negative points of view, and teach children about tolerance through British Values.
- Using the Government document 'Prevent Duty Guidance for England and Wales'. If there is risk of immediate harm, then the police will be called, otherwise the local authority will be contacted, and the referral process will be followed as per the safeguarding procedure.

Domestic Abuse, Honour Based Violence and Forced Marriage policy

The UK 's cross-government definition of domestic abuse is: -

"Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16, or over, who are or have been intimate partners or family members regardless of gender or sexuality."

This abuse can encompass but is not limited to: -

- Psychological.
- Physical.

- Sexual.
- Financial.
- emotional.

The Serious Crime Act 2015, section 76, created a new offence of “controlling or coercive behaviour in an intimate or family relationship”. The Domestic Violence, Crime and Victims Act 2004 extended provisions to help stop domestic abuse and created the new offence of "causing or allowing the death of a child or vulnerable adult". This Act was amended in 2012 by the Domestic Violence, Crime and Victims (Amendment) Act 2012 to include 'causing or allowing serious physical harm (equivalent to grievous bodily harm) to a child or vulnerable adult'. Where domestic abuse is taking place in a child's home the child is at risk of harm, whether they witness the violence or not. This may take the form of physical abuse, sexual abuse, emotional abuse or neglect.

At Elswick House Nursery we ensure that if there are any signs or symptoms that domestic abuse may be occurring, we act without haste and follow our main safeguarding / child protection policy

Signs may include: -

- Visible signs of injury on the adult being abused.
- Changes in behaviour of the adult(s) and child – e.g., the abused adult may become withdrawn, show low levels of self-esteem.
- One adult being visible worried about what their partner may say in a certain situation (e.g., if the child has become dirty or injured at Nursery).
- One adult becoming scared of their partner.
- Adults becoming isolated from their friends or family.
- Signs of abuse in the child (as per the main safeguarding policy).

Honour based Violence

'Honour' based violence (HBV) is a type of domestic abuse which occurs in the name of so called 'honour'. Signs of HBV may include changes in behaviour of the person undergoing the violence, changes in how they dress or act and also in comments they make. If signs of HBV are present in a parent or staff member within the Nursery, then we will act and follow our safeguarding policy to keep children safe in the environment as well as seeking support for the adult involved.

Forced Marriage

We are aware arranged marriages are part of some cultural practices. We also recognise there is a clear distinction between a marriage in which both parties are willing and able to give an informed consent to, and a marriage which is forced. Forced marriage is a criminal offence. A forced marriage is a marriage, in which one or both spouses do not and/or cannot consent, to the marriage and duress is involved. If we become aware of a forced marriage occurring, then we will report it to the appropriate body. If the person is under the age of 18 then we will report it to the children's social care team as this is a child protection issue. We will follow our safeguarding reporting procedure. at certain actions bring shame on the family and may react with punishment. This may be rejecting a forced marriage, having a relationship not approved by the family, wearing the wrong clothing or wearing makeup. This can happen in families from a variety of cultures.

Intimate Care

At Elswick House Nursery School we believe that all children need contact with familiar, consistent carers to ensure they can grow and develop socially and emotionally. At times children need to be cuddled, encouraged, held and offered physical reassurance.

Intimate care routines are essential throughout the day to meet children's basic needs. This may include nappy changing, supporting children with toileting, changing clothes, and giving first aid treatment and specialist medical support, where required. In order to maintain the child's privacy, we will carry out the majority of these actions on a one-to-one basis, wherever possible, by the child's Key Carer with the exception of first aid treatment which must be carried out by a qualified first aider. We wish to ensure the safety and welfare of children during intimate care routines and safeguard them against any potential harm as well as ensuring the staff member involved is fully supported and able to perform their duties safely and confidently.

We aim to support all parties through the following actions: -

- Promoting consistent and caring relationships through the Key Carer system in the Nursery and ensuring all parents understand how this works.
- Ensuring all staff undertaking intimate care routines have suitable enhanced DBS checks.
- Training all staff in the appropriate methods for intimate care routines and arranging specialist training where required, e.g., first aid training, specialist medical support.
- Ensuring children are afforded privacy during intimate care routines whilst balancing this with the need to safeguard children and staff. No nappies will be changed, or intimate routines take place behind, closed doors.
- Conducting thorough inductions for all new staff to ensure they are fully aware of all Nursery procedures relating to intimate care routines.
- Following up procedures through supervision meetings and appraisals to identify any areas for development or further training.
- Working closely with parents on all aspects of the child's care and education as laid out in the Parent and Carers as Partners Policy. This is essential for intimate care routines which require specialist training or support. If a child requires specific support the Nursery will arrange a meeting with the parent to discover all the relevant information relating to this to enable the staff to care for the child fully and meet their individual needs.
- Ensuring all staff have an up-to-date understanding of safeguarding/child protection and how to protect children from harm. This will include identifying signs and symptoms of abuse and how to raise these concerns as set out in the safeguarding/child protection policy.
- Operating a whistleblowing policy to help staff raise any concerns about their peers or Managers; and helping staff develop confidence in raising worries as they arise in order to safeguard the children in the Nursery.
- Conducting working practice observations on all aspects of Nursery operations to ensure that procedures are working in practice and all children are supported fully by the staff. This includes intimate care routines.
- Conducting regular risk assessments on all aspects of the Nursery operation, including intimate care and reviewing the safeguards in place. The Nursery has assessed all the risks relating to intimate care routines and has placed appropriate safeguards in place to ensure the safety of all involved.
- If any parent or member of staff has concerns or questions about intimate care procedures or individual routines, see the Manager.

Safe and Respectful Care

The safe care and practice policy may complement the Intimate Care Policy.

At Elswick House Nursery School we believe that all children need to feel safe, secure and happy. This involves Nursery staff being responsive to children's needs, whilst maintaining professionalism. This includes giving children cuddles and changing children's nappies or clothes. To promote good practice and to minimise the risk of allegations we have the following guidelines: -

- Although we recognise it is appropriate to cuddle children, we give cuddles only when sought by children needing comfort to support their emotional development. Staff are advised to do this, whenever possible, in view of other children and practitioners. We recognise that there may be occasions where it is appropriate for this to happen away from others, such as when a child is ill. In these circumstances, staff are advised to leave the door open. It is the duty of all staff and the Manager to ensure that children are appropriately comforted and to monitor practice.
- When changing children's nappies or soiled/wet clothing, we leave the doors open, where appropriate.
- We discourage inappropriate behaviour such as over tickling, over boisterous play or inappropriate questions such as asking children to tell them they love them, and we advise staff to report any such observed practice.
- Staff are respectful of each other and the children and families in the Nursery and do not use inappropriate language or behaviour, including during breaks.
- All staff are aware of the whistleblowing procedures and the Manager carries out random checks throughout the day to ensure safe practices. If a parent or member of staff has concerns or questions about safe care and practice procedures or behaviour they consider as inappropriate, including between staff members, they are urged to see the Manager at the earliest opportunity. Management will challenge inappropriate behaviour in line with the supervision/ disciplinary or whistleblowing procedures. If the concern relates to the Manager and/or Nursery owner, then parents should contact **Ofsted** or the **Local Authority Children's Social Care Team**.

