



KNL Childcare Ltd

POLICY DOCUMENTS

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KNL CHILDCARE LTD

We currently operate three settings as follows;

Little Squirrels Community Nursery – Ryde Business Park, Nicholson Road, Ryde, IW PO331BQ

Oakfield Pre School – Oakfield CE (Aided) Primary School, Appley Road, Ryde, IW PO331NE

St George's Nursery & Pre School – Arreton St George's CE Primary School, School Lane, Arreton, Newport, IW PO303AD

COMPANY POLICIES

1. Admissions Policy

We operate on a daily basis Monday - Friday (times vary according to setting – see www.knlchildcare.co.uk for details.

At KNL Childcare Ltd we embrace and understand that families have many differing needs for the care of their children.

It is of utmost importance that our families feel relaxed, welcomed and that we build a professional relationship of trust, mutual respect and understanding.

To this end, we will work hard to ensure that we have an understanding of our families and that we encourage an open communication system where we try our very best to meet individual needs, working within the parameters of our policies and procedures, local and national guidance and the law.

Through our induction meetings and relevant information gathering paperwork, a senior member of our team will discuss your child's particular needs.

Should a need for support have already been identified, then we will liaise with parents and all external agencies involved with the family. The Lead Practitioner/SENCO will complete a needs driven risk assessment with other agencies and parents to ensure that our environment is suitable for the child. We will use recommendations from all parties to compose a care plan for each child.

Whilst we will make every attempt to support the family to secure funding with all agencies known to us, should they be unable to secure funding to support the child based on the risk assessment findings, then we would be unable to offer a placement for the child as we would be unable to meet their needs. We will support the family to seek out alternative childcare options for their child.

There are occasions where support needs present themselves as a child develops. We will employ exactly the same procedures of risk assessment, seeking funding and evaluating needs, in order to make every attempt to secure the additional support the child requires.

Should there be an occasion where staff and managers have worked with parents and we feel that we cannot meet the needs of that particular family then we reserve the right to give those parents notice to end our contract and thus cease attending.

In some cases we may terminate our contract immediately, but where at all possible, we will offer a maximum of two weeks child care in order that parents can arrange an alternative.

Where a parent makes a request for a child to attend outside of 'term time', unless currently using the 'stretched' entitlement, we will support the parent to seek additional funding. The Lead Practitioner will assess whether support staff can be provided during holiday periods, before the application is made. If the funding is available and we have staff in place then we will provide a supported place for that child.

Should there be no further funding then we will, assess the information available to us and the Lead Practitioner will use the National Care Standards, A curriculum for excellence (where age appropriate) and Care Inspectorate statutes to assess whether we can meet the child's needs without support. The Lead Practitioner's decision is final.

All relevant staff, parents and support agencies will be consulted during this process.

Should the SENCO/Room Leader assess that the child's needs can be met without support (we are mindful that support needs can change), then we will offer places during holiday periods.

If the SENCO/Room Leader assesses that they cannot evidence the child's needs being met, then she will support the parents to find alternative child care during these times if possible.

Because we appreciate that support needs change, a parent may request that we re-assess support needs on a 6 monthly basis or if there is significant change.

We are committed to consider every child's needs on an individual basis and that we support our families to access the most appropriate care for their families needs.

References:

Equality Act 2010

Equality Act Guidance (updated 2016)

U.N Convention, The Rights of the Child (Article 3)

2. Parental Involvement Policy

Parent/carer's are the first educators of their children. The aim of this setting is to support their essential work. We will;

Make all new parent/carer's aware of the group's policies.

Encourage parent/carer's on an individual basis to play an active part in the setting.

Involve parent/carer's in shared record keeping about their child either formally or informally.

Make known to parent/carer's the procedure to make suggestions or voice concerns.

Parent/carer's are asked to support the Nursery & Pre School in various fundraising projects throughout the year

3. Settling - In Policy

In order to help your child feel safe and happy at Nursery and Pre School

We will;

Encourage pre-visits prior to start date, as many as you feel to be necessary, for your child.

Encourage parents/carer's, or other family members, where appropriate, to leave their child for short periods at first, building up to full sessions.

Have a flexible start date, your child could attend part time for a week or two.

Support families for as long as it takes to settle their child.

Reassure parent/carer's whose child seems to be taking a long time to settle in, '*all children are different*'.

We feel that unless children feel happy and settled they will not play or learn successfully.

Our 'settling in' policy aims to help parents and their children overcome their anxiety at entering Nursery or Pre School.

4. Confidentiality Policy

The Nursery & Pre School's work with children and their families will sometimes bring us into contact with confidential information.

To ensure that all those using and working in the Nursery & Pre School can do so with confidence we will respect confidentiality in the following ways;

- Parents/carer's have access to the files and records of their child at any time, but will not have access to information on other children.
- Staff will not discuss individual children or information given by parent/carer's, other than for purposes of curriculum planning, with people other than the parent/carer's of that child.
- Some information given to the manager may only be shared on a 'need to know' basis with staff, other than the deputy manager.
- Issues to do with employment of staff, whether paid or unpaid will remain confidential.
- All staff, helpers, students, etc. are required to sign a confidentiality pledge. Failure to comply with this will result in instant suspension.

5. Arrival & Departure Policy

Arrival

When the doors are opened at the beginning of each session, a member of staff is at the door to welcome the children and adults into the facility, recording arrival times. Also to check that only authorised people are entering and that no child is leaving un-escorted.

A member of staff is at the desk to answer any queries and to take payments.
All other members of staff are supervising/playing with the new arrivals.

Departure

At departure time one member of staff is at the door checking that all the children are leaving with the appropriate adult and to check that only authorised people are entering the facility

One staff member is answering queries, giving information to the parent/carers about their child's day.
All other staff members will be sat with the children.
All children's leaving times are recorded.

6. Child Collection Policy

Legislation states that until a person reaches the age of 18 they are not a responsible adult.

The safety of the child is of paramount importance to us. It is for this reason that we require that the person you have given permission to collect your child on the registration form is a responsible adult over the age of 18.

If you are not the parents of the child we will not allow your child to go home with a person under the age of 18.

7. Uncollected Child Policy

If a child is not collected at the end of a session, we would;

1. Attempt to contact the parents/carer's
2. Attempt to contact another person on the emergency contact list.
3. Keep the child within Nursery at all times.
4. Contact Children's Services

8. Late Collection Policy

If you are continually late to pick your child up we will;

1. Issue a verbal warning
2. A £5.00 admin charge will be made for a late pick up and £5.00 for every further 15minute period you are late.
This fee is levied to cover members of staff for overtime.
3. If lateness is continuous, your Nursery place may be withdrawn.

9. Lost Child Policy

If a child were thought to be missing the procedure would be;

1. Call a register and check numbers of children.
2. Staff members to conduct thorough search inside and outside of building and grounds.
3. Inform Police - Fill in details on missing child form.
4. Inform parents/carer's.
5. Complete Incident report

10. Stranger Policy

During the settings opening hours all doors are secured and entrance is through the main reception, via a buzzer system.

If a stranger came to collect a child and were found not to be named on the registration form then they would be unable to take the child without staff first contacting the parents/carer's.

If this caused a problem, with the stranger becoming agitated, they would be asked to leave the premises.

If they refused we would inform the stranger that we were contacting the police and they would be called.

11. Intimate Care Policy

We have four set times throughout the day when we check and change all children's nappies, these are mid morning, approx 10.30am, after lunch, approx 12.30pm, mid afternoon, approx 2.30pm and after tea, approx 5.00pm.

As well as these times, children are changed as and when needed. Staff wear gloves for each nappy change. The gloves are used only once and are disposed of in the nappy bin.

In between each nappy change the changing mat is cleaned with anti-bacterial cleaner and staff wash their hands.

All nappies are disposed of in the nappy bin, wet nappies are bagged once and soiled nappies are bagged twice.

All nappy changes/checks are recorded in a duplicate book and a copy given to parents/carers or noted in the Home/School Book.

Parents/carers are asked to provide their child with nappies, wipes and cream, these are stored in your child's individual nappy basket.

When supplies are running low staff will inform parents/carers and ask you to refill.

12. Toilet Training Policy

Our Nursery and Pre School's aim to support and offer guidance to children whilst toilet training. We aim to achieve this by reminding children to go to the toilet throughout the course of the day. Before snack time and lunch and in the afternoon staff supervise their groups and encourage children to, use the toilet and flush, wash their hands with soap and water and dry them after, using the paper towels provided.

In our areas we work within our staff ratios.

Children under 2 years	1 adult : 3 children
Children aged 2 years	1 adult : 4 children
Children 3 years - 8 years	1 adult : 8 children

As the children become more independent in using the toilet and hand washing facilities they are encouraged to go to the toilet un-aided. Staff regularly check on the toilet area throughout the day to clean potties, top up soap, toilet rolls and paper towels and are always on hand to help the children when needed. A record is kept of toilet cleaning.

In the case of children having an accident, staff will wear disposable gloves when changing the child out of their wet/soiled clothes. Staff will offer reassurance to the child and help in changing them into clean clothes.

All clothes will be bagged and labelled.

Staff will work closely with the parents to offer help and support, this may include asking parents to bring in the child's own potty or toilet training seat from home to use at Nursery & Pre School.

We will try to make this as easy and stress free a process for each child to help them become dry.

13. Safety Policy

The safety of young children is of paramount importance. In order to ensure the safety of both children and adults, the Nursery & Pre School will ensure that;

- Adults supervise all children at all times.
- An accident book is available at each session to record any accident or incident that may occur, parents/carers will be asked to sign this in the event of an accident. This will be filled out by a member of staff who has received first aid training.
- All adults are aware of the system in operation for children's arrival and departure and an adult will be at the door during these periods.
- Children will leave the building ONLY with authorised adults.
- Safety checks are made regularly, both inside and out.

- Equipment is checked before use and any dangerous items are removed.
- All ladders for display work will only be used away from the children when they are in separate rooms of the Nursery & Pre School.
- Where necessary heaters, electric points, wires and leads are adequately guarded.
- All dangerous materials, including medicines and cleaning materials are stored out of reach of the children in the bathroom and kitchen.
- Children are not allowed in the kitchen area.
- Staff/Adults only have hot drinks in the kitchen area unless in an insulated, lidded mug.
- Fire drills are held twice a term.
- A register is completed at the beginning of each session and names are entered on our 'who's here today' board.
- A correctly stocked first aid box is available and members of staff are fully first aid trained and present at all times.
- There are always 2 adults present even when the number of children is below statutory requirements.
- On outings the adult/child ratio will be 1:2 (3 months – 2 yrs) and 1:3 (2 - 3 yrs) and 1:5 (3 – 8 years) plus volunteers, and the outings will be checked for safety.
- Equipment offered to children is developmentally appropriate; recognising that materials suitable for an older child may pose a risk to younger/less mature children.
- The premises are checked before locking at the end of each day.

14. Risk Assessment Policy

The management inspects the building and grounds regularly.

An annual risk assessment of the whole building, electrical equipment and toys is carried out.

Nursery management and staff check the building, equipment, toys and outside play areas daily, before use, findings are recorded.

Broken equipment/toys will be disposed of by the management and if required replaced. All staff members have a duty to report any broken or damaged items to the management.

Any safety issues with the building or outside play areas will be reported immediately to the management for repairs.

Karen White is appointed risk assessment co-ordinator.

15. No Smoking Policy

THE NURSERY BUILDING, PLAY AREAS AND ALL SCHOOL GROUNDS ARE NO SMOKING AREAS.
PLEASE RESPECT THE LAW AND DO NOT SMOKE UNTIL YOU ARE OUTSIDE OF OUR PREMISES.

16. Health Policy

At KNL Childcare Ltd we realise the importance of a healthy lifestyle, physical activity and a balanced diet. We understand that establishing healthy eating and physical activity in childhood can promote a healthy lifestyle in later life.

Allergies /dietary needs:

We ask for information about food allergies and dietary needs during pre-visits to the setting. This information is displayed in the food preparation area to ensure that all staff are aware. We will check all snacks to ensure they meet these requirements.

Due to the possibility of severe nut allergies we ask that food containing nuts are not brought into the premises.

Lunch times:

We ask that lunchboxes do not contain sweets or chocolate.

Water or diluted fruit juice is preferable to fizzy/sugary drinks.

We aim to promote independence skills, easily opened lunch boxes/containers and drinks really help with this.

Please clearly label all items.

Lunch does not have to be sandwiches. Ideas for alternatives could include: Cheese chunks, slices of ham, crackers, crumpets, rice cakes breadsticks, chopped fruit/vegetables etc.

Snack times:

We aim to provide healthy and nutritious snacks for children, using foods that are not high in sugar, salt, saturated fats or additives.

Drinks:

We are aware of the importance of drinking fluids throughout the day. We provide milk and water at snack times.

Parents/carers are asked to provide a clearly named bottle of water or diluted fruit juice. We will refill these bottles with fresh water when needed throughout the day.

We aim to promote healthy eating throughout your child's time at Nursery & Pre School through; tasting, exploring and cooking a range of healthy foods; growing our own vegetables.

Physical activity:

We realise the importance of physical activity and outside play. We aim to offer these experiences everyday. We use the our main play area as a space for dancing, movement and circle games.

We use the outdoor spaces for a variety of physical experiences in all weathers. (Please provide suitable, named clothing.)

We aim to offer free in/out access when staffing allows. We also go on short walks to explore the surrounding environment.

Infectious illness:

Parents are asked to keep their children at home if they have any infection and to inform the Nursery & Pre School of the nature, so that other parents can be alerted.

Parents are asked not to bring their child into Nursery if they have vomited or had diarrhoea until 48hrs has elapsed since their last attack.

