



# KNL Childcare Ltd

## POLICY DOCUMENTS

Updated September 2023

Registered address: Little Squirrels Community Nursery, Ryde Business Park, Nicholson Road, Ryde,  
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*Agreement to Abide – Signature (To be returned to setting with Registration Forms)*

## **KNL CHILDCARE LTD**

We currently operate the following two settings;

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

**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](http://www.knlchildcare.co.uk) for details.

We operate on the following maximum ratios across our nurseries and breakfast/after school clubs as set out by Ofsted:

0-2 years – 1 adult to 3 children

2-3 years – 1 adult to 5 children

3-5 years (Reception Class) – 1 adult to 8 children

5 years + (Year one upwards) – 1 adult to 30 children

Our Breakfast and After School Clubs will always have at least one fully qualified level 3 practitioner and one additional practitioner.

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 member of our team will discuss your child's particular needs. Prior to a child attending our settings, parents must complete and sign a contract and registration form and bring in their child's birth certificate for staff to record the child's birth details. These forms provide the nursery with personal details relating to the child. For example, name, date of birth, address, emergency contact details, parental responsibilities, dietary requirements, collection arrangements, fees and sessions, contact details for parents, doctors contact details, health visitor contact details, allergies, parental consent and vaccinations etc.

Should a need for support have already been identified, then we will liaise with parents and all external agencies involved with the family. The Senior staff/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 management 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/Senior staff 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/Senior staff 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 family's needs.

#### **References:**

*Equality Act 2010*

*Equality Act Guidance (updated 16 June 2015)*

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

## **2. Parental Involvement Policy**

At KNL Childcare Limited we believe that parents and staff need to work together in a close partnership in order for children to receive the quality of care and early learning to meet their individual needs. We welcome parents as partners and support a two-way sharing of information that helps establish trust and understanding. We are committed to supporting parents in an open and sensitive manner to include them as an integral part of the care and early learning team within the nursery. Parent/carer's are the first educators of their children.

The key person system supports engagement with all parents and will use strategies to ensure that all parents can contribute to their child's learning and development. Parents contribute to initial assessments of children's starting points on entry and they are kept well informed about their children's progress. Parents are encouraged to support and share information about their children's learning and development at home. The key person system ensures all practitioners use effective, targeted strategies and interventions to support learning that match most children's individual needs.

Our policy is to:

- ☐ Recognise and support parents as their child's first and most important educators and to welcome them into the life of the nursery
- ☐ Generate confidence and encourage parents to trust their own instincts and judgement regarding their own child
- ☐ Welcome all parents into the nursery at any time and provide an area where parents can speak confidentially with us as required
- ☐ Welcome nursing mothers. The nursery will make available a private area whenever needed to offer space and privacy to nursing mothers
- ☐ Ensure nursery documentation and communications are provided in different formats to suit each parent's needs, e.g. Braille, multi-lingual, electronic communications
- ☐ Ensure that all parents are aware of the nursery's policies and procedures. A detailed parent prospectus will be provided and our full policy documents will be available to parents at all times in the lobby /on the nursery website / on our Facebook group.
- ☐ Maintain regular contact with parents to help us to build a secure and beneficial working relationship for their children.
- ☐ Encourage parent/carers on an individual basis to play an active part in the setting.
- ☐ Support parents in their own continuing education and personal development including helping them to develop their parenting skills and inform them of relevant conferences, workshops and training
- ☐ Create opportunities for parents to talk to other adults in a secure and supportive environment through such activities as open days and parents' evenings.
- ☐ Inform parents about the range and type of activities and experiences provided for children, the daily routines of the setting, the types of food and drinks provided for children and events through regularly distributed newsletters/the nursery website, Tapestry and our closed Facebook groups.
- ☐ Operate a key person system to enable parents to establish a close, working relationship with a named practitioner and to support two-way information sharing about each child's individual needs both in nursery and at home. Parents are given the name of the key person of their child and their role when the child starts
- ☐ Inform parents on a regular basis about their child's progress and involve them in shared record keeping. Parents' meetings will be offered during the year. The nursery will consult with parents about the times of meetings to avoid excluding anyone