Dealing with Discriminatory Behaviour

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

Definition and legal framework

Types of discrimination: -

- Direct discrimination occurs when someone is treated less favourably than another person because of a protected characteristic.
- Discrimination by association occurs when there is a direct discrimination against a person because they associate with a person who has a protected characteristic.
- Discrimination by perception occurs when there is a direct discrimination against a person because they are perceived to have a protected characteristic.
- Indirect discrimination can occur where a provision, criterion or practice is in place which applies to everyone in the organisation but particularly disadvantages people who share a protected characteristic and that provision, criterion or practice cannot be justified as a proportionate means of achieving a legitimate aim.
- Harassment is defined as 'unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual'.
- Victimisation occurs when an employee is treated badly or put to detriment because they have made or supported a complaint or raised grievance under the Equality Act 2010 or have been suspected of doing so.

Protected characteristics

The nine protected characteristics under the Equality Act 2010 are: -

- Age
- Disability
- Gender reassignment
- Race
- Religion or belief
- Sex
- Sexual orientation
- Marriage and civil partnership
- Pregnancy and maternity.

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

Examples of discriminatory behaviour are: -

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

Our procedures

We tackle discrimination by: -

- Expecting all staff in the Nursery to be aware of and alert to any discriminatory behaviour or bullying taking place in person or via an online arena.
- Expecting all staff to intervene firmly and quickly to prevent any discriminatory behaviour or bullying, this may include behaviour from parents and other staff members.
- Expecting all staff to treat any allegation seriously and report it to the Nursery Manager. Investigating and recording each incident in detail as accurately as possible and making this record available for inspection by staff, inspectors and parents where appropriate, on request.

The Nursery Manager is responsible for ensuring that incidents are handled appropriately and sensitively and entered in the record book. Any pattern of behaviour should be indicated. Perpetrator/victim's initials may be used in the record book as information on individuals is confidential to the Nursery. Positive actions to be taken include: -

- Ensuring any online bullying or discriminatory behaviour is tackled immediately.
- The parents of the child(ren), who are perpetrators and/or victims, should be informed of the incident at once and of the outcome, where an allegation is substantiated following an investigation.
- Excluding, or dismissing, any individuals who display continued discriminatory behaviour or bullying, but such steps will only be taken when other strategies have failed to modify behaviour. This includes any employees where any substantiated allegation after investigation will incur our disciplinary procedures (please see the policy on disciplinary procedures).

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

- Strategies are developed to prevent future incidents.
- Patterns of behaviour are identified.

- Persistent offenders are identified.
- Effectiveness of Nursery policies are monitored.
- A secure information base is provided to enable the Nursery to respond to any discriminatory to report such behaviour, and that subsequently they feel positively supported by the staff and management of the Nursery.

It is incumbent upon all members of staff to ensure that they do not express any views or comments that are discriminatory; or appear to endorse such views by failing to counter behaviour, which is prejudicial, in a direct manner. We expect all staff to use a sensitive and informed approach to counter any harassment perpetrated out of ignorance, behaviour or bullying. If the behaviour shown by an individual is deemed to be radicalised, we will follow our procedure as detailed in our Safeguarding Policy in order to safeguard children and families concerned.

Nursery staff

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

We aim to create an atmosphere where the victims of any form of discrimination have confidence in their senior management team.

Whistleblowing

At Elswick House Nursery School we expect all our colleagues, both internal and external, to be professional at all times and hold the welfare and safety of every child as their paramount objective. We recognise that there may be occasions where this may not happen, and we have in place a procedure for staff to disclose any information that suggests children's welfare and safety may be at risk. We expect all team members to talk through any concerns they may have with their line Manager at the earliest opportunity to enable any problems to be resolved as soon as they arise.

Effective and honest communication is essential if malpractice is to be effectively dealt with. The procedure below provides guidelines to all our employees, casual, temporary agency staff, freelancers, trainees, home workers and contractors, who feel they need to raise certain issues, in confidence.

The Public Interest Disclosure Act 1998 (commonly known as the 'Whistle Blowing Act') protects workers who raise legitimate concerns about specified matters from being dismissed by the Nursery or being subjected to detrimental treatment or victimised by either the Nursery or colleagues, provided certain criteria are met. Certain kinds of disclosures qualify for protection and these are set out below. These are disclosures of information which a worker reasonably believes are made in the public interest. They tend to show one or more of the following relevant failures is either happening now, took place in the past, or is likely to happen in the future: -

- A criminal offence has been committed including offences such as theft, fraud or acts of bribery.
- A person has failed, is failing, or is likely to fail to comply with a legal obligation which they are subject to.
- A miscarriage of justice.
- A danger to health and safety of any individual.
- Damage to the environment.
- Deliberate covering up of information tending to show any of the above five matters.

The procedure is not a substitute for the Disciplinary and Grievance Policy and is not a channel for employees to raise matters in relation to their terms and conditions of employment. The procedure allows individuals to have their concerns treated in confidence.

Your protection

If you raise a genuine concern, you will not be at risk of damaging your position as a result. Provided you are acting in the public interest it does not matter whether or not your concern proves to be well founded. You must however make your complaint to the right person and in the right way as detailed in this Policy. The Nursery does not of course extend this assurance to someone who acts from an improper motive and raises a matter they know to be untrue.

Your confidence

The Nursery will not tolerate the victimisation of anyone raising a genuine concern and anyone responsible for such conduct will be subject to disciplinary action. You may decide that you want to raise a concern in confidence. Therefore, if you ask for your identity to be protected, it will not be disclosed without your agreement. If a situation arises where it is not possible to deal with the concern without revealing your identity (for instance because your evidence is needed in court or a disciplinary hearing), there will be a discussion as to whether and how we can proceed. This Policy does not cover the situation where information about malpractice is received anonymously. However, discretion will be used in the investigation of such information.

How to raise your concern

Stage 1: Internal Line Management

If you have a concern about malpractice, we hope you will feel able to raise it first with your Line Manager or a more senior Manager. This should be done in writing. It will help if you state the facts of the matter clearly. You can outline how you would like it to be investigated. If you have a direct or personal interest in the matter, you should also tell us at this stage.