If our staff notice any form of 'unidentified' rash on your child (other than nappy rash) we will ask you to collect your child from Nursery and advise you to seek medical advice from your GP.

Should we have to contact you to collect your unwell child from Nursery we would ask you to sign our 'Sent Home Unwell' register as a record.

17. Allergy Policy

At KNL Childcare Ltd we are aware that children who attend our nurseries and staff who work in them may suffer from food, bee/wasp sting, animal or nut allergies, we believe that all allergies must be taken seriously and that every effort to minimise the risk of exposure must be made to prevent an allergic child / member of staff coming into contact with the allergens which could trigger a reaction.

KNL Childcare Ltd is committed to creating a safe environment for the children in our care and the staff who work with us, however, we understand that it is impossible to create an 'allergen free' environment; a robust plan for the effective response to possible emergencies is in place in the event that a child or member of staff suffers a serious allergic reaction.

What is the purpose of this policy?

To minimise the risk of any child/ member of staff suffering from an allergy induced reaction such as hives or life threatening anaphylaxis whilst at nursery/work.

Procedures and Responsibilities for Allergy Management

When parents start their children at the setting they are asked if their child suffers from any known allergies. This is recorded on the Child Registration Form.

We require information from a doctor or Healthcare Professional confirming the allergen and the symptoms of an allergic reaction **Before** your child starts Nursery/Pre School with us.

If a child/ member of staff has an allergy, a care plan with a recent photograph is created by the nursery Manager and child's parent or member of staff, it is reviewed every 3 months or sooner if required by the parent or staff member.

The first two pages detail the following;

- Child's/staff members details
- Precautionary measures -list of allergens to avoid
- Description of usual symptoms
- Action to take in the event of the child/member of staff having an allergic reaction including a crisis management plan for severe reactions
- Details of any medication kept on site including an Epi-pen
- Location of medication
- Additional information
- Contact information for the child's parents/carer and the child's GP
- GP contact information for the member of staff
- Manager/Parent/ staff member signatures and review date

The care plans are audited monthly to ensure that they are current and that medication is in date.

An individual risk assessment is completed stating the control measures which must be applied to minimise the risk of the child/ member of staff coming into contact with the allergen.

The Room Leader will prepare a list of children with allergies it will provide the following information;

- The days that the child normally attends.
- The child's full name and a recent photograph (Photograph not required for children attending the ASC)
- The dietary requirements including a full list of allergens. There may be separate lists for the kitchen and the rooms if a child has allergies to items that are not served in the nursery i.e. nuts or that are not food related. i.e. wipes
- Potential reaction to the allergen (If applicable)

The lists are updated termly and a copy is kept in the rooms and in a file in the kitchen.

Breakfast Club/After school club

The settings keep a copy of their allergy list in the ASC file and it is displayed in the main Pre School room, it is updated each term.

18. Medication Policy

If a child is on prescribed medicine;

The medicine should be clearly labelled with a Pharmacy label stating the child's name and dosage that has been recommended with a written prescription. It should be handed to a member of staff who will ask the parents/carer's to fill in the medicine book. The medicine will then be stored either in the kitchen cupboard or the refrigerator.

If your child is in need of medicine that has been recommended without a written prescription from your doctor this can only be given if agreed by the Director or Manager of the setting and there is an accepted reason to do so.

Non-prescribed medicine i.e. Calpol, is not given to poorly children at the Nursery or Pre School. If your child needs Calpol administered during the day, please keep them at home as we feel this is the best place for an unwell child.

19. Equality & Diversity Policy

KNL Childcare Ltd is committed to providing equal opportunities for all the children in our care. We aim to provide an environment, which offers a comprehensive range of opportunities for each and every child.

The group works in accordance with all relevant legislation, including;

Equality Act 2010

Disabled Persons Act 1958, 1986

Disability Discrimination Act 1995, 2005

Race Relations Act 2000

Sex Discrimination Act 1975 (Amendment) Regulations 2003

Children Act 2004

We offer all our families, regardless of race, religion, and disability or sex the opportunity for their children to mix with other children and the freedom to share the equipment provided in a relaxed caring environment. Learning is promoted through a prejudice free environment, where positive attitudes towards all members of the society are encouraged.

We endeavour to promote the child's self esteem as well as developing awareness of those around them.

Within our group each child has equal status as a valued member of the whole group.

All of the above criteria also applies to staff members, students and volunteers.

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

Children need to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example. The principles that underpin how we achieve positive and considerate behaviour exist within the programme for promoting personal, social and emotional development.

We recognise that codes for interacting with other people vary between cultures and require staff to be aware of – and respect – those used by members of the setting.

We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.

We expect all members of our setting – children, parents, staff, volunteers and students – to keep to our guidelines, requiring these to be applied consistently.

We work in partnership with children's parents/carers. Parents/carers are regularly informed about their children's behaviour by their key person. We work with parents/carers to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

20. Special Educational Needs Policy (SEN)

Our Settings aim to have regard to the Department for Education 'Code of Practice' on the Identification and Assessment of Special Educational Needs, and to provide a welcome and appropriate learning opportunity for all children, whilst upholding our confidentiality policy.

Children with special needs, like all other children are admitted to the Nursery & Pre School after a full consultation between parents and the setting Manager/SENCO.

Our system of observation and record keeping, which operates in conjunction with parents, enables us to monitor children's needs and progress on an individual basis.

If it is felt that a child's needs cannot be met in the Nursery & Pre School without the support of a one-to-one worker then we will make every attempt to support the family to secure funding with all agencies known to us, should they be unable to secure funding to support the child based on the risk assessment findings, then we would be unable to offer a placement for the child as we would be unable to meet their needs.

We will support the family to seek out alternative childcare options for their child.

There are occasions where support needs present themselves as a child develops. We will employ exactly the same procedures of risk assessment, seeking funding and evaluating needs, in order to make every attempt to secure the additional support the child requires.

Should there be an occasion where staff and managers have worked with parents and we feel that we cannot meet the needs of that particular family then we reserve the right to give those parents notice to end our contract and thus cease attending.

We work in close liaison with outside agencies i.e. Speech and Language Therapist, Pre-School M.A.T. Team, Health Visitors etc. and, with the co-operation of all involved, a programme will be set up for the child with easily achievable targets on an Educational Development Plan (E.D.P.).

These will be reviewed regularly.

Our staff attend, whenever possible, 'in service' training on special needs arranged by the Early Years Partnership and other professional bodies.

Cathy Saunders and Kerry Davies are the special educational needs co-ordinator (SENCO) for Little Squirrels Community Nursery,

Joanne Smith is the special educational needs co-ordinator (SENCO) for St George's Nursery & Pre School,

Shelley Clabon is the special educational needs co-ordinator (SENCO) for Oakfield Pre School

21. Safeguarding Children Policy

Introduction

The Child Protection policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes;

Childcare Act 2006
The Early Years Foundation Stage 2017
DfE guidance 'Keeping Children Safe in Education' 2016
Working Together to Safeguard Children 2015 (updated 2017)
Framework for the Assessment of Children in Need and their Families (2000)
Keeping children safe in education 2016
What to do if you're worried a child is being abused 2015
Isle of Wight Safeguarding Board
Safeguarding Vulnerable Groups Act 2006
Counter –Terrorism and Security Act 2015

What is 'Safeguarding'?

Working Together to Safeguard Children (2015) defines safeguarding children as 'the action we take to promote the welfare of children and protect them from harm', including;

Protecting children from maltreatment;

Preventing impairment of children's health or development;

Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and

Taking action to enable all children to have the best outcomes.

It also reminds us that safeguarding *"is everyone's responsibility. Everyone who comes into contact with children and families has a role to play."* (WTSC 2015 p. 9)

Our setting acknowledges that this policy will incorporate a range of specific safeguarding issues including (but not limited to):

Bullying (including cyber-bullying)
Children Missing Education (CME)
Child missing from home or care
Child Sexual Exploitation (CSE)
Domestic violence
Drugs and alcohol misuse
Fabricated or induced illness
Faith abuse
Female Genital Mutilation (FGM)
Forced marriage
Gangs and youth violence
Gender based abuse and violence against women and girls
Hate
Honour based abuse
Mental Health
Missing children and adults
Online Safety
Prevent duty (radicalisation and extremism)
Private fostering
Relationship abuse
Human trafficking and modern slavery
Youth produced sexual imagery or "Sexting"

Ethos

'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right.' (EYFS 2017 p5)

KNL Childcare Ltd believes that all those directly involved with our settings have an essential role to play in making it safe and secure. Our setting aims to create the safest environment within which every child has the opportunity to achieve their full potential and we take seriously our responsibility to promote the welfare and safeguard all the children and young people entrusted to our care.

As part of the safeguarding ethos of the setting we are committed to:

Maintaining children's welfare as our paramount concern;

Providing an environment and culture in which children feel safe, secure, valued and respected, confident to talk openly and sure of being listened to;

Developing appropriate and positive relationships between children and the adults that care for them;
Providing suitable support and guidance so that children have a range of appropriate adults who they feel confident to approach if they are in difficulties;

Using learning opportunities to increase self-awareness, self-esteem, assertiveness and decision making.
This is so that young children develop a range of contacts and strategies to ensure their own protection and understand the importance of protecting others;

Working with parents/carers to build an understanding of the setting's responsibility to ensure the welfare of all children including the need for referral to other agencies in some situations;

Ensuring all staff have regular and appropriate training (including induction) to enable them to recognise the signs and symptoms of abuse and ensure they are aware of the setting's procedures and reporting mechanisms;

Monitoring children who have been identified as 'in need' including the need for protection, keeping confidential records which are stored securely and shared appropriately with other professionals.

Developing effective and supportive liaison with other agencies.

KNL Childcare Ltd adheres to the IOW LSCB Safeguarding Children Procedures.
The full IOW LSCB procedures document and additional guidance relating to specific safeguarding issues can be found on the website: www.iowscb.org.uk

Contact telephone numbers:

Local Authority children's social care team:

Local Authority Designated Officer (LADO): 01983 823723

Ofsted: 0300 123 1231

Local Safeguarding Children Board (LSCB): 01983 814545

Government helpline for extremism concerns: 02073407264

Related Safeguarding Policies

We are aware that safeguarding is fundamental to the welfare of all children in our care. This policy is therefore one of a series in the setting's integrated safeguarding portfolio and should be read in conjunction with the policies as listed below:

Data Protection (GDPR May 18)

Physical handling

Social Networking/Internet policy

Mobile Phone policy

Photographic policy

Anti-bullying policy

Safety policy

Personal and Intimate Care

Health and Safety

Risk Assessments (e.g. trips, use of technology)

First Aid and Accidents (including medicines)

Managing Allegations Against Staff
Nursery staff behaviour
Disqualification by Association
Safer Recruitment
Whistle-Blowing

Supporting Guidance (to be read and followed alongside this document)

“Safeguarding Disabled Children – Practice Guidance” - DOH, 2009

“Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings” - Safer Recruitment Consortium, October 2015

“What to do if you are worried a child is being abused” – DfE, March 2015

These documents can be found online

Responsibilities for Staff and Designated Safeguarding Lead

All staff

The EYFS 2017 requires providers ‘to take all necessary steps to keep children safe and well’ and accordingly, everyone involved in the care of young children has a role to play in their protection. All members of staff are part of the wider safeguarding system for children and are in a unique position to observe any changes in a child’s behaviour or appearance.

All members of staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All members of staff have a duty of care to take appropriate action and work with other services as needed.

The Designated Safeguarding Lead Person (DSL)

The EYFS 2017 states;
‘a practitioner must be designated to take lead responsibility for safeguarding children in every setting’.

KNL Childcare Ltd is responsible to ensure all legal requirements are met, have appointed an appropriately qualified and experienced Designated Safeguarding Lead (DSL) to fulfil this role in our setting. They are committed to ensuring that the DSL is properly supported in being able to carry out this role fully, including providing them with appropriate time and resources away from other job commitments.

The DSL has overall responsibility for the day to day safeguarding and child protection systems in the setting. These responsibilities include;

Liaising with other professionals in all agencies, including social services, police and health colleagues

Keeping apprised of any updates in policy and practice as agreed by IOW Safeguarding Children Board

Being a source of support, advice and guidance to any other setting staff, both paid and voluntary, on an on-going basis and on any specific safeguarding issue as required;

Co-ordinating child protection action within the setting, including making referrals as necessary;

Maintaining a confidential recording system for safeguarding and child protection concerns;

Ensuring all staff, visitors and volunteers are aware of the setting’s policies and procedures and their responsibilities in relation to safeguarding children;

Ensuring all staff, both paid and voluntary, have received appropriate and up to date child protection training, at least every 3 years (as stipulated by the IOW SCB) and provide them with appropriate annual updates;

Ensuring their own training is kept up to date by attending appropriate Designated Safeguarding Lead training every 2 years (as stipulated by the IOW SCB) and accessing updates, at least annually, through a variety of methods to keep up with any developments relevant to their role;

Representing the setting at inter-agency meetings in particular strategy discussions, child protection conferences and core groups;

Managing and monitoring the setting's role in early help, child in need and child protection plans.

The welfare and safety of children are the responsibility of ALL staff in the setting and ANY concern for a child's welfare MUST be reported to the DSL.

Recognition and Categories of Abuse:

All staff in the settings are aware of the definitions and signs and symptoms of abuse. There are four categories of abuse:

Physical abuse
Sexual abuse
Emotional abuse
Neglect

The most up to date definitions and possible indicators and signs of abuse are found in Appendix 1. Staff should also refer to Part 1 and Annex A within 'Keeping children safe in education' 2016 (see appendix 2) and 'What to do if you are worried a child is being abused' 2015.