- ☐ Actively encourage parents to contribute to children's learning through sharing observations, interests and experiences from home. This may be verbally, sharing photographs or in written form
- ☐ Agree the best communication method with parents e.g., email, face-to-face, telephone
- ☐ Consider and discuss all suggestions from parents concerning the care and early learning of their child and nursery operation
- ☐ Provide opportunities and support for all parents to contribute their own skills, knowledge and interests to the activities of the nursery including signposting to relevant services, agencies and training opportunities
- ☐ Inform all parents of the systems for registering queries, compliments, complaints or suggestions
- ☐ Make sure all parents have access to our written complaint's procedure
- ☐ Share information about the Early Years Foundation Stage, young children's learning in the nursery, how parents can further support learning at home and where they can access further information
- ☐ Provide a written contract between the parent(s) and the nursery regarding conditions of acceptance and arrangements for payment
- ☐ Respect the family's religious and cultural backgrounds and beliefs and accommodate any special requirements wherever possible and practical to do so
- ☐ Inform parents how the nursery supports children with special educational needs and disabilities
- ☐ Parent/carer's are asked to support the Nursery & Pre School in various fundraising projects throughout the year

### **3. Settling - In Policy**

We aim to support parents and other carers to help their children settle quickly and easily by giving consideration to the individual needs and circumstances of every child and their families. Our aim is for children to feel safe, stimulated and happy in the nursery and to feel secure and comfortable with all staff. We also want parents to have confidence in both their children's continued well-being and their role as active partners, with the child being able to benefit from what the nursery has to offer.

All our staff know about the importance of building strong attachments with children. They are trained to recognise the different stages of attachment and use this knowledge to support children and families settling in to the nursery.

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

- ☐ Allocating a key person to each child and his/her family, before he/she starts to attend. The key person welcomes and looks after the child, ensuring that their care is tailored to meet their individual needs. He/she offers a settled relationship for the child and builds a relationship with his/her parents during the settling in period and throughout his/her time at the nursery, to ensure the family has a familiar contact person to assist with the settling in process
- ☐ Reviewing the nominated key person if the child is bonding with another member of staff to ensure the child's needs are supported
- ☐ Providing parents with relevant information about the policies and procedures of the nursery
- ☐ Encouraging parents and children to visit the nursery during the weeks before an admission is planned
- ☐ Planning settling in visits and introductory sessions (lasting approximately 1 hour). These will be provided free of charge over a one- or two-week period, dependent on individual needs, age and stage of development
- ☐ Welcoming parents to stay with their child during the first few weeks until the child feels settled and the parents feel comfortable about leaving their child. Settling in visits and introductory sessions are key to a smooth transition and to ensure good communication and information sharing between staff and parents
- ☐ Have a flexible start date, your child could attend part time for a week or two.
- ☐ Reassuring parents whose children seem to be taking a long time settling in to the nursery and developing a plan with them
- ☐ Encouraging parents, where appropriate, to separate themselves from their children for brief periods at first, gradually building up to longer absences
- ☐ Respecting the circumstances of all families, including those who are unable to stay for long periods of time in the nursery and reassure them of their child's progress towards settling in
- ☐ Not taking a child on an outing from the nursery until he/she is completely settled.
- ☐ 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**

At KNL Childcare Limited we recognise that we hold sensitive/confidential information about children and their families and the staff we employ. This information is used to meet children's needs, for registers, invoices and emergency contacts. We store all records in a locked cabinet or on the office computer with files that are password protected in line with data protection principles. Any information shared with the staff team is done on a 'need to know' basis and treated in confidence. This policy will work alongside the Privacy Notice to ensure compliance under UK General Data Protection Regulation (UK GDPR) and Data Protection Act 2018.

### **Legal requirements**

- We follow the legal requirements set out in the Statutory Framework for the Early Years Foundation Stage (EYFS) 2024 and accompanying regulations about the information we must hold about registered children and their families and the staff working at the nursery
- We follow the requirements of the UK General Data Protection Regulation (UK GDPR), Data Protection Act 2018 and the Freedom of Information Act 2000 with regard to the storage of data and access to it.

### **Procedures**

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

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

All the undertakings above are subject to the paramount commitment of the nursery, which is to the safety and well-being of the child.