Stage 2: Alternative contacts

If you feel unable to raise the matter with someone in your Line Management, for whatever reason, please speak to the Manager or Proprietor.

If you want to raise the matter in confidence, we will ensure that practical measures are put in place to protect your identity. We will contact you by the most secure means. We will not disclose your identity without your agreement, unless we are required to do so by law.

Once you have reported your concern, the Nursery will look into it to assess initially what action should be taken. If your concern falls more appropriately within other policies, we will tell you. A Manager will be asked to carry out the investigation.

The disclosure will be treated seriously and promptly investigated. As part of the process the worker will be interviewed and asked to provide a written statement.

Once the Nursery has finalised the investigation, any necessary action will be taken.

While the purpose of this Policy is to enable us to investigate possible malpractice and take appropriate steps to deal with it, we will give you as much feedback as we properly can. If requested, we will confirm our response to you in writing. Please note, however, that we may not be able to tell you the precise action we take where this would infringe a duty of confidentiality owed by us to someone else.

If you are dissatisfied: -

If you are unhappy with the Nursery's response, you may then go to the proper authority. However, we do ask that matters are reported to the Nursery in the first instance. While we cannot guarantee that we will respond to all matters in the way that you might wish, the matter will be handled fairly and properly. By using this Policy, you will help us to achieve this.

Managing Risks

Health and Safety Policy

At Elswick House Nursery School we provide and maintain safe and healthy working conditions, equipment and systems of work for all our employees and a safe early learning environment, in which children thrive and are well cared for. To develop and promote a strong health and safety culture within the Nursery for the benefit of all staff, children and parents, we provide information, training and supervision. We also accept our responsibility for the health and safety of other people, who may be affected by our activities. The allocation of duties for safety matters and the particular arrangements, which we will make to implement our health and safety procedures, are set out within this policy and we make sufficient resources available to provide a safe environment.

Premises Risk Assessment

Risk assessments of the premises are carried out annually by the Proprietor and/or Nursery Manager. The exercise includes checking for hazards and risks indoors and outside, and in all our activities and procedures. It is important that all members of staff are familiar with risk issues in the Nursery. After each annual review, copies of the Premises Risk Assessment document are placed upstairs and downstairs in the Nursery and all members of staff are expected to read them. Having done so, they sign to record the fact that they have read it. Periodically in staff meetings, risk assessment issues may be discussed or form part of the agenda. We believe the risks in the Nursery environment are low and we will maintain the maximum protection for children, staff and parents.

Staff and children should be made aware of Fire Procedure. (See Fire Policy and Procedure and Evacuation from the Nursery Procedure.)

Entry door etiquette

- There is a single door leading off the premises – the front door. Staff and parents enter, using the digital security pad. Parents should not allow children to insert the code into the digital keypad themselves.
- Notices inside by the door remind parents that older brothers and sisters of children at Elswick House must not attempt to open the door from the inside by themselves when they leave. Parents are also requested to make sure that the door is securely shut behind them whenever they enter or leave the premises.
- All members of staff must remain vigilant regarding the opening and shutting of the front door. A buzzer on the door alerts everyone to the fact that the front door has been opened for someone to enter or leave the premises.
- The door must not be left open when an unidentified visitor calls.
- A prompt on the back of the door reminds members of staff about the correct procedure for visitors.....
 - *Can I help you? Ask them their business.*
 - *Ask them for some ID, or password (if they have been nominated by parents to collect a child from Nursery and are not known to us.)*
 - *Ask them to turn off their mobile phone before they enter.*
 - *Ask them to sign in.*
 - *If they have a bag (which may contain medication) ask them to leave it in the kitchen.*
 - *Do not leave them alone.*
 - *Ask them to sign out on leaving.*
- Should the member of staff decide to bring the Nursery Manager or the Proprietor to the door, rather than admitting the visitor, the door must be shut on the visitor (*the reason for this can be explained to the visitor, who will, most likely, fully understand*), while the Nursery Manager or the Proprietor is located.

- Visitors will be noted at the bottom of the Arrivals and Departures Register.

The Nursery will: -

- Ensure all entrances and exits from the building, including fire exits are clearly identifiable and remain clear at all times.
- Regularly check the premises room by room for structural defects, worn fixtures and fittings or electrical equipment and take the necessary remedial action.
- Ensure that all staff and children are aware of the fire procedures and regular fire drills are carried out.
- Have the appropriate fire detection and control equipment which is checked regularly to make sure it is in working order.
- Ensure that all members of staff are aware of the procedure to follow in case of accidents for staff, visitors and children.
- Ensure that all members of staff take all reasonable action to control the spread of infectious diseases and wear protective gloves and clothing where appropriate.
- Ensure there are suitable hygienic changing facilities (see infection control policy).
- Prohibit smoking on the Nursery premises.
- Prohibit any contractor from working on the premises without prior discussion with the Manager.
- Risk assess all electrical sockets and take appropriate measures to reduce risks where necessary and ensure no trailing wires are left around the Nursery.
- Ensure all cleaning materials are placed out of the reach of children and kept in their original containers.
- Wear protective clothing when cooking or serving food.
- Prohibit certain foods that may relate to children's allergies, e.g., peanuts are not allowed in the Nursery.
- We follow the EU Food Information for Food Consumers Regulations (EU FIC). These rules are enforced in the UK by the Food Information Regulations 2014 (FIR). We identify the 14 allergens listed by EU Law that we use as ingredients in any of the dishes we provide to children and ensure that all parents are informed.
- Follow the allergies and allergic reactions policy for children who have allergies.
- Ensure risk assessments are undertaken on the storage and preparation of food produce within the Nursery.
- Familiarise all staff with the position of the first aid boxes and ensure all know who the appointed first aiders are.
- Provide appropriately stocked first aid boxes and check their contents regularly.
- Ensure children are supervised at all times.
- Ensure no student or volunteer is left unsupervised at any time.
- Ensure staff paediatric first aid certificates are made available to parents.
- Staff are required to receive First Aid training, and Food Hygiene and Safeguarding Certification. The COSSH Rep deals with accidents and spillages of household substances and chemicals.
- Those preparing food hold, or are under the supervision of someone, who holds, a current Food Hygiene Certificate.
- Parental consent must be sought if children are to take part in general cooking. Parental consent must also be sought if children are to be allowed to serve food and drink to other children and to receive them from other children.

Administering medicines

- Medication should be administered by the parents for the first 24/48 hours. Members of staff should not do so in case of an allergic reaction.
- If possible, a child's parent should administer prescribed medicine at home. If not, designated senior members of staff must administer the prescribed medicine. Members

of staff should check with parents that the child has not suffered any adverse effects from the medicine before.