All members of staff are aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label; in most cases multiple issues will overlap with one another.

Members of staff are aware that child welfare concerns may arise in many different contexts, and can vary greatly in terms of their nature and seriousness. For example children may be abused in a family, in an institutional or community setting, by those known to them or by a stranger. They may be abused by an adult or adults, or another child or children. Children may be abused via the internet by their peers, family members or by unknown or in some cases unidentifiable individuals. In the case of honour based abuse, including forced marriage and female genital mutilation, children may be taken out of the country to be abused. An abused child may often experience more than one type of abuse, as well as other difficulties in their lives.

Abuse and neglect can happen over a period of time, but can also be a one-off event. This can have major long-term impacts on all aspects of a child's health, development and well-being.

The warning signs and symptoms of child abuse and neglect can vary from child to child. Children also develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child. Parental behaviours may also indicate child abuse or neglect, so staff should also be alert to parent-child interactions or concerning parental behaviours; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.

By understanding the warning signs, we can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign doesn't automatically mean a child is being abused.

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 with 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 settings

Safeguarding and Child Protection Procedures

KNL Childcare Ltd adheres to the LSCB Safeguarding Children Procedures. The full IOW SCB procedures document and additional guidance relating to specific safeguarding issues can be found on the website: www.iowscb.org.uk

Additional guidance includes:

'What to do if you are Worried About a Child Being Abused' (DfE 2015)
Information Sharing advice for safeguarding practitioners (2015)
The Assessment Framework for Children in Need and their Families (2000)

These documents provide guidance for professionals including when to make a referral to Specialist Children's Services and can be found online.

'What to do if you are worried about a child being abused' (DfE 2015) p.12 identifies that there are four key steps for professionals to follow to help identify and respond appropriately to possible abuse and/or neglect. All members of staff are expected to be aware of and follow this approach:

1. Be Alert
2. Question Behaviours
3. Ask for help
4. Refer

It may not always be appropriate to go through all four stages sequentially and if a child is in immediate danger or is at risk of harm, a referral should be made immediately to Specialist Children's Services (SCS) and/or the Police.

It is the responsibility of the DSL to receive and collate information regarding individual children, to make immediate and on-going assessments of potential risk and to decide actions necessary (with parents / carers in most cases). This includes the need to make referrals to partner agencies and services.

To help with this decision s/he may choose to consult with the MASH Team/Children Reception Team.

Issues discussed during consultations may include the urgency and gravity of the concerns for a child or young person and the extent to which parents/carers are made aware of these.

All members of staff are made aware of the Early Help process, and understand their role within it. This includes identifying emerging problems, liaising with the DSL, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an Early Help assessment.

If Early Help is assessed to be appropriate then the DSL will support staff members involved with the family in liaising with other agencies and submitting an Early Help Notification Form.
The DSL will keep all Early Help cases under constant review and will give consideration to making a referral to SCS if the situation doesn't appear to be improving for the child.

New referrals to services will be made using the agreed process i.e. the Early Help Notification Form or Inter-Agency Referral Form for referrals to SCS.

In situations where there are felt to be urgent concerns, a telephone referral will be made prior to the form being completed and sent to the Central Duty Team. Concerns for children who are already known to services will be passed to the allocated worker / team.

If anyone other than the DSL makes a referral to external services, then they will inform the DSL as soon as possible.

In all but the most exceptional circumstances, parents /carers will be made aware of the concerns for their child at the earliest possible stage. In the event of a referral to Children's Services being necessary, parents/carers will be informed and consent to this will be sought, unless there is a valid reason not to do so, for example if to do so would put a child at risk of harm to would undermine a criminal investigation.

The role of the setting in situations where there are child protection concerns is NOT to investigate but to recognise and refer.

On occasion, staff may pass information about a child to the DSL, but remain anxious about action subsequently taken. Staff should feel able to check the progress of a case with the DSL so that they can reassure themselves the child is safe and their welfare is being considered. If following this process, the staff member remains concerned that appropriate action is not being taken, it is the responsibility of that staff member to seek further direct consultation from MASH Team.

If after a referral a child's situation does not appear to be improving, then the DSL (or the person that made the referral) will request reconsideration to ensure that the settings concerns have been addressed and, most importantly, that the child's situation improves.

Professional disagreements (escalation) will be responded to in line with the LSCB procedures and DSLs may request support via the Education Safeguarding Team.

Record Keeping

Staff will record any welfare concern that they have about a child on the setting's safeguarding incident/concern form (with a body map if injuries have been observed) and pass them without delay to the DSL. Records will be completed as soon as possible after the incident/event, using the child's words and will be signed and dated by the member of staff.

All safeguarding concerns, discussions and decisions (and justifications for those decisions) will be recorded in writing. If members of staff are in any doubt about recording requirements, they should discuss their concerns with DSL.

Incident/Welfare concern forms are kept in the office.

Safeguarding records are kept for individual children and are maintained separately from all other records relating to the child in the setting. Safeguarding records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL. Safeguarding records are shared with staff on a 'need to know' basis only.

KNL Childcare Ltd will be kept informed of any significant issues by the DSL.

All safeguarding records will be transferred in accordance with data protection legislation to the child's subsequent school/setting, under confidential and separate cover. These will be given to the new DSL and a receipt of delivery will be obtained.

Inter-Agency Working

KNL Childcare Ltd recognises and is committed to its responsibility to work with other professionals and agencies both to ensure children's needs are met and to protect them from harm. All staff will endeavour to identify those children and families who may benefit from the intervention and support of external professionals and will seek to enable referrals, in discussion with parents/carers as appropriate.

Settings are not the investigating agency when child protection concerns arise and will therefore pass all relevant cases to statutory agencies. We will however contribute to the investigation and assessment processes as required, and recognise that the setting plays a crucial part in supporting the child while these take place.

KNL Childcare Ltd recognises the importance of multi-agency working and will ensure that staff are enabled to attend relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings and Early Help meetings.

The DSL will work to establish strong and co-operative relationships with relevant professionals in other agencies.

Confidentiality and Information Sharing

We recognise that all matters relating to child protection are confidential. The DSL will only disclose information about a child to other members of staff on a need to know basis.

All staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.

If the setting is made aware of any safeguarding concerns which they feel need to be shared with the wider community (including other local settings) then advice will be sought from the MASH Team to ensure that the integrity of any subsequent investigations are maintained and that all members of the community are safeguarded.

Complaints

The setting has a **Complaints Procedure** available to parents/carers, children and members of staff who wish to report concerns. This can be found in the Office.

All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific Procedures for Managing Allegations against Staff policy. This can be found in the Office.

Staff Induction and Training

The DSL will ensure that all new staff and volunteers (including temporary staff) are appropriately inducted and understand the settings internal safeguarding procedures and reporting mechanisms.

All staff members (including volunteers and temporary staff) will receive appropriate safeguarding and child protection training which will enable them to:

Recognise potential safeguarding and child protection concerns involving children and adults (colleagues, other professionals and parents/carers)

Respond appropriately to safeguarding issues and take action in line with this policy

Record concerns in line with the settings policies

Refer concerns to the DSL and be able to seek support external to the setting if required

All staff members (including volunteers and temporary staff) will receive appropriate training to ensure they are aware of a range of safeguarding issues. This training will enable staff to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way. This may include:

Significant changes in children's behaviour;
Deterioration in children's general well-being

Unexplained bruising, marks or signs of possible abuse or neglect

Children's comments which give cause for concern

Any reasons to suspect neglect or abuse outside the setting, for example in the child's home or that a girl may have been subjected to (or is at risk of) Female Genital Mutilation

Inappropriate behaviour displayed by other members of staff, or any other person working with the children, for example: inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities

or inappropriate sharing of images

All staff members (including temporary staff) will receive regular safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

All staff members (including temporary staff) will also be made aware of the setting expectations regarding safe and professional practice via the staff behaviour policy which is provided and discussed as part of the induction process.

The setting recognises the expertise which members of staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Opportunity is therefore provided for all staff to contribute to and shape safeguarding arrangements and the safeguarding policy.

Safe Working Practice

All members of staff (including temporary staff and volunteers) are required to work within clear guidelines on Safe Working Practice / the setting's Staff Behaviour Policy.

Children may make allegations against staff in situations where they feel vulnerable or where they perceive there to be a possible risk to their welfare. As such, all staff should take care not to place themselves in a vulnerable position regarding child protection or potential allegations. For example, it is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

Physical intervention should only be used when the child is endangering him/herself or others and such events should be recorded and signed by a witness. Staff should be aware of the settings Physical Intervention Policy and any physical interventions must be in line with agreed policy.

Full advice and guidance can be found in Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings (2015) which can be found in the Office.

Staff should be particularly aware of the professional risks associated with the use of social media and electronic communication (email, mobile phones, texting, social network sites etc.) and should familiarise themselves with advice and professional expectations outlined in Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings and the setting's Online Safety Policy

Supervision and Support

The setting will ensure that members of staff are provided with appropriate supervision in accordance with the statutory requirements of Early Years Foundation Stage 2017.

KNL Childcare Ltd recognise regular, planned and accountable supervision, which is a two-way process, offers support and develops the knowledge, skills and values of an individual, group or team. We see its purpose is to monitor the progress of professional practice and to help staff to improve the quality of the work they do, thus improving outcomes for children as well as achieving agreed objectives. Supervision also provides an opportunity to discuss sensitive issues including the safeguarding of children and any concerns raised about an individual or colleague's practice.

All of our staff and volunteers are expected to have regular and planned supervision sessions. Uninterrupted time will be set aside to ensure any supervision sessions effective for both practitioner and management. Further guidance on supervision can be found in the Early Years Supervision booklet.

Safer Recruitment, Suitable People and Disqualification

KNL Childcare Ltd is committed to ensure that all steps are taken to recruit staff and volunteers who are suitable to fulfil the requirements of their roles, are safe to work with our children and have their welfare and protection as the highest priority.

KNL Childcare Ltd are responsible for ensuring that the setting follows safe recruitment processes outlined within guidance, including accurate maintenance of the Single Central Record (SCR). The SCR is a list of staff, volunteers and proprietor/trustees/committee members and includes appropriate information which may include:

Dates of recruitment;
References;
Identity checks;
Criminal records check reference number, including date check was obtained and details of who obtained it;
Eligibility to work in the UK checks;
Other essential key data.

The setting will obtain an enhanced criminal records check in respect of every person aged 16 and over (including for unsupervised volunteers, and supervised volunteers who provide personal care) who:

Works directly with children;
Lives on the premises on which the childcare is provided and/or;
Works on the premises on which the childcare is provided (unless they do not work on the part of the premises where the childcare takes place, or do not work there at times when children are present).

An additional criminal records check (or checks if more than one country) will also be made for anyone who has lived or worked abroad.

KNL Childcare Ltd is responsible for ensuring that the setting adopts an application, vetting and recruitment process which places safeguarding at its centre, regardless of employee or voluntary role.

KNL Childcare Ltd will ensure that the general manager and one member of the Directors complete accredited Safer Recruitment Training in line with government requirements.

We are also committed to supporting the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009.

www.gov.uk/government/uploads/system/uploads

KNL Childcare Ltd is aware of the requirements to make appropriate checks regarding the disqualification status of all staff, including volunteers and temporary staff.

We advise all staff to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, cautions, reprimands and warnings. Additionally, we make all staff aware that they may also be disqualified because they live in the same household as another person who is disqualified.

Allegations against Members of Staff and Volunteers

KNL Childcare Ltd recognises that it is possible for staff and volunteers to behave in a way that might cause harm to children and takes seriously any allegation received. Such allegations should be referred immediately to the Director who will first contact the Local Authority Designated Officer (LADO) to agree further action to be taken in respect of the child and staff member.

KNL Childcare Ltd also ensure we meet our responsibilities under Section 35 of Safeguarding Vulnerable Groups Act 2006. This includes the duty to make a referral to the Disclosure and Barring Service where a member of staff is dismissed (or would have been, had the person not left the setting first) because they have harmed a child or put a child at risk of harm.

As a registered provider we are aware of our duty to inform Ofsted any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere).

We will also notify Ofsted of the action taken in respect of the allegations. Notifications will be made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made and are aware that to not do so would be an offence.

All members of staff are made aware of the school's Whistle-blowing procedure and that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk.

Members of Staff can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email: help@nspcc.org.uk

For specific guidance on how to respond to allegations against staff, please refer to the "Procedures for Managing Allegations Against Staff" and Whistle Blowing Policy.

'When in doubt – consult'

Child Abuse – Allegations Against A Staff Member

If you wish to make an allegation of child abuse against a member of staff, other than the Manager, please speak to the Manager in confidence.

The Manager will first report the matter to the LADO, OFSTED, Early Years and Social Services, suspending the staff member immediately, until an investigation has been made.

The Manager will report back to the parent as soon as possible.

If the allegation is against the Manager, you can speak in confidence to a Director of KNL Childcare Ltd or the Deputy Manager, who will follow the above procedure.

If you do not feel confident in discussing the matter with either the Manager or Deputy Manager then you can contact; The Child Protection Team: Duty Officer on 0300 3000 901, Local Police or OFSTED

Peer on Peer Abuse

All members of staff at KNL Childcare Ltd recognise that children are capable of abusing their peers. Peer on peer abuse can take many forms, including (but not limited to) bullying, cyber-bullying, gender-based abuse, hazing (initiation type violence), sexually harmful behaviour and violence and 'sexting'.

The setting is mindful that some potential issues may be affected by the gender, age, ability and culture of those involved.

KNL Childcare Ltd believes that abuse is abuse and it will never be tolerated, dismissed or minimised.