## **5. Arrival & Departure Policy**

We give a warm welcome to every child and family on their arrival.

### **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, sign in children and record their arrival times. Staff on opening the door also check that only authorised people are entering and that no child is leaving un-escorted.

A member of staff will be available to answer any queries and to take payments.  
All other members of staff are supervising/playing with the new arrivals.

Parents are requested to pass the care of their child to a specific member of staff who will ensure his/her safety. The staff member also records any specific information provided by the parents, including the child's interests, experiences and observations from home.

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

### **Departure**

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

Staff are available to answer queries, giving information to the parent/carers about their child's day.  
All other staff members will be sat with the children.

Children need to be signed out and their leaving time recorded.

If the child is to be collected by someone who is not the parent at the end of the session, there is an agreed procedure that must be followed to identify the designated person. Photo identification and or a password are also required where possible for the designated adult. Parents are informed about these arrangements and reminded about them regularly.

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

The nursery will not release a child to anyone other than the known parent / carer who is named on the child's registration form unless an agreement has been made at the time of arrival. In the case of any emergency such as a parent being delayed and arranging for a designated adult to collect a child, the parent should inform the designated person of the agreed procedure and contact the nursery about the arrangements as soon as possible. If in any doubt the nursery will check the person's identity by ringing the child's parent or their emergency contact number (please refer to the late collection policy).

On departure, the staff member releasing the child must demark the child from the 'whose here' today boards immediately to show that the child has left the premises.

#### **Adults arriving under the influence of alcohol or drugs**

Please refer to the alcohol and substance misuse policy.

#### **Arrivals and departures of visitors**

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

### **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 has not been collected from the nursery after a reasonable amount of time has been allowed for lateness, we initiate the following procedure:

- ☐ The nursery management will be informed that a child has not been collected
- ☐ The management team will check for any information regarding changes to normal routines, parents' work patterns or general information. If there is no information recorded, the management team will try to contact the parents on the telephone numbers provided for their mobile, home or work. If this fails the management team will try the emergency contacts shown on the child's records
- ☐ The management team and one other member of staff must stay behind with the child (if outside normal operating hours). During normal operating times, the nursery will plan to meet required staff ratios. If the parents have still not collected the child, the management team will telephone all contact numbers available every 10 minutes until contact is made. These calls will be logged on a full incident record
- ☐ In the event of no contact being made after one hour has lapsed, the management team will ring the local authority children's social services emergency duty team
- ☐ The nursery will inform Ofsted as soon as convenient
- ☐ The two members of staff will remain in the building until suitable arrangements have been made for the collection of the child
- ☐ The child's welfare and needs will be met at all times and to minimise distress staff will distract, comfort and reassure the child during the process
- ☐ In order to provide this additional care a late fee will be charged to parents. This will pay for any additional operational costs that caring for a child outside their normal nursery hours may incur.



**Contact numbers:**

Name	Contact No
Social Services Children's Reception Team	<b>Professionals: 03003000901</b> <b>Professionals Out of Hours: 03005551373</b> <b>Public: 03003000117</b>
Ofsted – General Enquiries	<b>0300 123 1231</b>

**8. Late Collection Policy**

We expect all parents to agree a collection time to collect their child from the nursery. We give parents information about the procedures to follow if they expect to be late. These include:

- ☐ Agreeing a safety password with the nursery in advance to be used by anyone collecting a child who is not the parent (designated adult)
- ☐ Calling the nursery as soon as possible to advise of their situation
- ☐ Asking a designated adult to collect their child wherever possible
- ☐ Informing the nursery of this person's identity so the nursery can talk to the child if appropriate. This will help to reduce or eliminate any distress caused by this situation
- ☐ If the designated person is not known to the nursery staff, the parent must provide a detailed description of this person, including their date of birth where known. This designated person must know the individual child's safety password in order for the nursery to release the child into their care. This is the responsibility of the parent.