- Medicines must be stored in their original containers, clearly labelled with the child's name, dosage and relevant instructions and be inaccessible to children. Calpol must be stored in the refrigerator in the Owls kitchen or the garage.
- Written consent is required from the parent/carer before any medication is administered – this is mandatory for prescribed and non-prescribed medicines. However, if a child develops a temperature whilst at Nursery and parents cannot be contacted, the Proprietor/Nursery Manager/Room Supervisor will take responsibility for administering the minimum dose of Calpol (or equivalent). This action will only be taken after repeated attempts to contact parents.
- The Elswick House Medication Sheet must be used to keep a detailed written record of all medicines, including: -
 - Name of medicine and Expiry Date
 - Dosage
 - Time last given at home
 - Time to be given at Nursery
 - Parent Signature
 - Staff administering signature
 - Staff witness signature
- Prescribed medication. Prescribed medication must not be administered, unless it has been prescribed by a doctor, dentist, nurse or pharmacist. Medicines containing aspirin should only be given if prescribed by a doctor. If the prescription is not evident the medication should not be administered. The member of staff should not go with the word of the parent. The parent must be asked when the child was last given the medication before coming to Nursery. This must be recorded on the Medication Sheet, which must also contain precise details of times and dosage given throughout the day. The parent's signature must be obtained on both times. In the event of the prescription of medication requiring technical/medical knowledge, e.g., Epipen or inhalers, individual training should be provided to staff. Training must be specific to the individual child. Parents must also fill in the details of the medication on the Medication Sheet and ensure they sign it to give their consent. A second adult must always witness the administration of medicine.
- Non-prescribed medication. If parents wish staff to administer non-prescribed medication - for example teething gel, Calpol, Ibuprofen or other generic painkillers - the parents must supply a named bottle. This must be clearly labelled and stored. Parents must also fill in the details on the Medication Sheet and ensure they sign it to give their consent. Blanket consent should not be given by the parent to cover all non-prescribed medication. The parent must be asked when the child was last given the medication before coming to Nursery. This must be recorded on the Medication Sheet, which must also contain precise details of times and dosage given throughout the day. The parent's signature must be obtained on both times. If during the day the child's
- condition improves and it is felt that the child does not need the painkiller, then the staff reserve the right not to administer the medication. If during the day, a child develops a temperature and it is felt that he/she may need non-prescribed medication, parents will be contacted to give verbal consent. The appropriate medication form must be signed by the parents when they come into Nursery to collect their child. A second adult must always witness the administration of medicine.

Accidents

- Accidents are recorded on an Accident/Incident Record Sheet, showing the nature of the accident, the date and time it happened. and any treatment given. The person collecting the child is asked to sign the sheet, which is then filed.

- If a child sustains a significant head injury, or bruising, whilst at Nursery, parents/carers must be informed by telephone. The standard Accident/Incident Record sheet is completed, and a 'Bump' Note given to the parents.
- Parents sign a consent form at registration to allow staff to apply dressings or Elastoplast to an open wound.
- Parents sign a consent form at registration to allow the Nursery Manager or the Proprietor to seek emergency treatment or advice if a parent/carer cannot be contacted and the child has to go to hospital.
- In the event of a child arriving at Nursery with evidence of an injury/bruising sustained at home, parents are required to fill in details in the Home Report Sheet.
- An audit of accidents is carried out regularly to see whether any significant patterns appear.

First Aid boxes

First Aid boxes are kept fully stocked and regularly checked. A registered First Aider is present at all times. Every effort is made to contact the parent/carer of a sick or injured child. If necessary, an ambulance is summoned, and the child accompanied to hospital by a member of staff.

Collection of children

On departure, children will only be released into the care of a parent/carer, or an adult approved and designated by the child's parent/carer. A child known to be living with a 'single' parent is considered to be in the custody of that parent and may be collected by the other parent, only with the knowledge and permission of the custodial parent.

Staffing

When the Nursery is in operation, there will always be a minimum of two staff present. Volunteers and students will not be included in the staffing ratios and will not be left alone with the children.

Outings and visits

Ensure that there are always appropriate staff ratios and a minimum of two adults. Written parental consent is sought before a child is taken on an outing or visit (See Outings, Trips and Visits Policy for exceptions). A separate Risk Assessment is made for an outing, trip or visit when it is deemed necessary (See Outings, Trips and Visits Policy for exceptions).

Wear and Tear

Broken toys, worn fixtures or fittings, or any perceived danger, must be noted and reported to the Nursery Manager and/or Proprietor. This is the responsibility of all members of staff. All sharp knives, scissors, cleaning chemicals and other hazardous items must be kept out of children's reach at all times.

Smokers

Elswick House Nursery has a NO SMOKING policy on the premises (including the grounds). Members of staff who smoke must remove their Elswick House uniform when they do so, as smoke clings to clothing. Members of staff who smoke must also be aware that cigarette smoke remains on their breath for 30 minutes after smoking. They should not have contact with children during this time.

Specific Risks

1. Stairs

The top gate must always be fastened on both sides. The younger and less able children should be accompanied up and down the stairs with a member of staff holding their hand when necessary, and always being alongside or below the child.

2. Garden

The garden should be checked by a member of staff before the children go into the garden, using the Garden Check List by the door into the garden. There should be supervision of all children in the garden at all times. There should normally be three members of staff in the garden, depending on the number of children out there. Risk areas include climbing frames, the tree house, hard surface areas and all steps. Children should always be supervised when climbing, with care taken to allow them to extend their skills within their ability range. Children need to be supervised on the riding toys. Members of staff should be particularly vigilant in keeping the children away from the steps, leading down to the backyard, which is out of bounds.

3. The correct child ratios should always be observed. These are: -

- 0 - 18 months = 1: 3
- 18 months to 2 years = 1: 3
- 2 years to 3 years = 1: 4
- 3 years + = 1: 8

4. Lifting and carrying

Members of staff should observe recommended safe lifting practice for small children (and other loads) as illustrated by poster in the Nursery. A 'Hippy Chick' should be worn when a baby is being carried for any length of time, to provide proper back support.

Fire Policy and Procedure

- Fire drill practice will be carried out regularly.
- All exits must be kept clear and unlocked at all times during the opening hours of the Nursery.
- The main escape routes will be down the stairs and out through the Nursery front door, or into the front via the Baby Room, Sleep Room and Garage.
- The children should be gathered by the bins and then escorted across the road to The Dog inn car park, which is the Assembly Point.
- Fire extinguishers are located in the Nursery kitchen, the Baby Room, the Craft Room and at the top and bottom of the stairs. There is a fire blanket in the Craft Room by the door into the house kitchen and in the Toddler kitchen upstairs.
- In the event of a fire, the person finding the fire breaks the glass on the fire alarm at the bottom of the stairs.
- Then a senior member of staff must phone the Fire Brigade by dialling 999 on any of the telephones, giving the name and address of the Nursery School and informing them of which zone the fire is located.