Any incidents of peer on peer abuse will be managed in the same way as any other child protection concern and will follow the same procedures, as outlined in Section 12, above and in accordance with IOW Safeguarding Children Board procedures.

The setting will respond to cases of "sexting" (or Youth Produced Sexual Imagery) in line with the UKCCIS "Sexting in Schools and Colleges" guidance and LSCB guidance

KNL Childcare Ltd is aware of and will follow the LSCB procedures (www.iowscb.org.uk) for supporting children who are at risk of harm as a result of their own behaviour.

Safeguarding Children with Special Educational Needs and Disabilities

KNL Childcare Ltd acknowledges that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges as they may have an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening.

KNL Childcare Ltd will ensure that children with SEN and disabilities, specifically those with communication difficulties will be supported to ensure that their voice is heard and acted upon.

Members of staff are encouraged to be aware that children with SEN and disabilities can be disproportionately impacted by safeguarding concerns such as bullying. All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour/mood change or injuries and not to assume that they are related to the child's disability and be aware that children with SEN and disabilities may not always outwardly display indicators of abuse.

Online Safety

It is recognised by KNL Childcare Ltd that the use of technology presents particular challenges and risks to children and adults both inside and outside of the setting.

KNL Childcare Ltd identifies that the issues classified within online safety are considerable, but can be broadly 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

Conduct: personal online behaviour that increases the likelihood of, or causes, harm

Members of staff with appropriate skills, interest and expertise regarding online safety are encouraged to help support the DSL, and any deputy DSLs as appropriate, for example when developing curriculum approaches or making technical decisions. However the DSL is acknowledged as having overall responsibility for online safeguarding within the setting.

KNL Childcare Ltd recognises the specific risks that can be posed by mobile phones and cameras, and in accordance with EYFS 2017 has appropriate policies in place that are shared and understood by all members of the community.

KNL Childcare Ltd will ensure that appropriate filtering and monitoring systems are in place when staff access systems and internet provision.

KNL Childcare Ltd acknowledges that whilst filtering and monitoring is an important part of the settings online safety responsibilities, it is only one part of our role. Children and adults may have access to systems external to the settings control such as tablets, mobile phones and other internet enabled devices and technology.

KNL Childcare Ltd will support parents/carers and the wider community (including all members of staff) to become aware and alert to the need to keep children safe online.

Educational Programmes and Staying Safe

We recognise that early years settings play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned.

KNL Childcare Ltd will provide age appropriate educational programmes and opportunities to enable early years children to develop self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that they have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others, including online.

Systems have been established to support the empowerment of children to talk to a range of staff. Children who attend a KNL Childcare Ltd setting will be listened to and heard and their concerns will be taken seriously and acted upon as appropriate.

Security

All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. We operate within a whole-setting community ethos and welcome comments from children, parents/carers and others about areas that may need improvement as well as what we are doing well.

Appropriate checks will be undertaken in respect of visitors and volunteers coming into setting. Visitors will be expected to sign in and out via the office visitors log and to display a visitors badge whilst on site. Any individual who is not known or identifiable should be challenged for clarification and reassurance.

Where services or activities are provided separately by another body using the setting premises, they will seek written assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection and that relevant safeguarding checks have been made in respect of staff and volunteers. If this assurance is not achieved then an application to use premises will be refused.

The setting will not accept the behaviour of any individual (parent/carer or other) that threatens security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the site.

Monitoring and Review

This policy has been written to reflect the new guidance and legislation issued in relation to safeguarding children and promoting their welfare.

The policy forms part of our Setting development plan and will be reviewed annually.

All staff should have access to this policy and sign to the effect that they have read and understood its contents.

The DSL will review the policy following any child protection concerns (including following learning identified from serious case reviews) or allegations against staff to ensure that it reflects appropriate, accurate and up-to-date safeguarding practice.

Local Support

All members of staff are made aware of local support available:

Contact details for Online Safety within the Education Safeguarding Team

Contact details for the LADO

Paul Barnard – 01983 823723

Local Authority Social Care Team

Professionals: 03003000901

General Public: 08456500097

IOW Police

101 (or 999 if there is an immediate risk of harm)

IOW Safeguarding Children Board (LSCB)

01983 814545

'PREVENT DUTY'

From July 2015 all registered Early Years providers are subject to a duty to 'have due regard to the need to prevent people from being drawn into terrorism'.

Childcare providers need to be able to identify children who may be vulnerable to radicalisation and should build a resistance to this by promoting core British Values at all times and enabling children to challenge extremist views.

Childcare providers should have clear procedures in place to protect children at risk but if is not necessary to have a distinct policy on implementing the 'Prevent Duty'.

It is recommended that reference is made to promoting fundamental 'British Values' within the existing safeguarding policies.

These fundamental British Values of; Democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths is already implicitly embedded in the 2014 Early Years Foundation Stage.

Within our current Safeguarding Policy we include the following; giving due regard to the need to prevent children being drawn into extremist behavior (Prevent Duty).

1. Celebrating and marking British occasions and festivals.
2. Teaching children to listen to each other and wait before speaking, how to have a conversation.
3. Kindness, helpful, respectful of others
4. Table manners
5. Learning about our heritage and history
6. Being polite, saying please and thank you
7. Listening during story and song time
8. Teaching empathy and understanding
9. Appropriate behavior and learning right from wrong
10. Taking turns and sharing
11. Learning British weather and seasons
12. Being part of local community through outings and partnerships with local schools
13. Making friends and friendship
14. Tolerating others and mutual respect
15. Cooking, eating and learning about British food
16. Celebrating British authors and illustrators

Emma Seabrook & Julie Downer are the Child Protection Liaison Officers (DSL) at St George's Nursery & Pre School.

Cara Webster & Shelley Clabon are the DSL at Oakfield Pre School

Hellena Burrows, Karen Bolan and Cathy Saunders are the DSL at Little Squirrels Community Nursery

22. Looked after child Policy

At KNL Childcare Ltd we are committed to providing a welcoming and inclusive quality environment for all children and families.

Description 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/pre school 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's Act (1989 and 2004)

Adoption and Children's Act 2002

Children and Young Persons Act 2008

Children and Families Act 2014

Our Policy

Our nurseries treat 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 person will attend meetings where possible and as appropriate.

The designated person for looked after children is: Emma Jacobs at Little Squirrels Community Nursery
Emma Seabrook at St George's Nursery & Pre School
Cara Webster at Oakfield Pre School

Each child is allocated a Key person. The key person 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 agencies involved. 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 person will carry out regular on-going 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, 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 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 settings 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 person and designated 'looked after' person 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 is shared. The child's individual file, including observations, photographs and pieces of art work and mark making will be passed on to the carer at this stage.

23. Outing Policy

Before embarking on an outing a pre-visit will be undertaken to assess any potential health and safety risks and for the suitability of the venue for all participants.

Staff ratio will increase to 1:2 (3 months – 2 yrs) and 1:3 (2 - 3 yrs) and 1:5 (3 – 8 years).

If a coach is to be used, it will be fully seat belted, fully insured and have a current MOT.

Many outings will require a permission slip to be completed before the outing.
Small outings i.e. to the park have been agreed to on the registration form.

Any volunteers will be briefed on safety routines and our regulations for outings.

24. Record keeping Policy

Confidential records are kept on all children in our care.

Within these records, are the personal details on the registration form, learning journey's, letters, samples of each child's work, Unique Child Profiles, observations etc.

These files are open to the parents/carer's of each child only, plus the manager and her deputy.

The Manager and her deputy have access to all files and all information, other staff have access only on a 'needs to know' basis.

We are also required to keep records for the Early Years Department and OFSTED.

We are registered with Data Protection – See Data Protection information.

We can be audited at anytime to check on 3yr and 4yr funding and Working Family Tax Credit/Child Tax Credit.

25. Data Protection Policy

DATA PROTECTION ACT 1998

Early Years Settings, Schools, Local Authorities (LAs), the Secretary of State for Children, Schools and Families and the Department for Children, Schools and Families (DCSF) (the government department which deals with education and children's services), the Qualifications and Curriculum Authority (QCA), Her Majesty's Chief Inspector of Education, Children's Services and Skills (Ofsted), and the National Assessment Agency (NAA) all process information on children and pupils in order to help administer education and children's services and in doing so have to comply with the Data Protection Act 1998. This means, among other things, that the data held about children must only be used for specific purposes allowed by law. We are therefore writing to tell you about the types of data held, why that data is held, and to whom it may be passed on.

The Early Years Setting holds information on children in order to support their development, to monitor their progress, to provide appropriate pastoral care, and to assess how well the Setting as a whole is doing. This information includes contact details, attendance information, characteristics such as ethnic group, special educational needs and any relevant medical information. From time to time Early Years Settings are required to pass on some of this data to LAs, the DCSF and to agencies that are prescribed by law, such as QCA and Ofsted. In particular, at age five an assessment is made of all children (the Foundation Stage Profile) and this information is passed to the Local Authority and receiving maintained school.

The Local Authority (LA) uses information about children for whom it provides services to carry out specific functions for which it is responsible. For example, the Local Authority will make an assessment of any special educational needs the child may have. It also uses the information to derive statistics to inform various decisions. The statistics are used in such a way that individual children cannot be identified from them.

The Qualifications and Curriculum Authority (QCA) uses information about children to administer national assessments such as the Foundation Stage Profile. Any results passed on to the DCSF are used to compile statistics on trends and patterns in levels of development. The QCA can use the information to evaluate the effectiveness of the national curriculum and the associated assessment arrangements, and to ensure that these are continually improved.

Her Majesty's Chief Inspector of Education, Children's Services and Skills and Ofsted do not routinely process any information about individual children. However, whilst Ofsted holds no records of individual children's progress, it does use information about the achievement of groups of children to help inform its judgements about the quality of education in Early Years Settings.

The National Assessment Agency (NAA) uses information for those, relatively few, Settings undertaking the Foundation Stage Profile. The resulting data is passed on to the NAA which also uses information in working with schools, the QCA, and Awarding Bodies, for ensuring an efficient and effective assessment system covering all age ranges is delivered nationally.

The Secretary of State for Children, Schools and Families and the Department for Children, Schools and Families (DCSF) use information about children and pupils for research and statistical purposes, to allocate funds, to inform, influence and improve education policy and to monitor the performance of the education and children's services as a whole. The DCSF will feed back to LAs information about children for a variety of purposes that will include data checking exercises, and use in self-evaluation analyses.

Information about children may be held to provide comprehensive information back to LAs to support their day to day business. The DCSF may also use contact details from these sources to obtain samples for statistical surveys: these surveys may be carried out by research agencies working under contract to the Department and participation in such surveys is usually voluntary. The Department may also match data from these sources to data obtained from statistical surveys.
Data Protection Policy (Cont).

The DCSF may also disclose individual child and pupil information to independent researchers into the educational achievements of pupils who have a legitimate need for it for their research, but each case will be determined on its merits and subject to the approval of the Department's Chief Statistician.

The Children Act 2004 permits the disclosure of information from registered childcare providers for inclusion on Contact Point.

The purposes of Contact Point are to:

- help practitioners working with children quickly identify a child with whom they have contact;
- determine whether that child is getting the universal services (education, primary health care) to which he or she is entitled;
- enable earlier identification of needs and earlier, more effective action to address these needs by providing a tool to help practitioners identify which other practitioners are involved with a particular child; and
- encourage better communication and closer working between practitioners.

Contact Point will hold for each child or young person in England (up to their 18th birthday):

- basic identifying information: name, address, gender, date of birth and an identifying number;
- name and contact details for a child's parent or carer;
- contact details for services involved with a child: as a minimum educational setting (e.g. school) and primary medical practitioner (e.g. GP Practice) but also other services where appropriate; and
- the facility to indicate if a practitioner is a lead professional for a child and/or if an assessment under the Common Assessment Framework has been completed.

Contact Point will NOT contain any case information (such as case notes, assessments, attendance, exam results, medical records or subjective observations).

Access will be strictly limited to those who need it to do their job. All authorised users must have undergone relevant mandatory training, have security clearance and have a user name, a password, a PIN and a security token to access Contact Point. To ensure high standards of accuracy, information on Contact Point will be drawn from a number of existing systems, including the termly School Census from which pupils' home address will be collected.

For further information go to www.everychildmatters.gov.uk/contactpoint

Children, as data subjects, have certain rights under the Data Protection, Act 1998, including a general right of access to personal data held on them, with parents exercising this right on their behalf if they are too young to do so themselves.

If you wish to access the personal data held about your child, then please contact the relevant organisation in writing:

- the Early Years Setting at Little Squirrels Community Nursery, St George's Nursery & Pre School & Oakfield Pre School
- the Local Authority at: County Hall, High Street, Newport, Isle of Wight PO30 1 UD
- the QCA's Data Protection Officer at QCA, 83 Piccadilly, LONDON, W1J 8QA
- Ofsted's Data Protection Officer at Alexandra House, 33 Kingsway, London WC2B 6SE

- the NAA Data Protection Officer at NAA, 29 Bolton Street, London W1 J 8BT
- the DCSF's Data Protection Officer at DCSF, Caxton House, Tothill Street, LONDON, SW1 H 9NA.

In order to fulfil their responsibilities under the Act the organisation may, before responding to this request, seek proof of the requestor's identity and any further information required to locate the personal data requested.

26. Staffing and Employment Policy

We provide a high staffing ratio to ensure that children have sufficient individual attention and to guarantee care and education of a high quality.

Our staff are appropriately qualified and are checked for criminal records through the Criminal Records Bureau in accordance with OFSTED's requirements.

Our Aims: our aim is to ensure that children and their parents are offered high quality care & education.