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

1. Issue a verbal warning
2. An automatic £10.00 admin charge will be made for a late pick up and a charge equal to the staffing costs for every 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****Lost child policy – within the setting:**

At KNL Childcare Limited we are committed to promoting children's safety and welfare. In the unlikely event of a child going missing within/from the nursery, we have the following procedure which will be implemented immediately:

- ☐ Call a register and check numbers of children.
- ☐ All staff will be aware of the procedure when a child goes missing and supply information to support the search, e.g. a recent photograph and a detailed description of clothing
- ☐ The nursery management will be informed immediately and all staff present will be informed. Some staff will be deployed to start an immediate thorough search of the nursery, followed by a search of the surrounding area, whilst ensuring that some staff remain with the other children so they remain supervised, calm and supported throughout
- ☐ The management will call the police as soon as they believe the child is missing and follow police guidance. The parents of the missing child will also be contacted
- ☐ A second search of the area will be carried out
- ☐ During this period, available staff will be continually searching for the missing child, whilst other staff maintain as near to normal routine as possible for the rest of the children in the nursery
- ☐ A member of the management team will meet the police and parents
- ☐ A member of the management team will then await instructions from the police
- ☐ In the unlikely event that the child is not found the nursery will follow the local authority and police procedure
- ☐ Any incidents must be recorded in writing as soon as practicably possible including the outcome, who was lost, time identified, notification to police and findings
- ☐ Ofsted must be contacted and informed of any incidents
- ☐ With incidents of this nature parents, carers, children and staff may require support and reassurance following the traumatic experience. Management will provide this or seek further support where necessary
- ☐ In any cases with media attention staff will not speak to any media representatives
- ☐ Post-incident risk assessments will be conducted following any incident of this nature to enable the chance of this reoccurring being reduced
- ☐ Internal use only.

## **Lost child policy – On outings:**

At **KNL Childcare Limited** we are committed to promoting children's safety and welfare. This includes where children are on outings and visits. We carry out regular head counts of children throughout any outing or visit. In the unlikely event of a child going missing whilst on an outing we have the following procedure which we implement immediately:

- ☐ All staff will be aware of the procedure when a child goes missing and supply information to support the search, e.g. a recent photograph and a detailed description of clothing
- ☐ The organiser will be informed immediately and all staff present will be informed. Some staff will be deployed to start an immediate thorough search of the area, ensuring that all other children remain supervised, calm and supported throughout
- ☐ If appropriate, on-site security will also be informed and a description given
- ☐ The designated person in charge will immediately inform the police
- ☐ The designated person in charge will then inform the nursery who will contact the child's parents giving details of what has happened. If the whole nursery is on an outing, all contact details will be taken on the trip by the person in charge
- ☐ During this period, staff will be continually searching for the missing child, whilst other staff maintain the safety and welfare of the remaining children
- ☐ It will be the designated person in charge or the management team's responsibility to ensure that there are adequate staff to care for the children and get them back safe, a member of staff to meet the police and someone to continue the search (this may mean contacting relief staff)
- ☐ Any incidents must be recorded in writing as soon as practicably possible including the outcome, who was lost, time identified, notification to police and findings
- ☐ In the unlikely event that the child is not found, the nursery will follow the local authority and police procedure
- ☐ Ofsted must be contacted and informed of any incidents
- ☐ With incidents of this nature parents, carers, children and staff may require support and reassurance following the traumatic experience. Management will provide this or seek further support where necessary
- ☐ In any cases with media attention staff will not speak to any media representatives
- ☐ Post-incident risk assessments will be conducted following any incident of this nature to enable the chance of this reoccurring being reduced.

## **10. Stranger Policy**

During the settings opening hours all doors are secured and entrance is through the main reception, via a buzzer system / secure door or through our secondary doors which are all secured with security chains.

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/carers.

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 and Appropriate Touching Policy**

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

When children are upset or hurt they will be offered cuddles and physical reassurance by familiar members of staff on the children's terms and if they do not want physical contact at that time a staff member will remain nearby to offer verbal reassurances.

All staff are aware of 'appropriate touching' and how/when it is appropriate to offer physical comfort to a child.

Intimate care routines are essential throughout the day to meet children's basic needs. This may include nappy changing, supporting children with toileting, changing clothes, and giving first aid treatment and specialist medical support, where required.