Address:-

**Elswick House Nursery School,
Fisherwick Road,
Whittington,
Near Lichfield WS14 9LH**

Directions :-

Opposite Babbington Close and the Dog Inn car park.

The senior member of staff is responsible for picking up a mobile phone, the Signing In/Signing Out Sheets for parents and staff from the Craft Room, and the Pink Folder from the kitchen, and taking them to the Assembly Point, helping to gather up any children from the Craft Room on the way. Senior staff should ensure they have their walkie-talkies with them.

Evacuation from the Nursery

Evacuation procedure from Craft Room:

Staff will gather the children from the Craft Room, checking the toilet and making sure none are missing, and take them calmly into the front, via the Nursery front door, where they will assemble in an orderly fashion by the bins, before being escorted across the road to The Dog car park.

If the route to the Nursery front door is blocked, they should go through the house and exit via the house front door.

Evacuation procedure from upstairs:

Staff will gather the children from both rooms upstairs, making sure none are missed, and the first member of staff descending the stairs will calmly lead the children down the stairs and out through the Nursery front door into the front drive, where they will assemble in an orderly fashion by the bins, prior to being escorted across the road to The Dog car park. Having made sure that no children are left upstairs, the last member of staff will usher the children, from the rear, to the Assembly Point.

Fire in the vestibule:

In the event of a fire in the vestibule, making it impossible for people upstairs to descend the stairs, they are to collect in the end room and lie on the floor until help arrives.

Evacuation procedure from the downstairs rooms (The Owls Rooms):

Members of staff will gather the children, making sure none are missed, and take them calmly through the Sleep Room and out through the Garage/Storeroom, where they will assemble in an orderly fashion around the bins before being escorted across the road to The Dog car park. They should be assisted in the evacuation process by other members of staff from upstairs and/or from the Craft Room.

Assembly and Registration:

Children will assemble in a calm and orderly manner by the bins, prior to being escorted across the road to The Dog car park. The children will sit quietly while the register is taken and will remain away from the building until given the all-clear by the Fire Brigade.

Children who are in the garden at the time of the fire:

Children will collect at the top of the garden by the sheds and numbers checked. Staff will liaise with staff assembling in the front drive via walkie-talkie when completing the registration process. The children will remain there in a tight group with the garden staff.

When safe to do so, the group will return to the Nursery. Should it be deemed necessary to evacuate the children from the garden, staff will wait until the Fire Service can affect the 'rescue' via the gap between the two sheds or over the wall of the neighbouring garden.

Evacuation from the (house) kitchen and office:

Evacuation from the kitchen would be via the Craft Room, or the Drawing Room, or the front door, depending on the location of the fire.

Evacuation from the office would be via the stairs and the front door. If exit via the stairs is not possible, escape would be via windows at the front or back of the house, depending on the location of the fire.

Risk Assessment

A potential hazard may be an activity, a material or substance, equipment, a location, a person or people.

The Premises

Risk assessment of the premises is carried out annually, by the Proprietor and the Nursery Manager. The aims of the Risk Assessment are: -

- To identify all the hazards on the premises.
- To identify all the risks associated with the hazards.
- To evaluate the extent of the identified risks, taking into account the precautions already in place.
- To implement the control measures necessary to remove, or reduce, or protect against, the identified risks, if the existing precautions are inadequate, with a specified time scale.

It is important that all members of staff are familiar with risk issues in the Nursery. After each annual review, copies of the Premises Risk Assessment document are placed upstairs and downstairs in the Nursery and all members of staff are expected to read them. Having done so, they sign to record the fact that they have read it.

Periodically in staff meetings, risk assessment issues may be discussed, or form part of the agenda.

Activities

A Risk Assessment should be carried out prior to any visit. A preliminary visit should be made to assess any potential risk at the venue for all new visits. Preparations must be thorough. Careful consideration is always given to the nature of the outing and appropriate staff ratios are always adhered to.

For each significant risk identified in relation to the activity, a judgement must be made concerning the likelihood, or probability, of an incident occurring, taking into account the precautions already in place. If the measures already in place are deemed inadequate, new ones must be implemented to remove, or reduce, or protect against, the identified risks.

Existing preventative, or precautionary, measures must be viewed in light of possible changes to statutory requirements. They must be checked to ensure that they are working correctly and are properly maintained.

Risk assessment sheets are filed and kept.

Adverse Weather

At Elswick House Nursery School we have an adverse weather policy in place to ensure our Nursery is prepared for all weather conditions that might affect the running of the Nursery, such as floods, snow and heat waves. If any of these incidents impact on the ability of the Nursery to open or operate, we will contact parents via phone/email message. We will not take children outdoors where we judge that weather conditions make it unsafe to do so.

Snow or other severe weather

If high snowfall, or another severe weather condition such as dense fog, is threatened during a Nursery Day then the Manager will take the decision as to whether to close the Nursery. This decision will consider the safety of the children, their parents and the staff team. In the event of a planned closure during the Nursery Day, we will contact all parents to arrange for

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

Heat wave

Please refer to our sun care policy.

Critical Incident

At Elswick House Nursery School we understand we need to plan for all eventualities to ensure the health, safety and welfare of all the children we care for. With this in mind, we have a critical incident policy in place to ensure our Nursery is able to operate effectively in the case of a critical incident.

These include:

- Flood
- Fire
- Burglary
- Abduction or threatened abduction of a child
- Bomb threat/terrorism attack
- Any other incident that may affect the care of the children in the Nursery.

If any of these incidents impact on the ability of the Nursery to operate, we will contact parents via phone/email/text message at the earliest opportunity, e.g., before the start of the Nursery day.

Flood

There is always a danger of flooding from adverse weather conditions or through the water/central heating systems. We cannot anticipate adverse weather; however, we can ensure that we take care of all our water and heating systems through regular maintenance and checks to reduce the option of flooding in this way. Our central heating systems are checked and serviced annually by a registered gas engineer and they conform to all appropriate guidelines and legislation. If flooding occurs during the Nursery Day, the Nursery Manager will decide based on the severity and location of this flooding, and it may be deemed necessary to follow the fire evacuation procedure. In this instance children will be kept safe, and parents will be notified in the same way as the fire procedure.