To meet this aim we use the following ratios of adult to child.

Children under	2 years	1 adult : 3 Children
Children aged	2 years	1 adult : 4 children
Children aged	3 years - 8 years of age	1 adult : 8 children

A minimum of two staff/adults are on duty at any time.

We use a key person system to ensure that each child and each family has a particular member of staff for discussions.

We hold regular staff meetings to undertake curriculum planning and to discuss children's progress, their achievements and any difficulties which may arise from time to time.

We work towards offering equal opportunities by using non-discriminatory procedures for staff recruitment and selection.

All staff have a job description which sets out their roles and responsibilities.

We welcome applications from all sections of the community.

Applicants will be considered on the basis of their suitability for the post, regardless of marital status, age, gender, culture, religious beliefs, ethnic origins or sexual orientation.

Applicants will not be placed at a disadvantage by us imposing conditions or requirements which are not justifiable.

Our Nursery & Pre School manager and deputy will hold a level 3 qualification or above and all members of staff will hold or will be training towards a level 3 qualification.

Our Nursery & Pre School budget allocates for staff training and staff regularly attend courses to keep their knowledge updated i.e. Child protection, First Aid, etc.

We provide staff with an induction training pack in the first week of employment. This induction includes our policies emergency procedures, safety awareness and orientation of the building and grounds.

We support the work of our staff by holding regular supervision meetings and appraisals.

We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation and best practice.

We use OFSTED guidance on obtaining references and criminal record checks through the Criminal Records Bureau for all staff and volunteers who have substantial access to children. See 'Safer Recruitment'

In the event of low staffing numbers due to sickness of both staff and students, we are required to limit access to the Nursery for the children, in order to keep our ratio of adults to children correct. This may be done either on a first-come, first served basis or we may telephone you and ask you to collect your child as quickly as possible to reduce the number of children on the premises. Your co-operation in this matter will help us to continue to meet the legal requirements and ensure children are kept safe.

27. Concerns & Complaints Procedure

Our aim is to work in partnership with parent/carer's and we welcome suggestions on how to improve our setting.

Making Concerns

A parent/carer, who is not happy about any aspect of the setting, should, in the first instance, talk over their concerns with the manager.

If this does not produce a satisfactory conclusion within two weeks, or if the problem recurs, the parent/carer should put their concerns in writing and request a formal meeting with the manager and her deputy. The parent/carer should have a friend or partner with them and an agreed written record should be made of all discussions during this meeting.

Most concerns/complaints are resolved informally.

If the parent/carer and the group cannot reach an agreement or they feel that the matter has not been taken seriously then they are within their rights to contact:

OFSTED, 6th Floor, Piccadilly Gate, Store Street, Manchester M1 2WD Tel: 0300 123 1231

OFSTED inspects and registers our group regularly. They would be involved if a child appeared to be at risk or a possible breach of registration requirements has taken place. In these cases both parents/carer's and Nursery/Pre School would be informed and OFSTED would hold a full investigation of the complaint followed by appropriate action.

We believe that most complaints are made constructively and can be sorted out at an early stage.

We take all concerns and complaints seriously and work to deal with them in a fair manner that respects confidentiality.

28. Achieving Positive Behaviour Policy

It is the aim of our Nursery & Pre School to provide a positive environment; we endeavour to ensure that every child is given the same opportunities by encouraging positive socialisation and by discouraging socially unacceptable behaviour.

Whilst some disagreements can be resolved between the children, others may require adult intervention. It is important that all staff deal with these situations in the same way. Staff will offer emotional support to ALL children and encourage negotiation between the children to resolve the conflict.

Staff will intervene in any cases of aggressive or unkind behaviour, an explanation as to why it is unacceptable, depending on the child's understanding, will be made.

Failure by staff to respond to unacceptable behaviour may result in misinterpretation by the children who may assume that such behaviour is acceptable.

The Nursery staff in partnership with the parent/carer will manage recurring unacceptable behaviour. All cases are different and the Manager will discuss the action plan with the parent/carer and the key person.

An Education Development Plan (E.D.P.) will be drawn up to focus attention on the main points to be managed. The E.D.P. will need to be reviewed frequently to meet the child's needs and outside agencies may need to be called.

The children in our Nursery & Pre School will NOT be punished by physical shaking, smacking or any forms of physical mistreatment nor will children be shouted at, mentally mistreated or belittled as way of punishment.

All adults will try to provide a positive model for children with regard to friendliness, care and courtesy and endorse desirable behaviour, such as kindness and willingness to share, whilst taking positive steps to avoid situation in which children receive adult attention only in return for undesirable behaviour.

Strategies with children who engage in inconsiderate behaviour

We require all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response.

We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.

We acknowledge considerate behaviour such as kindness and willingness to share.

We support each child in developing self-esteem, confidence and feelings of competence.

We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.

We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.

When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.

We never send children out of the room by themselves, nor do we use a 'naughty chair' or a 'time out' strategy that excludes children from the group.

We never use physical punishment, such as smacking or shaking. Children are never threatened with these.

We do not use techniques intended to single out and humiliate individual children.

We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property.

Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of our setting manager and recorded in the child's personal file. The child's parent/carer is informed on the same day.

In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.

We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.

Children under three years.

When children under three behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.

We recognise that babies and very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this.

Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.

If tantrums, biting or fighting are frequent, we try to find out the underlying cause – such as a change or upheaval at home, or frequent change of carers. Sometimes a child has not settled in well and the behaviour may be the result of 'separation anxiety'.

We focus on ensuring a child's attachment figure in the setting, their key person, is building a strong relationship to provide security to the child.

Rough and tumble play and fantasy aggression. – See Superhero Policy

Young children often engage in play that has aggressive themes – such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing.

We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or aggressive.

We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.

We recognise that fantasy play also contains many violent dramatic strategies, blowing up, shooting etc, and that themes often refer to 'goodies' and 'baddies' and as such offer opportunities for us to explore the concepts of right and wrong, good and bad.

We are able to tune in to the context of play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

Emma Jacobs is the appointed Behaviour Management Co-ordinator at Little Squirrels Community Nursery

Emma Seabrook is appointed Behaviour Management Co-ordinator at St George's Nursery & Pre School

Shelley Clabon is appointed Behaviour Management Co-ordinator at Oakfield Pre School

29. Physical Handling Policy

KNL Childcare Ltd.'s aim is to help children to take responsibility for their own behaviour, which will be achieved by:

- adults acting as positive role models
- planning a range of interesting and challenging activities
- setting and enforcing appropriate clear boundaries and expectations
- providing praise and positive feedback

However there are times when a child's behaviour presents particular challenges that may require physical handling.

There are three types of physical handling:

Positive handling

The positive use of touch is a normal part of human interaction. Touch might be appropriate in a range of situations, for example:

- giving guidance to children (such as how to hold a paintbrush, or when climbing)
- providing emotional support (such as placing an arm around a distressed child)
- physical care (such as toileting or first aid)

Physical intervention

Physical intervention can include mechanical and environmental means such as locked/closed doors. These may be appropriate ways of ensuring a child's safety.

Restrictive physical intervention

This is when a member of staff uses physical force intentionally to restrict a child's movement against his or her will. In most cases this will be through the use of the adult's body rather than mechanical or environmental methods. Restrictive physical handling will only be used in extreme circumstances in the context of positive behaviour management approaches.

We will aim to do all that we can to avoid using restrictive physical intervention. However, there are sometimes situations of extreme danger that create an immediate need for the use of this form of intervention. Restrictive physical intervention will be used in conjunction with the use of the word 'Stop'.

Your child's best interests and their needs are paramount and restrictive physical intervention will only be used when staff believe that it is necessary.

All staff have a duty of care towards each child and if they feel that a child is in danger of hurting themselves, others or of causing damage to property, they have a responsibility to intervene. This may involve an attempt to divert the child to another activity or a simple instruction to 'stop!' However, if it is judged necessary, we may use restrictive physical intervention.

When physical intervention is used, it will be used with reasonable force, using an amount of force in proportion to the circumstances. Staff will use as little restrictive force as necessary in order to maintain safety and use this for as short a period as possible.

Restrictive physical intervention can be justified when:

- a child is injuring themselves or others.
- a child is damaging property.
- if there is concern that, although injury, damage or other instance has not yet happened, it is about to happen.

Restrictive physical intervention might also be used if a child tries to leave the site, or extends beyond boundaries when staff have charge of children on off - site trips.

There may be times when restrictive physical intervention is justified but the situation might be made worse by its use and in this case alternative action would be taken (for example help seeking or making the area safe). This is consistent with our duty of care.

We emphasise that the aim in using restrictive physical intervention is to restore safety, both for the child and those around him or her. It would never be used out of anger, as punishment or as an alternative to less intrusive measures that staff think would be effective.

All members of staff can use restrictive physical intervention, but where possible we will endeavour for it to be used by a member of staff who knows the child well and is most likely to be able to use other methods to support the child and keep them safe without using physical intervention. In an emergency, anyone can use restrictive physical intervention as long as it is consistent with this setting's policy.

Where an individual child's behaviour means that they are likely to require restrictive physical intervention, members of staff will be identified who are most appropriate to be involved. Staff and children's physical health is considered when such plans are made.

Where it is judged that restrictive physical intervention is necessary, staff will:

- aim for side-by-side contact with the child, avoiding positioning themselves in front (to reduce the risk of being kicked) or behind (to reduce the risk of allegations of sexual misconduct)
- aim for no gap between the adult's and child's body, where they are side by side. This minimises the risk of impact and damage
- aim to keep the adult's back as straight as possible
- beware in particular of head positioning, to avoid head butts from the child
- hold children by 'long bones', for example avoid grasping at joints where pain and damage are most likely
- ensure that there is no restriction to the child's ability to breathe. In particular, this means avoiding holding a child around the chest cavity or stomach
- avoid lifting children

Restrictive physical intervention will not be used to bring children to, or hold them in, thinking time/time out.

In an emergency, staff will do their best within their duty of care and using reasonable force. After an emergency the situation will be reviewed and plans for an appropriate future response will be made.

A risk assessment will consider:

- what are the risks?
- who is a risk and how?
- what can be done to manage the risk?

A risk assessment will be used to help when writing an individual behaviour plan that will be developed to support the child. Restrictive physical intervention may just be one part of a whole approach to supporting a child's behaviour. The behaviour plan will outline:

- an understanding of what the child is trying to achieve or communicate through their behaviour
- how the environment can be adapted to better meet the child's needs
- how the child can be taught and encouraged to use new, more appropriate behaviour
- how the child can be rewarded when he or she makes progress
- how staff respond when the child's behaviour is challenging (responsive strategies)

Our aim at all times will be to use responsive strategies, for example humour, distraction, relocation and offering choices as direct alternatives to using restrictive physical intervention. The responsive strategies are chosen in the light of a risk assessment, which considers:

- the risks presented by the child's behaviour
- the potential targets of such risks
- preventative and responsive strategies to manage these risks

We will draw from as many different viewpoints as possible when it is known that an individual child's behaviour is likely to require some form of restrictive physical intervention. These being the child's parents/carers, key person, Nursery Manager, SENCO, Behaviour Management Co-ordinator and any visiting support staff .

The outcome from these planning meetings will be recorded and a signature will be sought from the parent/carers to confirm their knowledge of the planned approach. These plans will be revised at least once every four to six months or more frequently if there are major changes to the child's circumstances.

As soon as possible and within 24 hours of an incident, a Restrictive Physical Intervention Record Form will be completed. After using restrictive physical intervention, we will inform the parents/carers upon collection either verbally or by note home via the person who collects the child. Parent/carers will be given a copy of the record form.

It is distressing to be involved in restrictive physical intervention, whether as the person doing the holding, or the child being held. After a restrictive physical intervention incident, support will be given to the child so that they can understand why they were held.

A record may be kept about how the child felt about this.

The member of staff will wait until the child has calmed down enough to be able to talk productively and understand the conversation. If necessary, an independent member of staff will check for injury and provide appropriate first aid.

Support will also be given to the adults who were involved, either actively or as observers.

They will be given the chance to talk through what has happened with the most appropriate person from the staff team.

The key aim of after incident support is to repair any potential strain to the relationship between the child and the adult that restrained him or her. After restrictive physical intervention we will consider reviewing the individual behaviour plan (if the child has one in place) so that the risk of needing to use restrictive physical intervention is reduced.

The above procedures will be monitored by the Behaviour Management Co-ordinator, SENCO, and Nursery Managers. The Directors will review this policy at least annually and more often if necessary.

By monitoring the use of restrictive physical intervention, it will help to identify trends and therefore help to develop our ability to meet the needs of children in our care without using restrictive physical intervention.

Where anyone (child, carer, staff member or visitor) has a concern about the use of physical intervention, this should be dealt with through our usual complaints procedure.

The Nursery SENCO's are:

Kerry Davies – Little Squirrels Community Nursery
Jo Smith – St George's Nursery & Pre School
Shelley Clabon – Oakfield Pre School

Behaviour Management Co-ordinators are:

Emma Jacobs – Little Squirrels Community Nursery
Emma Seabrook – St George's Nursery & Pre School
Shelley Clabon – Oakfield Pre School

30. Key Person System Policy

The Key Person system is a positive way of trying to respond to the needs of each individual child whilst acknowledging those of the whole group.

Within the Nursery & Pre School each child is acknowledged as an individual in their own right, with their own particular set of needs.

Whilst in many areas they will have similar requirements to other children and can therefore be offered support in small groups each child will probably have one or more specific requirement as an individual, where 'one to one' support may be of benefit.

This may be in academically related developments, such as pencil control, colour recognition, scissor control, shape or number recognition or a child may need help to explore a wider range of activities. Social development such as sharing, turn taking, listening skills and independence may be some of the areas which need more support.