In order to maintain the child's privacy, we will carry out the majority of these actions on a one-to-one basis, wherever possible, by the child's key person with the exception of first aid treatment which must be carried out by a qualified first aider.

We wish to ensure the safety and welfare of children during intimate care routines and safeguard them against any potential harm as well as ensuring the staff member involved is fully supported and able to perform their duties safely and confidently. We aim to support all parties through the following actions:

- ☐ Promoting consistent and caring relationships through the key person system in the nursery and ensuring all parents understand how this works
- ☐ Ensuring all staff undertaking intimate care routines have suitable enhanced DBS checks
- ☐ Training all staff in the appropriate methods for intimate care routines and arranging specialist training where required, i.e. first aid training, specialist medical support
- ☐ Ensuring children are afforded privacy during intimate care routines whilst balancing this with the need to safeguard children and staff. No nappies will be changed or intimate routines take place behind closed doors
- ☐ We have four set times throughout the day when we check and change all children's nappies, these are mid - morning, approximately 10.30am, after lunch, approximately 12.30pm, mid - afternoon, approximately 2.30pm and after tea, approximately 5.00pm. As well as these times, children are changed as and when needed. 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, soiled nappies are bagged. All nappy changes/checks are recorded. 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.
- ☐ Conducting thorough inductions for all new staff to ensure they are fully aware of all nursery procedures relating to intimate care routines
- ☐ Following up procedures through supervision meetings and appraisals to identify any areas for development or further training
- ☐ Working closely with parents on all aspects of the child's care and education as laid out in the Parental involvement Policy. This is essential for intimate care routines which require specialist training or support. If a child requires specific support the nursery will arrange a meeting with the parent to discover all the relevant information relating to this to enable the staff to care for the child fully and meet their individual needs
- ☐ Ensuring all staff have an up-to-date understanding of safeguarding/child protection and how to protect children from harm. This will include identifying signs and symptoms of abuse and how to raise these concerns as set out in the safeguarding/child protection policy
- ☐ Operating a whistleblowing policy to help staff raise any concerns about their peers or managers; and helping staff develop confidence in raising worries as they arise in order to safeguard the children in the nursery
- ☐ Conducting working practice observations on all aspects of nursery operations to ensure that procedures are working in practice and all children are supported fully by the staff. This includes intimate care routines
- ☐ Conducting regular risk assessments on all aspects of the nursery operation including intimate care and reviewing the safeguards in place. The nursery has assessed all the risks relating to intimate care routines and has placed appropriate safeguards in place to ensure the safety of all involved.

If any parent or member of staff has concerns or questions about intimate care procedures or individual routines, please see a member of the management team at the earliest opportunity.

## **12. Toilet Training Policy**

Our Nursery and Pre School's aim is to support children's health, wellbeing and development by promoting effective potty training at an appropriate time.

- ☐ The first stage of potty training is to recognise when the child is ready. It is essential that the child is:
    - o Pooing at least one soft poo a day
    - o Staying dry for at least an hour and a half between wees
- Other signs to look out for are:
- o Showing interest in the toilet
  - o They can follow simple instructions
  - o Able to sit themselves on the potty and get up again
  - o Starting to show signs of awareness of when they have done a wee or a poo
  - o Showing awareness that other family members and peers don't wear nappies, and that they use the toilet

Families will be supported to decide the best time to potty train their child. Provider will explain why it is helpful for the same approach to be taken at home and in the early years setting, including using the same words for wee/poo/potty/toilet etc.

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.