Should the Nursery be assessed as unsafe through flooding, fire or any other incident we will follow our operational plan and provide care in another location depending on the numbers that need to be relocated.

Fire

Please refer to the Fire Safety Policy (page 77).

Burglary

The management of the Nursery follow a lock up procedure which ensures all doors and windows are closed and locked once the Nursery premises has been cleaned.

Should they discover that the Nursery has been broken into they will follow the procedure below: -

- Inform Manager/Proprietors.

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

Abduction or threatened abduction of a child

We have secure safety procedures in place to ensure children are safe while in our care, including safety from abduction. Staff must be always vigilant and report any persons lingering on Nursery property immediately. All doors to the Nursery are locked and cannot be accessed unless staff members allow individuals in. Parents are reminded on a regular basis not to allow anyone into the building, whether they are known to them or not.

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

If a member of staff witnesses an actual or potential abduction from Nursery, we have the following procedures which are followed immediately: -

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

Bomb threat/terrorism attack

If a bomb threat is received at the Nursery, the person taking the call will record all details given over the phone as soon as possible and raise the alarm as soon as the phone call has ended. The management will follow the fire evacuation procedure to ensure the safety of all on the premises and will provide as much detail to the emergency services as possible.

Other incidents

All incidents will be managed by the Manager on duty and all staff will co-operate with any Emergency Services on the scene. Any other incident that requires evacuation will follow the fire plan. Other incidents e.g., no water supply will be dealt with on an individual basis considering the effect on the safety, health and welfare of the children and staff in the Nursery. The Nursery Manager will notify Ofsted in the event of a critical incident.

Lock down procedure

We will use the lock down procedure when the safety of the children and staff is at risk and we will be better placed inside the current building, with doors locked.

We will activate this emergency procedure in response to several situations, but some of the more typical might be: -

- A report incident or disturbance in the local community (with potential to pose a risk to staff and children in the Nursery).
- An intruder on the Nursery site (with potential to pose a risk to staff and children in Nursery).
- A warning being received regarding a risk locally, of air pollution (smoke plumes, gas cloud etc.).
- A major fire or explosion in the vicinity of the Nursery – if it is safer staying in the premises than leaving. In this case the staff will be notified by the following action: -

All individuals (including children) will remain in the area they are in, if safe to do so. If the children are outside, staff are to promptly and calmly direct children into the building, if this will not endanger them. Staff will make efforts to close and lock doors, wherever safe to do so, and close all windows. All individuals will keep away from the windows and doors and children will be occupied in the centre of the room, so they are not placed at risk or are able to see any situation developing outside. The Manager will ensure all children, staff and visitors are accounted for and safe before returning to the office area to keep up to date with the current situation via updates. The Manager on duty will manage the situation dependent on the situation and the information available. If the Nursery is in immediate danger of an intruder, the police will be called as a matter of urgency. In other cases where the situation has been called through by the police or local area authority, the Nursery will await further instructions. Once all clear has been given externally, the Manager will issue all clear internally. After this time the staff will try to return practice to normal to enable the children not to be disrupted or upset by the events. Any children showing worries or concerns will have one to one time with their Key Carer to talk about these. Parents will be informed about the situation. After the event, a post-incident evaluation will be conducted to ensure that each child and staff member was supported fully, and the procedure went as planned, at the earliest safest opportunity and will be kept updated when the information changes.

Photographing Policy

We take many photographs of the children at Elswick House. We do so to record some of the numerous happy moments that take place in the Nursery on a daily basis; also, to record the trips and visits we make, the Summer Activities programme we enjoy so much and, of course, the special occasions like Bouncy Castle Days and the Nativity and Christingle Service at St Giles Church at Christmas.

The photographs serve four purposes: -

1. They are used for display purposes within the Nursery.
2. They are used by members of staff in their planning folders.
3. They might be used on our web site, which is regularly updated.
4. They might be used in the children's' "Learning Journals" to help chart their progress and development as they move through the Nursery.

When parents enrol their child at Elswick House Nursery School, they are asked to sign consent forms regarding the photographing of their child. The consent refers to photographs being used for display within the Nursery and for record keeping purposes. Parental consent is also sought should we wish to put photographs of individual children, or small groups of children, on to our web site.

Every parent has the right to refuse permission for their child to be photographed, in which case the child will not be photographed by any member of staff, or outsider, to whom permission has been given by the Nursery to take photographs. Parents are requested to give the Nursery written notice if they do *not* wish their child's name or photograph, to be displayed within the Nursery.

NB When we designed our web site, we consulted with other Nurseries running web sites, and spoke with Staffordshire Social Services, the Child Protection Commission and with the RSPCC. We have followed their advice. We use our discretion with the photographs we use and, under no circumstances, does the child's surname or any of their personal information appear on the website.

Data Protection

Confidentiality

At Elswick House Nursery School we recognise that we hold sensitive/confidential information about children and their families and the staff we employ. This information is used to meet children's needs, for registers, invoices, emergency contacts and staff wages. We store all records in locked filing cabinets, on the office computer and on the office laptop. These are all located in the house, which has its own security system. All hardware is password protected in line with data protection principles. Our IT systems are security audited professionally annually and recommendations followed. Any information shared with the staff team is done on a 'need to know' basis and treated in confidence.

Legal requirements

- We follow the legal requirements set out in the Statutory Framework for the Early Years Foundation Stage (EYFS) 2017 and accompanying regulations about the information we must hold about registered children and their families and the staff working at the Nursery.
- We follow the requirements of the Data Protection Act (DPA) 1998 and the Freedom of Information Act 2000 about the storage of data and access to it.

Procedures

It is our intention to respect the privacy of children and their families, and we do so by: -

- Storing confidential records in a locked filing cabinet and on the office computer and laptop which are password protected.
- Ensuring staff and students inductions include an awareness of the importance of confidentiality and that information about the child and family is not shared outside of the Nursery, other than with relevant professionals, who need to know that information. It is not shared with friends and family, discussions on the bus or at the local bar. If staff breach any confidentiality provisions, this may result in disciplinary action and, in serious cases, dismissal. Students on placement in the Nursery are advised of our confidentiality policy and required to respect it.
- Ensuring that all staff and students are aware that this information is confidential and only for use within the Nursery and to support the child's best interests with parental permission.
- Ensuring that parents have access to files and records of their own children but not to those of any other child, other than where relevant professionals such as the police or local authority children's social care team decide this is not in the child's best interest.
- Ensuring all staff are aware that this information is confidential and only for use within the Nursery setting. If any of this information is requested for whatever reason, the parent's permission will always be sought other than in the circumstances above.
- Ensuring staff do not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs.
- Ensuring staff, students and volunteers are aware of and follow our social networking policy in relation to confidentiality.
- Ensuring issues concerning the employment of staff remain confidential to the people directly involved with making personnel decisions. Ensuring any concerns/evidence relating to a child's personal safety are kept in a secure, confidential file and are shared with as few people as possible on a 'need-to-know' basis. If, however, a child is considered at risk, our safeguarding/child protection policy will override confidentiality. All the undertakings above are subject to the paramount commitment of the Nursery, which is to the safety and well-being of the child.