There are equally many other areas of early childhood that need to be supported and encouraged and we aim to try to support each individual child as a whole.

A Key Person is a member of staff who is assigned to a small group of children (see 'Key Person List' notice board). This staff member will, through the use of observations during nursery sessions, aim to make a record of specific areas of the children's development – linked to the new Early Years Foundation Stage, these will be entered onto the child's individual record. The observations can also offer opportunities for increased awareness of particular stages of development i.e. speech difficulties, which if indicate concerns can then be referred back to parents/carers. All information from observations are used in our planning.

The member of staff who is your child's Key Person does not then become exclusively responsible for your child, we work with all of the children and at times collect information on children that we are not Key Person to as this can help us have a more objective view of all areas.

The 'Key Person' system hopefully will prevent specific needs being missed.

All information written by the Key Person is open to inspection and consultation by the parents/carers of that child, at any time, although we offer parent evenings three times a year, usually October, April and July.

All Key Person information is held confidentially in a filing cabinet.

The Manager checks all Key Person files on a regular basis.

31. **Anti-bullying Policy**

We strongly believe that our settings should be a happy place for children and adults and that no one should have their time with us spoiled by the words and/or actions of another.

At KNL Childcare Ltd we understand bullying to be a deliberate, persistent attempt to hurt or humiliate someone. The aggressor acts in the knowledge that what he/she is saying or doing will hurt or frighten someone else, resulting in an imbalance of power, making it hard for the victim to defend themselves.

One off incidents, while always taken seriously and dealt with as they occur, do not fall within the definition of bullying.

Through our policy and practice we intend to ensure that all members of our community understand that;

- No form of bullying is acceptable.
- Everyone should report incidents of bullying.
- We will support victims of bullying.
- We will confront bullies with the consequences of their actions and help them modify their behaviour.
- We will respond to incidents calmly and without aggression, thus avoiding reinforcing the message that it is all right to bully if you have power.
- We seek parental and peer group support to counter bullying at all times.
- We will always listen.
- We will support victims by developing their P.S. & E development, giving them the tools to cope if there are any future situations.

We will;

- Always listen.
- Give support helping them to develop strategies i.e. 'Stop, I don't like it'.
- Encourage them to speak out and to tell an adult.
- Encourage co-operative activities with other children.
- Aim to develop self-esteem and confidence.
- Inform and involve other staff and parents/carers.

KNL Childcare Ltd management and staff take reports/incidents of bullying seriously, responding calmly and taking action as quickly as possible to establish exactly what happened by listening to and talking with those involved. Depending on the severity of the incident we may use some or all of the following strategies;

Hurtful behaviour

We take hurtful behaviour very seriously. Most children under the age of five will at some stage say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. For children under five, hurtful behaviour is momentary, spontaneous and often without cognisance for the feelings of the person they have hurt.

We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them. We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.

When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. The main reasons for very young children to engage in excessive hurtful behaviour are that:

- *they do not feel securely attached to someone who can interpret and meet their needs this may be in the home and it may also be in the setting;*
- *their parent, or carer in the setting, does not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger;*
- *the child may have insufficient language, or mastery of English, to express him or herself and may feel frustrated;*
- *the child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse;*
- *the child has a developmental condition that affects how they behave.*

Where this does not work, we use the Code of Practice to support the child and family, making the appropriate referrals to a Behaviour Support Team where necessary.

Bullying

We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour. A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress in another.

Bullying can occur in children five years old and over and may well be an issue in after school clubs and holiday schemes catering for slightly older children.

If a child bullies another child or children:

We show the children who have been bullied that we are able to listen to their concerns and act upon them;

We intervene to stop the child who is bullying from harming the other child or children;

We explain to the child doing the bullying why her/his behaviour is not acceptable;

We will help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves.

We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear.

Therefore we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings.

We do not engage in punitive responses to a young child's rage as that will have the opposite effect.

Our way of responding to pre-verbal children is to calm them through holding and cuddling. Verbal children will also respond to cuddling to calm them down, but we offer them an explanation and discuss the incident with them to their level of understanding.

We recognise that young children require help in understanding the range of feelings they experience. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. "Adam took your car, didn't he, and you were enjoying playing with it. You didn't like it when he took it, did you? Did it make you feel angry? Is that why you hit him?" Older children will be able to verbalise their feelings better, talking through themselves the feelings that motivated the behaviour.

We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. "When you hit Adam, it hurt him and he didn't like that and it made him cry."

We help young children develop pro-social behaviour, such as resolving conflict over who has the toy. "I can see you are feeling better now and Adam isn't crying any more. Let's see if we can be friends and find another car, so you can both play with one."

We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.

We support social skills through modelling behaviour, through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.

We give reassurance to the child or children who have been bullied;

We help the child who has done the bullying to recognise the impact of their actions;

We make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour;

We do not label children who bully as 'bullies';

We recognise that children who bully may be experiencing bullying themselves, or be subject to abuse or other circumstance causing them to express their anger in negative ways towards others;

We recognise that children who bully are often unable to empathise with others and for this reason we do not insist that they say sorry unless it is clear that they feel genuine remorse for what they have done. Empty apologies are just as hurtful to the bullied child as the original behaviour;

We discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour; and

We share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

32. Transition Policy

We want children to feel happy and secure during their time with us. we understand that children may find times of transition difficult and may need extra support at these times.

Children move through from the baby room when they are 24 months of age into the 2/3's area and at 36 months of age they move into Pre School.

In order to aid this transition we will:

- Inform parents about the imminent move and explain how their child will be prepared for the move.
- Make sure the child is ready for the transition by observing progress and having discussions between the new and old key person and parents.
- Share the child's portfolio and progress sheets with parents and the new key person.
- Introduce parents and child to the new key person.
- Ensure the two key persons arrange times when the child can be accompanied to play in the new room.
- Allow time for the new key person to get to know the child by visiting the new area and spending time with the child prior to the move.
- Arrange a mutually convenient time for the new key person to meet with the parents to complete and update the profile sharing sheet.
- Arrange a meeting with parents to complete children's 2yr Development Summary.

To aid children who are moving on to school we will:

- Share the child's profile and any other information with parents.
- Arrange for the child's key person to visit the school to pass on the profile and share information with the new class teacher.
- Welcome visits to the Nursery & Pre school from the child's teachers.
- Endeavour to find out about any events in the child's new school and pass this information onto parents so that their child can be included.
- Be flexible with children's attendance times and days to enable them to attend settling-in sessions at their school.

To aid children who attend another setting while attending Nursery & Pre School we will:

- Ask parents permission to make contact with other setting.
- Share information such as 'learning journey's' with the other setting.

Hellena Burrows is the appointed Transition Co-ordinator at little Squirrels Community Nursery

Michelle Crabb is appointed Transition Co-ordinator at St George's Nursery & Pre School

Cara Webster & Stacey Wilcox are the appointed Transition Co-ordinators at Oakfield Pre School

33. Snow/Adverse Weather Policy:

In the event of unusual snowfall or other unforeseen extreme weather conditions we reserve the right to close the Nursery & Pre School to ensure the safety of our staff and children. Should this occur during our opening hours we will contact you and ask that you collect your child as quickly and safely as possible.

We will endeavour to notify our parents and staff of any closure, wherever possible, by telephone, text, our website, Facebook page or IW Radio announcements.

Should we be forced to close the Nursery & Pre School no fees will be charged for the period of the closure.

However, if we are able to remain open normal fee charges will apply.

34. Cancellation/Changes to Nursery/Pre School Place Policy

One month's notice is required if you wish to cancel your Nursery or Pre School place.

Your deposit will not be refunded if we do not receive this notice.

Regrettably there may be occasions when it becomes necessary for us to request that a child be withdrawn from the Nursery or Pre School. This will only be considered after full consultation between the Nursery/Pre School and Parent's/Carer's has been offered. If you decline to participate in this consultation the decision will be made without your input.

We will require 20 working days notice in order to permanently change your child's session. For parents whose children are receiving funded hours and have signed the Parental Contract with the Local Authority we can only make changes to days/times at the Managers discretion.

If your child is receiving funded hours and you wish to move settings, within a funded period, we will have to obtain permission from the Local Authority to authorise this move. Please be aware that this is only granted by the LA in exceptional circumstances and is outside of our control.

35. Photography policy:

Photographs are a valuable tool for recording and assessing children's activities and achievements at all of KNL Childcare Ltd settings.

Photographs will only be taken with digital or Polaroid cameras, NEVER WITH CAMERA PHONES/MOBILE PHONES. Staff mobile phones must be kept within the office, and not handled or answered during working hours, except with the permission of the manager or, where applicable, the deputy manager (e.g. if a member of staff is telephoned by the school their child attends).

Any member of staff found using a mobile phone without permission may be subject to disciplinary action in accordance with KNL Childcare Ltd disciplinary procedures.

Mobile phones may only be used outside of the setting grounds during the staff members designated break.

Photographs will only be taken of children during normal Pre School activities. Cameras will never be taken into the toilets/changing areas. A child will never be photographed when their clothes or nappy are being changed.

Only members of KNL Childcare Ltd staff who have an Enhanced DBS disclosure are permitted to take photographs within the Pre School.

Parents on pre visits/settling their children in, volunteers and other visitors are not permitted to take photographs during Pre School sessions.

Photographs may be printed and included in a child's Learning Journey folder, or displayed within the Pre School. Parents/carers may see their child's Learning Journey at any time. Photograph's may be used within our promotional literature or displayed on our website or 'Closed' Facebook Group pages.

Photographs will normally be stored on the Pre School's computers but, as it is not always possible for staff to print photographs during sessions, photographs may sometimes be stored on the computers of the Manager or Senior Nursery Assistants.

Photographs will not normally be kept for more than a term after a child has left the Pre School however some photo's may be incorporated into promotional books, brochures, flyers or on our website for future use. Should you not wish your child to appear in any of these photo's it is your responsibility to inform the Manager of this.

Parents/carers will be asked to read and sign KNL Childcare Ltd 'Consent Form' when their child starts attending the Pre School. If a parent/carer does not give permission for their child to be photographed, all staff will be informed so that all reasonable steps can be taken to ensure that the child is not included in any photographs.

36. Mobile phone policy:

In order to maintain our high standards in safeguarding children KNL Childcare Ltd has put the following policy into place.

All staff must ensure that their mobile telephones are left inside the office or designated area during working hours.

Only the manager and, where applicable, the deputy manager can have their mobile telephone to hand during working hours.

When on outings the setting's own mobile telephone will be used, these telephones do not have a camera function incorporated into them.

If any staff member has a family emergency and is required to keep their mobile close at hand then senior management must be consulted and give permission.

Under no circumstances must cameras of any kind be taken into the toilet areas without prior consultation with senior management.

If photographs need to be taken in a toilet area i.e. (photographs of the children washing their hands) then management must be told and staff supervised whilst carrying out this activity.

At all times the camera must be placed in a prominent place where it can be seen.

All cameras in the nursery, including those on staff mobile phones, can be subject to scrutiny at any time by the manager or deputy manager.

Any staff member, volunteer or student found to be non-compliant with this policy would face disciplinary action in accordance with KNL Childcare Ltd disciplinary procedures.

37. Social Networking/Internet Use Policy

This policy applies to all staff members employed by KNL Childcare Ltd.

Social Media

Social media, professional networking sites, blog sites and personal websites are all useful technologies.

Every employee has an opportunity to express and communicate online in many ways and KNL Childcare Ltd does not wish to discourage an online presence. Everyone needs to use 'good judgement' on what material is made available online and offered up to a wider audience.

This Policy will set guidelines that employees of KNL Childcare Ltd should follow for all online communications made with reference to any of the companies settings.

Relevant technologies:

This policy includes, but is not limited to, the following specific technologies:

Twitter

Facebook

Snapchat

Personal websites/blogs

LinkedIn

Flickr

Messenger

Responsibility

Any material presented online in reference to any of KNL Childcare Ltd childcare settings by any employee is the responsibility of the poster. At no time should any post be made in reference to any children in our care, either past or present, parents or other professionals that employees may come into contact with through work.

At no time must any photographs or materials be published that identify the setting or children and pictures of staff may only be used with the express permission of the staff members concerned.

Any member of staff found to be posting remarks or comments that breach our confidentiality policy and/or are deemed to be of a detrimental nature to the company or other employees, posting of photographs of the setting, children or staff, unless (staff) permission has been gained may face disciplinary action in line with the companies disciplinary procedures.

From 1st August 2016 it will no longer be permissible for staff members to be 'friends' with parents/carers/clients of KNL Childcare Limited on any Social Network site.

The 'caveat' being that if you are related to the parent, if they are a current staff member or you were 'friends' with them before they enrolled their child in a Nursery/Pre School run by KNL Childcare Ltd.

If, after 1st August 2016, staff are found to still be friends with clients of KNL Childcare Ltd, a disciplinary will take place, as this will be Gross Misconduct and could lead to instant dismissal.

Topic matter guidelines

KNL Childcare Ltd employees are encouraged to use the following guidelines in social network practices:

Remember that no information sent over the internet is totally secure and, as such, if you do not wish the information to be made public refrain from sending it over a social network.

Even though you may think you are anonymous, or use an alias, you may be recognised.

Maintain professionalism, honesty and respect.

Apply a 'good judgement' test for every activity related to the childcare setting. Could you be guilty of leaking information, discussing confidential information ?

Is it a negative comments regarding a KNL Childcare Ltd setting or its employees ?

Activity showing good judgement would include statements of fact about the setting and its products and services, facts about already public information or information on the KNL Childcare Ltd website.