**Delivery:**

Provider will ensure that

- ☐ Child's individual needs are identified and met.
- ☐ Family's cultural preferences are considered.
- ☐ Potty training is a positive experience; family and child feel supported throughout.
- ☐ Communication between the provider and family is promoted before, during and after potty training.
- ☐ Suitable facility is offered – either potty, or toilet with suitable foot support and toilet seat insert. Child needs to sit with feet flat and firmly supported, knees above hips. Boys to be guided to sit down to wee –
- ☐ In the early stage's children cannot differentiate between the need for a wee and the need for a poo. If they wee standing up, they may hold onto the poo and can easily become constipated.
- ☐ The correct mechanism of weeing is triggered by relaxation – it is much easier to relax when seated.
- ☐ They may empty their bladder better sitting down.
- ☐ It is more hygienic as they are less likely to wee on the floor/over the toilet seat.
- ☐ Optimum timing for toileting is observed –
- ☐ toilet visits planned for 20-30 minutes *after* meals (the most likely time for a child to poo)
- ☐ suitable interval left between prompts to wee (the bladder needs to be *full* to empty correctly)
- ☐ Remind 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.
- ☐ Fluid intake is optimised – a minimum of 6 to 8 full cups of drink a day, spread evenly across the day.
- ☐ Provider will discuss clothing with family; family will ensure that the child is dressed in clothes that are easy to pull up and down, and will supply several spare pants, trousers, socks etc.
- ☐ Provider will work with family to ensure a consistent transition from nappies to pants in one step to avoid confusing the child with a mixture of nappies/pull-ups/pants. N.B. The child will still need a nappy for naps initially.
- ☐ Early years staff to maintain calm, supportive approach at all times; children should not be rushed or forced to use the potty against their will. 'Accidents' are to be expected – children learn to recognise the sensation of needing a wee/poo by wetting/soiling.
- ☐ All staff and family to ensure child is regularly encouraged and praised. N.B. aim to recognise *achievable* goals such as sitting on the potty when asked to do so. Keeping pants dry may be an unachievable goal initially.

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.

**Communication:**

- ☐ Provider will ensure all staff are aware of each child's current stage of potty training to confirm consistent approach.
- ☐ Provider will ensure a record is kept of successful potty/toilet visits as well as wetting/soiling incidents in order to monitor child's progress. Daily diary/record sheet may be used
- ☐ Regular updates to be shared with parents with the expectation that they will share information about progress at home. Potty training is a joint effort!

**Trouble shooting:**

- ☐ Early years staff to be alert for possible constipation; incidence is raised during potty training as some children find pooing into the potty/toilet frightening.
- ☐ If toilet avoidance is observed information to be provided
- ☐ If child does not appear to be making progress, or regresses, staff to look again at child's bowel habit and fluid intake. Provider to instigate discussion with family to consider abandoning process, allowing time to improve bladder and bowel health and to better prepare the child, starting again after a suitable interval.

### 13. Health and Safety Policy

At KNL Childcare Limited we provide and maintain safe and healthy working conditions, equipment and systems of work for all our employees and a safe early learning environment in which children learn and are cared for. To develop and promote a strong health and safety culture within the nursery for the benefit of all staff, children and parents, we provide information, training and supervision. We also accept our responsibility for the health and safety of other people who may be affected by our activities.

The allocation of duties for safety matters and the particular arrangements which we will make to implement our health and safety procedures are set out within this policy and we make sufficient resources available to provide a safe environment.

#### Legal framework

We follow all relevant legislation and associated guidance relating to health and safety within the nursery including:

- ☐ The requirements of the Statutory Framework for the Early Years Foundation Stage (EYFS) 2024
- ☐ The regulations of the Health & Safety at Work Act 1974 and any other relevant legislation such as Control Of Substances Hazardous to Health Regulation (COSHH)
- ☐ Any guidance provided by Public Health England, the local health protection unit, the local authority environmental health department, fire authority or the Health and Safety Executive.

#### Aims and objectives

The aim of this policy statement is to ensure that all reasonably practical steps are taken to ensure the health, safety and welfare of all persons using the premises.

To achieve this, we will actively work towards the following objectives:

- ☐ Establish and maintain a safe and healthy environment throughout the nursery including outdoor spaces
- ☐ Establish and maintain safe working practices amongst staff and children
- ☐ Make arrangements for ensuring safety and the minimising of risks to health in connection with the use, handling, storage and transport of hazardous articles and substances
- ☐ Ensure the provision of sufficient information, instruction and supervision to enable all people working in or using the nursery to avoid hazards and contribute positively to their own health and safety and to ensure that staff have access to regular health and safety training
- ☐ Maintain a healthy and safe nursery with safe entry and exit routes
- ☐ Formulate effective procedures for use in case of fire and other emergencies and for evacuating the nursery premises. Practice this procedure on a regular basis to enable the safe and speedy evacuation of the nursery
- ☐ Maintain a safe working environment for pregnant workers or for workers who have recently given birth, including undertaking appropriate risk assessments
- ☐ Maintain a safe environment for those with special educational needs and disabilities and ensure all areas of the nursery are accessible (wherever practicable)
- ☐ Provide a safe environment for students or trainees to learn in
- ☐ Encourage all staff, visitors and parents to report any unsafe working practices or areas to ensure immediate response by the management.