Staff and volunteer information

All information and records relating to staff will be kept confidentially in a locked cabinet and on the office computer. Individual staff may request to see their own personal file at any time.

Data Protection and Confidentiality

At Elswick House Nursery School we recognise that we hold sensitive/confidential information about children and their families and the staff we employ. This information is used to meet children's needs, for registers, invoices and emergency contacts. We store all records in locked cabinets and the office computer (which is encrypted) with files that are password protected in line with data protection principles. Any information shared with the staff team is done on a 'need to know' basis and treated in confidence. This policy will work alongside the Privacy Notice to ensure compliance under General Data Protection Regulation (Regulation (EU) 2016/679 (GDPR).

Legal requirements

- We follow the legal requirements set out in the Statutory Framework for the Early Years Foundation Stage (EYFS) 2017 and accompanying regulations about the information we must hold about registered children and their families and the staff working at the Nursery.
- We follow the requirements of the General Data Protection Regulation (Regulation (EU) 2016/679 (GDPR) and the Freedom of Information Act 2000 with regard to the storage of data and access to it.

Procedures

It is our intention to respect the privacy of children and their families, and we do so by: -

- Storing confidential records in locked filing cabinets and on the office computer with files that are password protected.
- Ensuring staff and student inductions include an awareness of the importance of confidentiality and that information about the child and family is not shared outside of the Nursery, other than with relevant professionals, who need to know that information. It is not shared with friends and family, and not discussed on the bus or at the local bar. If staff breach any confidentiality provisions, this may result in disciplinary action and, in serious cases, dismissal. Students on placement in the Nursery are advised of our confidentiality policy and required to respect it.
- Ensuring that all staff, volunteers and students are aware that this information is confidential and only for use within the Nursery and to support the child's best interests with parental permission.
- Ensuring that parents have access to files and records of their own children, but not to those of any other child, other than where relevant professionals, such as the police or Local Authority Children's Social Care Team, decide this is not in the child's best interest.
- Ensuring all staff are aware that this information is confidential and only for use within the Nursery setting. If any of this information is requested, for whatever reason, the parent's permission will always be sought other than in the circumstances above.
- Ensuring staff (other than senior management) do not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs.
- Ensuring staff, students and volunteers are aware of and follow our social networking policy in relation to confidentiality.
- Ensuring issues concerning the employment of staff remain confidential to the people directly involved with making personnel decisions.

- Ensuring any concerns/evidence relating to a child's personal safety are kept in a secure, confidential file and are shared with as few people as possible on a 'need-to-know' basis.

General Data Protection Regulation Compliance

In order to meet our requirements under GDPR we will also undertake the following: -

- We will ensure our terms & conditions, privacy and consent notices are easily accessed/made available in accurate and easy to understand language.
- We will use confidential data only for Elswick House Nursery School.
- We will not share, or use, your data for other purposes. Everyone in our Nursery understands that people have the right to access their records, or have their records amended or deleted (subject to other laws and regulations).

Staff and volunteer information

- All information and records relating to staff will be kept confidentially in a locked cabinet.
- Individual staff may request to see their own personal file at any time.

Information sharing

Policy

At Elswick House, we recognise that parents have a right to know that the information they share with us will be regarded as confidential, as well as to be informed about the circumstances when, and the reasons why, we are obliged to share information.

We record and share information about children and their families in line with the six principles of the General Data Protection Regulations (GDPR) (2018).

The six GDPR principles state that personal data must be: -

1. Processed fairly, lawfully and in a transparent manner in relation to the data subject.
2. Collected for specified, explicit and legitimate purposes and not further processed for other purposes incompatible with those purposes.
3. Adequate, relevant and limited to what is necessary in relation to the purposes for which data is processed.
4. Accurate and where necessary, kept up to date.
5. Kept in a form that permits identification of data subjects for no longer than is necessary for the purposes for which the data is processed.
6. Processed in a way that ensures appropriate security of the personal data including protection against accidental loss, destruction or damage, using appropriate technical or organisational measures.

It is our intention to follow these guidelines. We make every effort to comply with them.

Procedures

Our Procedures are based on the GDPR principles as listed above. We also follow the guidance on information sharing from the Local Safeguarding Children Board.

We are open and honest with parents from the outset about why, what, how and with whom information will, or could be shared. When starting their child at Elswick House our Privacy Notice for Parents is explained to parents and they are informed how they can access the Privacy Notice and our Policies and Procedures online. Hard copies of both are available on request. Our Information Sharing Policy is explained so that parents know when information will be shared with external agencies, for example with regard to any special needs the child may have, or transition to school. Parents are also made aware of the circumstances in which

information may be shared without their consent. This will only be when it is a safeguarding matter.

Our Safeguarding Children Policy sets out the duty of all members of staff to refer concerns to the Nursery Manager and/or Proprietor, as designated persons, who will follow due procedure as set out in the Policy. It is important to ensure that the information we record, and share, is necessary for the purpose for which we are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date and is shared securely.

We respect the wishes of those, who do not consent to share confidential information. However, we will still share information without consent if, in our judgement, there is good reason to do so, such as where child safety may be at risk or there is a legal obligation. Where consent has been given, information may be shared as appropriate, but we are mindful that an individual might not expect information to be shared. Where information is shared, we record the reasons for doing so in the child's file.

Transfer of Records to School or another Setting

If a child attends another setting, we try to establish a regular two-way flow of appropriate information with parents and other providers. Where appropriate, we will incorporate comments from other providers, as well as parents, into the child's records.

Many of our children remain at Elswick House until they go to school. However, we recognise that children may sometimes move to another early years setting before they go on to school. We prepare children for these transitions and involve parents and the other setting or school in this process. We prepare records about the children's development and learning during their time at Elswick House and share this information with the receiving setting or reception class to enable as smooth a transition as possible.

These records are confidential.