Further, if any employee becomes aware of social networking activity that would be deemed distasteful or fail the 'good judgement' test please contact your manager or a Director immediately.

Company assets

The use of company assets (computers, internet access, email, telephone etc.) is intended for purposes relevant to the responsibilities assigned to each employee. Social networking sites are not deemed a requirement for most positions.

Company sensitive matters

Any online communications regarding proprietary information such as redundancies, strategic decisions or reduction in working hours are deemed inappropriate for public exchange via social networking sites and may lead to disciplinary action in line with the companies disciplinary procedures.

38. e-Safety policy

KNL Childcare Ltd 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.

Within our settings we do this by:

- Ensuring we have the appropriate anti-virus and anti-spyware software on all devices and updating them regularly.
- Ensuring content blockers and filters are on our computers, laptops and any mobile devices.
- Ensure management monitor all internet activities in the settings.
- Using approved devices to record/photograph in the settings.
- Never emailing personal or financial information without password protection.
- Reporting emails with inappropriate content to the internet watch foundation – www.iwf.org.uk
- Ensuring children do not use internet connected devices.
- Integrating e-safety into nursery daily practice by discussing computer usage rules deciding together what is safe and what is not safe to do online.
- Talking to children about 'stranger danger' and deciding who is a stranger and who is not, comparing people in real life situations to 'online' friends.
- We encourage staff and families to complete a free online e-safety briefing at: <https://moodle.ndna.org.uk>
- We abide by an acceptable use policy, ensuring staff only use the work IT equipment for matter relating to the children and their education and care. No personal use will be tolerated.
- Children's screen time is monitored and they have access to materials that promotes their development. We will ensure that their screen time is within an acceptable level and is integrated within their programme of learning

Our settings have 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 to the setting manager/director at the earliest opportunity.

39. Weapon and Superhero Play Policy

Most children enjoy engaging in imaginative play that relates to, and makes sense of, the world that they live in. For lots of children (particularly boys) this imaginative play contains a strong element of weapon and Super Hero re-enactment. Re-enacting weapon use is a universal language of play for children and usually results in high levels of engagement for the children actively involved in it.

Images and ideas gleaned from the media are common starting points in boys' play and may involve characters with special powers or weapons. Adults can find this type of play particularly challenging and have a natural instinct to stop it. This is not necessary as long as practitioners help the boys to understand and respect the rights of other children and to take responsibility for the resources and environment.

"Value play, which is based on characters, such as superheroes who may mean a lot to children, even if you do not appreciate them yourself!"

Creating situations so that boys' interests in these forms of play can be fostered through healthy and safe risk-taking will enhance every aspect of their learning and development.

At KNL Childcare Ltd we feel it is important to create a whole school approach of which staff, children, parents, governors and other agencies have a clear understanding. This policy is a formal statement of our approach to children's weapon and Super Hero imaginative play.

Through research into children's learning it has been identified that the majority of boys learn in a different way. The introduction of 'Superhero & Weapon Play' is to involve boys in learning, as they are mainly excluding all areas of learning unless it can involve superheroes or weapons.

Superhero play is intended to expand children's interests in creative activities and to encourage imaginative play rather than just imitative play (copy play).

Although this sort of play is mainly associated with some boys, girls will not be excluded from joining in and resources will be available for both boys and girls. It is also designed to help children distinguish between fantasy and reality and provide thought to the consequences of 'rough play'

Aims:

The commitments linked to the principle of Learning and Development help us to understand how children learn actively through play, first-hand experiences, creativity and critical thinking.

As children learn and develop, they *"actively build their own meanings by applying, revising and reapplying what they know."* Boys often appear to be more active learners than girls, but whether or not there is a gender divide in this respect, active learners need opportunities to make their own decisions and have control over their learning to keep their interest and to develop their creativity.

Equal Opportunities and Inclusion:

The children and parents are actively involved in the education process at KNL Childcare Ltd settings and their perceptions about Weapon and Super Hero Play are explored and valued.

The staff will regularly evaluate the impact that actively fostering this element of role play has on the environment, the setting as a whole and identified groups of children and individuals.

If required, a range of support strategies will be put in place to ensure that this style of play does not have any negative impact.

Principles that underpin the policy:

The principles that underpin our policy are:

- Approaches to teaching and learning in role play should reflect the interests of the children and not exclusively those of the adults
- Planning for role play in the environment should be based upon assessment information from the observed play of the current group of children.
- Our setting will acknowledge the positive aspects of the characters of the Superhero and highlight the negative aspects of weapon use and physical violence at a level that is appropriate to the age and needs of the children. This will be mainly done through story, drama and appropriate discussion.
- Styles of teaching and learning should meet the needs of children and not pre-conceived notions of what is or is not appropriate role play.
- All children's emotional welfare, wellbeing and involvement should be assessed in relation to this style of play.
- Children should enjoy the play opportunity.
- The Weapon/Superhero play should motivate and challenge children.

- The creation of an effective culture of Weapon/Superhero play in any setting takes time, and is a process rather than an event.
- Parents and carers need to feel well informed about and comfortable with the settings approach to Weapon/Superhero play and the principals that underpin it.
- Children, parents/carers and staff need to be involved on an equal basis in the formulation and regular review of this policy.
- Effective and engaging play is about our setting fitting the interests of the child, not the child fitting the setting.
- On-going opportunities for quality imaginative play are not overlooked or left to chance, but thought about and planned in advance.

All staff across our setting must be aware of the thinking that underpins this policy and build it's review into our Self Evaluation documents.

All staff to observe children's individual and group imaginative play within the setting identifying themes that result in high level engagement.

Time to be allocated within planning meetings to discuss the on-going development and management of the settings approach to Weapon/Superhero Play.

Case studies, further reading and research into this type of play is made available for parent, carer and practitioner reference within the setting.

An appropriate space both indoor and outdoor is designated for the development of this style of play.

Resources and enhancements (including appropriate construction materials) are put in place to specifically support this style of play.

Arrangements are made for passing on information to parents about how/why the setting will use, manage and enhance Weapon/Superhero play.

This policy will be shared with all staff and management as its content will impact on other adult's approach to Weapon/Superhero play in other areas of the setting.

Creating an appropriate environment:

The types of play that boys and girls engage in is enhanced or diminished by the quality of the learning environment inside and out.

"Children need sensitive, knowledgeable adults who know when and how to engage their interests and how to offer support at different times."

Practitioners must take responsibility for ensuring the learning environment is planned to inspire, challenge and intrigue every child. However, sometimes practitioners find the chosen play of boys more difficult to understand and value than that of girls.

They may choose activities in which adults involve themselves least, or play that involves more action and a greater use of the available space, especially outdoors.

"Some boys who are at risk of becoming disaffected at a very young age have shown significant improvements if their learning takes place outside. Opportunities which reflect all six areas of learning outdoors must be available."

Practitioners need to be aware of the impact of both the emotional and physical environment on the well-being and self-esteem of all children:

Practitioners will:

- involve themselves as much in the boy's choices of role play and learning experiences as the girl's.
- see the physical environment as one of the most powerful resources through which children can learn ,and carefully plan and monitor how it is used.
- value the outdoor as much as the indoor environment, thinking creatively about the environment and how it can support Weapon/Superhero role play
- ensure that experiences and activities we have on offer ensure we meet the needs of boys as well as girls
- be aware that sometimes an interest may be sparked by something immediate in the environment, or something much more long term, such as an interest in Weapon/Superhero play.
- ensure role-play areas incorporate boys' play themes allowing children to fetch and move resources from one place to another, to enhance their play themes
- ensure all children take equal responsibility in caring for the environment of the setting, tidying up and looking after equipment and each other, fostering a sense of social responsibility.

Benefits to learning:

- All children find it easy to access superhero play. They are able to participate in the chase and the excitement and be part of a group.
- It offers positive opportunities for developing co-operative skills. It is in its very nature a very co-operative activity i.e. you cannot have a 'capture and rescue' game on your own.
- It encourages children to express their feelings in a safe and secure environment.
- It helps children to understand that there are alternatives to aggression.
- It helps to develop negotiation skills that are able to transfer to everyday situations.
- Children find it a fun way to learn.

Building on what children know and understand:

KNL Childcare Ltd will ensure that, through training and development, all staff are aware of the impact of both the emotional and physical environment on the well-being and self-esteem of all children:

- ensure that there are regular opportunities for 'unplanned' role play to allow for children's self-expression and staff observation.
- monitor, record and evaluate the positive aspects of the play that they see, incorporating preferences and themes into future planning
- ensure that the physical environment both indoor and outdoor contains resources that will support and promote children's play.
- provide a variety of resources, some that replicate actual objects alongside others that will be open-ended and ambiguous to allow for individual interpretation and foster an approach of imagination and creativity.
- be aware that the success of some themes and enhancements will differ between groups of children, therefore plan to the needs of the current group and not necessarily deliver previous plans without evaluation and amendment.

Rules of play:

- No real or replica toy guns or weapons in the setting
- No hitting or punching, no physical contact
- A simple STOP sign to be designed by the children to show that a child no longer wants to play.
- Running, jumping and loud noisy play should be in outside areas.
- Practitioners should be prepared to join in and become a partner in play.
- Practitioners should always try and allow children or encourage children to find solutions rather than using the adult's ideas and solutions.
- Children will be limited on the words allowed to be used i.e. no words like 'die', 'dead' or 'kill'.

At KNL Childcare Ltd settings we encourage parents and carers to be involved by:

- Asking parents and carers their opinion on this subject via questionnaire.
- Inviting parents and carers into our setting to attend an information session on the positive impact of Weapon/Superhero play and its impact on attainment.
- Sending home information about the general benefit of Weapon/Superhero play and how it is positively impacting on their child.
- Encouraging parents and carers to come in and help in the setting.

Continuing Professional Development:

We will ensure that the staff in the setting know what the 'Development Matters' and 'Early Years Foundation Stage Profile' contains and how to interpret the scale points in relation to role play.

All Staff are confident in making assessments through the observation of children.

Staff plan opportunities for role play collaboratively checking that continuity and progressions are evident and based on children's preferences and interests.

Conclusions:

We feel, as a setting, that superhero and weapon play is an important part of learning however we understand that there needs to be strict guidelines for the children to adhere to.

There will be several 'circle time' sessions held before the launch to help explain to the children the differences between fantasy and reality and also to talk about any issues involved with superhero and weapon play.

40. Staff working alone in a room Policy

When numbers are below the required adult/child ratio we may ask a member of staff to work alone in a room, i.e. one baby in attendance during a morning.

Staff are aware of the safeguarding issues this may raise and work with the door open, the staff working in other areas are aware they are working alone and know they will be called upon for assistance if required.

Working alone in a room is a very rare occurrence and is monitored closely by the Manager and Director.

If staff are entering the Nursery outside of usual work hours and will be working alone, the Directors are to be informed of the times of attendance and will be contacted as the staff member leaves the building and sets the alarm.

Staff are not permitted to use any ladders whilst working alone.

41. Safety Regulations around car park Policy

We have provided a car park for both staff and clients to use. Please park considerately, thinking about who else is using the car park.

When entering and exiting the car park, please be aware of pedestrians crossing the entrance or moving across the car park to the path.

If parking on the roadway we again ask that you park considerately, not blocking the entrance to other businesses on the business park.

42. Code of Conduct Policy

General Welfare requirements:

Providers must maintain records, policies and procedures required for the safe and efficient management of the setting and to meet the needs of the children.

EYFS key themes and commitments:

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

Policy Statement

Children usually feel more confident and positive about themselves and their learning when parents/carers and practitioners work together in an atmosphere of mutual respect. (EYFS – Effective practice: Parents as Partners)

Aim:

KNL Childcare Ltd recognises that to make children feel valued and to enhance the learning and development of those who attend our setting, a positive and effective partnership with parent/carers is essential and will be encouraged at all times.

Procedures:

As a consequence KNL Childcare Ltd will strive to provide a safe, welcoming and happy environment for the children and families that access our service. We firmly believe that by working together parents/carers and educators can provide long lasting and beneficial effects on the children's learning and emotional well-being.

This policy is to be used as a guide for all parent/carers, volunteers, staff, extended family, visitors, students and professionals who access our setting. We have a legal responsibility to provide a comfortable, safe and happy environment for all of the children and staff, in which the rights of the child are considered at all times.

KNL Childcare Ltd places great value on the physical and emotional well-being of the children: Meeting the individual needs of all children lies at the heart of the EYFS. We will, in close partnership with Parent/carers, strive to deliver personalised learning, development and care to help children get the best possible start in life.

We will do this by:

- Providing an open, welcoming environment where everyone's contribution are not only valued and respected but positively encouraged.
- Promoting positive attitudes to diversity and difference within all children, helping them to learn and to value different aspects of their own and other people's lives.
- Encouraging Parent/Carers to support and participate in the day to day activities that we provide for the children.
- Providing a safe and secure environment, in which children will thrive, staff will feel supported and valued, and parents will feel that their views and opinions are important.

To ensure the smooth running of the setting due regard should be given to the following:

Policies and Procedures

Our policies and procedures are always available in the setting and on our website and copies are available on request. New parents are given a copy of our policies and procedures upon enrolment of their child. Compliance with all policies and procedures is essential.

All staff and students will receive a setting induction where key policies and procedures are given out and discussed, and where everyone is made aware of the procedures for the Emergency Evacuation of the building in case of fire or other critical incidents.

Communication

Is key to avoiding misunderstandings and potentially volatile situations. We encourage a culture of polite consideration toward others using acceptable verbal and nonverbal language. At no time will aggressive or offensive language be acceptable from any one whatever the circumstance may be.