We believe the risks in the nursery environment are low and we will maintain the maximum protection for children, staff and parents. The nursery will:

- ☐ Ensure all entrances and exits from the building, including fire exits are clearly identifiable and remain clear at all times
- ☐ Regularly check the premises room by room for structural defects, worn fixtures and fittings or electrical equipment and take the necessary remedial action
- ☐ Ensure that all staff, visitors, parents and children are aware of the fire procedures and regular fire drills are carried out
- ☐ Have the appropriate fire detection and control equipment which is checked regularly to make sure it is in working order
- ☐ Ensure that all members of staff are aware of the procedure to follow in case of accidents for staff, visitors and children
- ☐ Ensure that all members of staff take all reasonable action to control the spread of infectious diseases and wear protective gloves and clothing where appropriate
- ☐ Ensure there are suitable hygienic changing facilities
- ☐ Prohibit smoking / vaping on the nursery premises
- ☐ Prohibit any contractor from working on the premises without prior discussion with the officer in charge
- ☐ Encourage children to manage risks safely and prohibit running inside the premises unless in designated areas
- ☐ Take appropriate measures to reduce risks where necessary and ensure no trailing wires are left around the nursery
- ☐ Ensure all cleaning materials are placed out of the reach of children and kept in their original containers
- ☐ Prohibit certain foods that may relate to children's allergies, e.g., peanuts are not allowed in the nursery

- ☐ We follow the EU Food Information for Food Consumers Regulations (EU FIC). These rules are enforced in the UK by the Food Information Regulations 2014 (FIR). We identify the 14 allergens listed by EU Law that we use as ingredients in any of the dishes we provide to children and ensure that all parents are informed
- ☐ Follow the allergies and allergic reactions policy for children who have allergies
- ☐ Familiarise all staff and visitors with the position of the first aid boxes and ensure all know who the appointed first aiders are
- ☐ Provide appropriately stocked first aid boxes and check their contents regularly
- ☐ Ensure children are supervised at all times
- ☐ Ensure no student or volunteer is left unsupervised at any time
- ☐ Ensure staff paediatric first aid certificates are made available to parents.

### **Responsibilities**

The designated Health and Safety Officer for both settings is **Karen White**.

The employer has overall and final responsibility for this policy being carried out at KNL Childcare settings: Little Squirrels Community Nursery and St Georges Nursery and Preschool.

The nursery management team will be responsible in her absence.

All employees have the responsibility to cooperate with the management team to achieve a healthy and safe nursery and to take reasonable care of themselves and others. Neglect of health and safety regulations/duties will be regarded as a disciplinary matter.

Whenever a member of staff notices a health or safety problem which they are not able to rectify, they must immediately report it to the appropriate person named above. Parents and visitors are requested to report any concerns they may have to the management team.

Daily contact, staff meetings provide consultation between management and employees. This will include health and safety matters.