- Using our assessment of the child, the Nursery Manager will prepare a summary of their achievements in the seven areas of learning and development.
- The record also permits input from the parents.
- The document may be accompanied by other evidence, such as photos or drawings that the child has made.
- The record refers to: -
 - Any additional language spoken by the child, and his or her progress in both languages.
 - Any additional needs that we have identified or addressed.
 - Any special needs or disability, whether an EHA has been raised in respect of special needs or disability, and whether there is a Health Care Plan in place.
- The other setting or school will need to have a record of any safeguarding or child protection concerns that were raised at Elswick House, and what was done about them. The concerns are summarised and sent to the other setting or school, along with the date of the last professional meeting or case conference.
- Where a CAF has been raised in respect of any welfare concerns, the name and contact details of the lead professional is passed on to the other setting or school. Where there has been an S47 investigation regarding a child protection concern, the name and contact details of the child's social worker are passed on to the other setting or school – regardless of the outcome of the investigation.

Consent

When parents choose Elswick House for their child, they will share information about themselves and their families. This information is regarded as confidential.

In most cases, we will seek parental consent to share information. However, under certain circumstances we may not seek their consent, or may override their refusal to give consent. Our Policies and Procedures, which can be accessed from our website, or are available as hard copy on request, set out our responsibility regarding gaining consent to share information and when it may not be sought or overridden. We also inform parents of this verbally when the Information Sharing Policy is explained to the Parents during the registration process when the child is first enrolled at Elswick House.

We ask parents 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.

Consent must be freely given and informed - that is the person giving consent needs to understand why information will be shared, what will be shared, who will see information, the purpose of sharing it and the implications for them of sharing that information as detailed in the Privacy Notice. Consent can be withdrawn at any time.

Access and Storage of Information

At Elswick House Nursery School we have an open access policy in relation to accessing information about the Nursery and parents' own children. This policy is subject to the laws relating to data protection and document retention. Parents are welcome to view the Policies and Procedures of the Nursery which govern the way in which the Nursery operates. These may be viewed at any time when the Nursery is open, simply by asking the Nursery Manager. They are also on the Nursery's website. The Nursery Manager or any other relevant staff member will also explain any Policies and Procedures to parents or use any other methods to make sure that parents understand these in line with the Nursery's communications policy.

Parents are also welcomed to see and contribute to all the records that are kept on their child. However, we must adhere to data protection laws and, where relevant, any guidance from the relevant agencies for child protection. As we hold personal information about staff and families, we are registered under data protection law with the Information Commissioner's Office. A copy of the certificate can be viewed. All parent, child and staff information is stored securely according to the requirements of data protection registration, including details, permissions, certificates and photographic images. We will ensure that staff understand the need to protect the privacy of the children in their care as well as the legal requirements that exist to ensure that information relating to the child is handled in a way that ensures confidentiality. The Nursery's records and documentation that are required to be kept and stored by current legislation are performed in accordance with minimum legal archiving requirements. We currently archive these records for at least 24 years to ensure we are covered for any child protection concerns. Nursery records and documentation that are not required to be kept are deleted or destroyed in line with the current data protection laws and our Privacy Notice. If Parents have a specific deletion or retention request regarding any data that we hold, please raise a query in writing and we will respond formally to your request.

This policy will be reviewed annually and amended according to any change in law/legislating the experience, and seek further support where necessary.

- Management will also signpost parents to further support where applicable.
- Staff will protect the privacy of the children in our care and ensure that information regarding the incident is kept confidentially.

Record Keeping Policy

Elswick House Nursery School complies with the GDPR Act 2018. All records and information relating to parents, children and staff remain confidential and are kept in a secure place, whilst remaining as accessible as possible.

Children's Records

We keep the following records on children attending Elswick House: -

- Personal data – including the child's registration details and any consent forms.

- Contractual data – including a copy of the signed Registration Form and the child’s days and times of attendance.
- Financial records relating to the child’s fee payments.
- Developmental records including observations of children, photographs, video clips and samples of their work and summary developmental reports.
- Data regarding the child’s development, health and well-being – including a summary of the child’s EYFS profile report, a record of discussions with the parent about every day matters concerning the child’s development, health and well-being.
- Early Support – including any additional focussed intervention provided by Elswick House e.g., support for behaviour, language or development that needs a SEND action plan, and records of any meetings held.
- Welfare and child protection concerns – including records of all welfare and protection concerns, and resulting action, meetings and telephone conversations about the child.
- Correspondence and Reports – including a copy of the child’s Progress Check at 2 Years, all letters and emails to and from other agencies and any confidential reports from other agencies.

We ensure that access to children’s files is restricted to those authorised to see them and make entries in them, this being the Nursery Manager and/or Proprietor the child’s Key Carer, or other staff as authorised by the Nursery Manager and/or Proprietor. We do not share information about our children with any one person, people or agency without parental consent, unless obliged to do so by law, or if our policies allow us to do so.

Members of staff do not discuss personal information given by parents with other members of staff, except where it affects planning for the child’s needs.

Parents have access, in accordance with our Privacy Notice and our Policies and Procedures, to the files and records of their own children, but do not have access to information about any other child.

We normally retain children’s records for three years after they have left the setting. Records that relate to accidents or child protection matters are kept until a child reaches the age of 21 years, or 24 years, respectively. These are kept in a secure place.

Records of Members of staff

We keep the following records on members of staff employed at Elswick House: -

- Personal details of members of staff including name, date of birth, home address, marital status, e-mail address and telephone number(s)
- Examination results and other qualifications
- Employment history and other relevant childcare experience.
- Interview notes
- National Insurance number
- DBS Disclosure Number
- Bank details
- Financial data including wage information, student loan and pension contributions
- Data used and generated by HMRC
- References and information regarding their medical suitability to work with children in a Nursery
- Date relating to professional development. These include records of supervisions and appraisals, disciplinary proceedings and any training courses they may have attended
- Staff photographs.

We retain the data for the duration of the employment at Elswick House Nursery School. When the member of staff leaves most of their data will be either shredded or deleted. Some personal information is retained for three years after the member of staff has left, in case we receive a request for a reference from a future employer. The member of staff has the right to request

that this data is also removed if they so wish. We are required to keep financial records for 6 years.

Business Records

At Elswick House we keep records and documentation for the purpose of maintaining our business. These include records pertaining to registration, financial records relating to income and expenditure and employment records of members of staff. These records are confidential.

- All records are kept securely, confidentially and in an orderly fashion on the office computer and in files which are kept up-to-date.
- Financial records are kept up-to-date for audit purposes.
- We maintain health and safety records; these include fire drills, risk assessments and Health & Safety inspections.
- Our OFSTED registration certificate is displayed together with our most recent OFSTED Inspection report.
- Our Public Liability insurance certificate is displayed.
- We are aware that OFSTED has to be informed of any changes to our premises, which may affect the quality of childcare we provide; also, any changes to the name and address of the registered provider and of their contact details.

Appendix 1

Managing Allegations against Members of Staff