Discipline issues

With the children are the responsibility of the staff and as such any concerns about behaviour should be referred to them directly. Children's behaviour should only be discussed within the confines and privacy of the office area or in a confidential area. At no time will staff members be permitted to raise their voice whilst disciplining a child.

Respect

We are an inclusive setting and we celebrate diversity. Everyone is valued and respected and we aim to promote positive attitudes to diversity and difference within all people.

Confidentiality

Is paramount and everyone is expected to comply with the settings confidentiality policy. Please respect the confidential nature of information gained or behaviour observed in relation to other children and adults.

Conduct

Always act in the best interests of other people.

Professional Conduct

The employee is expected to undertake their duties in a manner that promotes the good name of KNL Childcare Ltd and does not bring the setting into disrepute. The employee must not engage in any activity, which could weaken or undermine the viability of the setting, not have their mobile phone on their person whilst carrying out their duties. This is for the protection of our children and staff. The employee must notify the Manager or deputy of any activity which may fall into the above categories.

Staff must be prepared to train to ensure they meet OFSTED and other legal requirements and to attend regular staff meetings. It is the staff member's responsibility to ensure they have read and are up to date with the pre-schools policies and review them at regular intervals. It is the staff member's responsibility to ensure they have a current 'enhanced' Disclosure & Barring Service (DBS) check. All staff are required to follow their job description at all times. KNL Childcare Ltd would view non-compliance of the above extremely seriously and should any breach occur the situation will be investigated and disciplinary action may be taken against the employee, which could result in the employee being dismissed from the company.

In addition KNL Childcare may take legal action against the employee. Should the employee at any time be unclear about any aspects of the terms and conditions surrounding 'professional conduct' the employee should discuss their query with the Manager or deputy immediately.

For this policy to be effective everyone concerned must take ownership and assume responsibility of it. To ensure that this happens:

The Management will endeavour to

- Abide by the standards of conduct as set out in this policy
- Provide all parent/carers with a copy of this policy making them aware of its importance and the implications of not abiding by it.
- Ensure that this policy is displayed at the setting and that all volunteers, students and visitors are made aware of it and agree to abide by its terms and conditions.
- Ensure that this policy is provided to staff upon acceptance of employment and that they are made aware of the serious implications of not acting within its boundaries

The staff will endeavour to

- Abide by the standards of conduct as set out in this policy.
- Respect individual needs and value the cultural practices and beliefs of the children and families that use our service.
- Work with colleagues, management and parent/carers to provide an environment that encourages positive communication and feedback. Your views and opinions are valuable in enabling us to evaluate our service.
- Act as positive role models at all times
- Provide policies and procedures to ensure that parent/carers helping out are not left alone with a child and are not placed in situations where they may feel awkward.

Parent/Carers will endeavour to

- Abide by the standards of conduct as set out in this policy.

Breach of Code of Conduct

Any breach of the code of conduct will be treated promptly and taken very seriously. The management will endeavour to determine the appropriate course of action which may include, but is not limited to, any of the following procedures.

- A first and final warning meeting/letter being issued to inform the relevant person of the outcome of the investigation and that another breach of conduct will not be tolerated
- A restraining order being sought against the relevant person, which will in affect prevent that person from attending the setting even to drop off or pick up children.
- The suspension and possible permanent withdrawal of a child's place.

This action will only be taken if all other avenues have been explored and the management feel that this is the only possible course of action left open to them. If the staff are presented with a difficult or volatile situation and they feel that an individual is at immediate risk of harm, then the Police will be contacted, and their assistance requested to help deal with the situation.

This policy has taken into consideration the following legislation.

- Child Wellbeing and Safety Act 2005
- Children, Youth and Families Act 2005
- Children's Services Act 1996
- Equal Opportunity and Discrimination (Equality Act 2010)
- Human Rights and Equal Opportunity Commission Act 1986
- Occupational Health and Safety Act 2005
- Workplace Relations Act 1996

43. No Babysitting' Policy

At KNL Childcare Limited we exercise the right to a 'no babysitting' agreement with families who use any Nursery or Pre-school owned or managed by KNL Childcare Ltd. Members of staff employed by KNL Childcare Ltd are not permitted to 'babysit' or carry out any external childcare duties for families currently using any of our settings.

KNL Childcare Limited will not take responsibility for any incident that may happen outside the setting with regard to looking after a child/children in their own homes.

The reasons for this policy are;

Legal precedent exists that finds a 'childcare setting' may be held legally liable due to an 'implied recommendation' to the parent the employee is capable/appropriate to care for children. We appreciate how ridiculous this sounds but this is how the courts have viewed the situation.

Legal advice states that no form of 'waiver' or private agreement will offer protection from legal action.

Confidentiality is looked upon very seriously at KNL Childcare Limited, so we would not like to run the risk of this being affected.

KNL Childcare Limited do not want to place their staff/parents in any situation that may hinder their working relationship at the Nursery.

44. Whistleblowing Policy

Whistle blowing has been defined as;

The disclosure by an employee or professional of confidential information which relates to some danger, fraud or other illegal or unethical conduct connected with the work place, be it of the employee or his/her fellow employees. (Public Concern at Work Guidelines 1997).

Statutory protection for employees who whistle blow is provided by the Public Interest Disclosure Act 1988 (PIDA). The PIDA protects employees against victimisation if they make a protected disclosure within the meaning of the PIDA and speaks out about concerns or conduct or practice within the Nursery which is potentially illegal, corrupt, improper, unsafe or unethical or which amounts to malpractice.

This policy applies to all staff including full or part time, casual, temporary, students and individuals undertaking work experience.

The Directors are committed to high standards in all aspects and will treat whistle blowing as a serious matter and staff are encouraged to report concerns which will be taken seriously, investigated and appropriate action taken in response.

This policy aims to;

- Give confidence to members of staff about raising concerns about conduct or practice which is potentially illegal, corrupt, improper, unsafe or unethical or which amounts to malpractice or is inconsistent with KNL standards and policies so that she/he is encouraged to act on those concerns.

- Provide members of staff with avenues to raise concerns

- Ensure that members of staff receive a response to the concerns they have raised and feedback on any action taken

- Offer assurance that members of staff are protected from reprisals or victimisation for whistle blowing action undertaken in good faith and within the meaning of the PIDA

This policy covers whistle blowing relating to alleged:

- Unlawful conduct

- Miscarriage of justice in the conduct of statutory or other processes

- Failure to comply with statutory or legal obligation

- Potential maladministration, misconduct or malpractice

- Health and safety issues including risk to the public as well as risks to children and members of Staff

- Action that has caused or is likely to cause danger to the environment

- Abuse of authority

- Unauthorised use of public or other funds

- Mistreatment of any person

Action that has caused or is likely to cause physical danger to any person or risk serious damage to Nursery property
Sexual, physical or emotional abuse of members of staff or children
Unfair discrimination or favouritism
Racist incidents or acts or racial harassment
Any attempt to prevent disclosure of any of the above issues listed

The PIDA sets out the full statutory rights and obligations of members of staff wishing to whistle blow

The Directors will not tolerate harassment or victimisation of members of staff when matters are raised in accordance with PIDA provisions. Any member of staff who victimises or harasses a member of staff as

a result of their having raised a concern in accordance with the whistle blowing policy will be dealt with under disciplinary procedures.

The Directors recognises that members of staff may want to raise concerns in confidence and will do their utmost to protect the identity of members of staff who raise a concern and do not want their name known.

However investigation into concerns could reveal the source of the information and statements may be required from the member of staff as part of the evidence, which would be seen by all parties involved. If the investigation leads to prosecution and the whistle-blower is likely to be called to give evidence in court.

Staff should put their name to allegations wherever possible, anonymous concerns are much less powerful. Nonetheless anonymous allegations may be considered under this whistle blowing procedure especially concerns relating to the welfare of children. In relation to determining whether an anonymous allegation will be taken forward the Directors will take the following factors into account;

The seriousness of the issue raised
The credibility of the concern
The likelihood of confirming the allegation from attributable sources and obtaining information provided

If a member of staff makes an allegation in good faith but it is not confirmed by further inquiry the matter will be closed and no further action taken. If, however, the inquiry shows that the allegations were malicious and/or vexatious or made for personal gain then the Directors will consider action against the member of staff.

Allegations concerning child protection issues, the Directors will follow procedures set out in safeguarding policy 'Allegations Against A Member of Staff'.

All concerns should be made in writing to the manager. If the concerns involves the manager then the registered provider (Director: K White) should be the first point of contact. The Directors will become the investigating officer.

If you feel you cannot express your concerns within the setting, it is open to you to raise your concerns outside the setting, however it would usually be expected that the registered provider would be the person to whom you express your concerns outside of the Nursery. Outside agencies are; the local authority, OFSTED, the police-for concerns of criminal behaviour. You should set out the background and history of the concern, giving names, dates and places where possible and explaining the reason for the concerns. If you feel unable to put the matter in writing you can still raise your concern verbally and should telephone to arrange to meet the appropriate person. You can also ask your trade union or professional association to raise the matter on your behalf or to support you in raising the concern.

The matter raised may;

Need inquiry internally in the setting
Need to be passed to the police if it relates to alleged criminal activity

At this stage concerns/allegations are neither accepted or rejected.

You will normally receive a written response with 5 working days (except in the case of anonymous allegations);

Acknowledging that the concern has been received
Indicating how it is proposed to deal with the matter
Giving an estimate of how long it will take to provide a final response
Advising whether any enquires have been made
Advising on future enquires
Informing you of support available whilst matters are being looked into
Maintaining confidentiality wherever possible but also explaining that it may not be possible that you can remain anonymous.

The investigating officer will;

Look into the allegation, seeking evidence and interviewing witnesses as necessary

Maintain confidentiality wherever possible but will be mindful that the whistle blower has no guarantee of this

If appropriate, for concerns of criminal behaviour refer the matter to the police

If appropriate, for concerns of safeguarding issues, refer the matter to first response. The whistle blowing process will be halted until the statutory authority have completed their investigations and confirmed that it is appropriate to continue with the whistle blowing process.

If the investigating officer needs to talk to you, you are permitted to be accompanied by a trade union, professional association or a fellow member of staff who is not involved in the area of work to which the concern has been raised.

The target is to complete the inquiry within 15 working days from the date of the initial written response, although the inquiry may extend beyond the timescale.

Following completion of the inquiry process the investigating officer will make a written report and if necessary action will be taken. This may result in a trigger for the grievance/disciplinary procedure to be implemented against the person reported, The whistle-blower will be notified of the outcome.

If the investigation is carried out by anyone other than the registered person, the written report must be submitted to the registered person to determine what further action (if any) is required. When considering further action the registered person **must** act on any recommendations made in the report.

If not action is taken and/or you are not satisfied with the way the matter has been dealt with, you can make a complaint under the complaints procedure or raise your concerns with the local authority or OFSTED.

45. Payment of Fees Policy

Payment of childcare, and other associated, fees are required to be paid in full within the month of invoice issue. Payment can be made by cash, cheque, Childcare Vouchers or by BACS bank transfer.

Any outstanding amounts not received within the month of issue will be subject to an interest charge, currently 5.5% but subject to change.

A deposit is required prior to your child starting with us. This is normally equivalent to one months childcare fees however please discuss with the manager the exact amount that needs to be paid.

We regret we can only offer the Local Authority free 'Funded hours' for 2, 3 & 4 year olds provided you have no outstanding fees due on previous accounts with KNL CHILDCARE LTD.

46. Disqualification by Association Policy

'Disqualification under the Childcare Act 2006'

On 26th February 2015, the government issued new guidance which replaces the October 2014 document and clarifies the position with regard to childcare staff called [Disqualification under the Childcare Act 2006](#).

The latest guidance can be downloaded from:

www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006

Staff are covered by the Act if they are employed and/or provide childcare in either the early years or later years.

Managers who are directly concerned in the management of early or later years provision are covered by the legislation.

Identifying staff who may be 'disqualified by association'

In order to identify cases where a staff member working in relevant childcare settings may be disqualified 'by association', we will require staff to provide, to the best of their knowledge, information about someone who lives or is employed in their household.

Declaration Forms

Staff will be asked to complete a self-declaration form to obtain information about whether a staff member is 'disqualified by association', the date on which disqualification checks were made will be recorded, and any changes to personal circumstances must be declared to your manager.

If we are satisfied that the staff member is 'disqualified by association', they should inform Ofsted and explain to the member of staff that they may apply to Ofsted for a waiver.

Applying to Ofsted to waive a disqualification

If you are disqualified, you can request a form from Ofsted to waive the disqualification by emailing them here: disqualification@ofsted.gov.uk

The form must be completed in writing. They will not agree to waive a disqualification on the strength of information given over the telephone.

Whilst a waiver is being considered the member of staff will be suspended, without pay, pending the outcome of the application. Should the waiver not be granted, and the staff member is considered to be 'disqualified by association', their contract of employment will be terminated with immediate effect.

Where a staff member decides not to apply for a waiver their contract of employment will be terminated with immediate effect.

Relevant Offences

The table of relevant offences can be found in the document: Disqualification under the Childcare Act 2006'.

PLEASE READ THE ABOVE POLICIES AND SIGN THE SECTION BELOW AND RETURN THIS PAGE TO YOUR NURSERY/PRE SCHOOL

ALL POLICIES REVIEWED & APPROVED AUGUST 2017 BY THE DIRECTORS OF KNL CHILDCARE LTD AND MANAGERS

I HAVE READ AND UNDERSTOOD THE KNL CHILDCARE LTD POLICIES AND AGREE TO ABIDE BY ALL OF THEM:

SIGNED:

NAME:

PARENT/CARER OF:

Please complete and return this page to your setting with your completed registration forms.