### **Health and safety arrangements**

- ☐ All staff are responsible for general health and safety in the nursery
- ☐ 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.
- ☐ A register is completed at the beginning of each session and names are entered on our 'who's here today' board.
- ☐ Risk assessments will be conducted on all areas of the nursery, including rooms, activities, outdoor areas, resources and cleaning equipment. These are reviewed at regular intervals and when arrangements change
- ☐ All outings away from the nursery (however short) will include a prior risk assessment – more details are included in our outings policy
- ☐ All equipment, rooms and outdoor areas will be checked thoroughly by staff before children access them or the area. These checks will be recorded and initialled by the staff responsible. Unsafe areas will be made safe/removed from the area by this member of staff to promote the safety of children. If this cannot be achieved the management team will be notified immediately
- ☐ Equipment offered to children is developmentally appropriate; recognising that materials suitable for an older child may pose a risk to younger/less mature children
- ☐ We provide appropriate facilities for all children, staff, parents and visitors to receive a warm welcome and provide for their basic care needs, e.g., easy to access toilet area and fresh drinking water
- ☐ The nursery will adhere to the Control Of Substances Hazardous to Health Regulation (COSHH) to ensure all children, staff, parents and visitors are safe in relation to any chemicals we may use on the premises
- ☐ All dangerous materials, including medicines and cleaning materials are stored out of reach of the children in the bathroom and kitchen.
- ☐ Staff/Adults only have hot drinks in the kitchen or in the office in a insulated lidded mug. Hot drinks are not drunk around the children.
- ☐ All staff and students will receive appropriate training in all areas of health and safety which will include risk assessments, manual handling and fire safety. We may also use benefit risk assessments for particular activities and resources for children
- ☐ At present at least one member of staff on duty MUST hold a full paediatric First Aid certificate in the nursery and when on outings. In addition to this, all newly qualified entrants to the early years workforce who have completed a level 2 and/or level 3 qualification on or after 30 June 2016, must also have either a full PFA or an emergency PFA certificate within three months of starting work in order to be included in the required staff: child ratios at level 2 or level 3 in an early years setting
- ☐ We have a clear accident and first aid policy to follow in the case of any person in the nursery suffering injury from an accident or incident. 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.

- ☐ A correctly stocked first aid box is available and members of staff are fully first aid trained and present at all times.
- ☐ We have a clear fire safety policy and procedure which supports the prevention of fire and the safe evacuation of all persons in the nursery. This is to be shared with all staff, students, parents and visitors to the nursery
- ☐ We review accident and incident records to identify any patterns/hazardous areas
- ☐ Adults supervise all children at all times.
- ☐ Children will leave the building ONLY with authorised adults.
- ☐ All ladders for display work will only be used away from the children when they are in separate rooms of the Nursery & Pre School.
- ☐ Fire drills are held regularly.
- ☐ There are always 2 adults present even when the number of children is below statutory requirements.
- ☐ In our areas we work within our staff ratios: Children under 2 years 1 adult: 3 children, Children aged 2 years 1 adult : 5 children, Children 3 years - 5 years (end of reception class) 1 adult : 8 children or 1 adult : 13 children (if staff member holds EYPP or EYTS) Children 5 years + (year one upwards) 1 adult : 30 children.
- ☐ On outings the adult/child ratio will be 1:2 (3 months – 2 years) and 1:3 (2 - 3 years) and 1:5 (3 – 8 years) plus volunteers, and the outings will be checked for safety.
- ☐ Where necessary heaters, electric points, wires and leads are adequately guarded.
- ☐ Children are not allowed in the kitchen area.
- ☐ The premises are checked before locking at the end of each day.
- ☐ All health and safety matters are reviewed informally on an ongoing basis and when something changes. Staff and parents will receive these updates, as with all policy changes, as and when they happen.

#### **14. Risk Assessment Policy**

At KNL Childcare Limited we promote the safety of children, parents, staff and visitors by reviewing and reducing any risks.

Risk assessments document the hazards/aspects of the environment that needs to be checked on a regular basis, who could be harmed, existing controls, the seriousness of the risk/injury, any further action needed to control the risk, who is responsible for what action, when/how often will the action be undertaken, and how this will be monitored and checked and by whom.

The nursery carries out written risk assessments regularly (at least annually). These are regularly reviewed and cover potential risks to children, staff and visitors at the nursery. When circumstances change in the nursery, e.g. a significant piece of equipment is introduced; we review our current risk assessment or conduct a new risk assessment dependent on the nature of this change.

All staff are trained in the risk assessment process to ensure understanding and compliance.

All outings away from the nursery are individually risk assessed and adequately staffed with paediatric first aid trained practitioners. For more details refer to the visits and outings 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. Non Smoking/Vaping Policy**

THE NURSERY BUILDING, CAR PARK (LITTLE SQUIRRELS COMMUNITY NURSERY) PLAY AREAS AND ALL SCHOOL GROUNDS ARE NO SMOKING/VAPING AREAS.  
PLEASE RESPECT THE LAW AND DO NOT SMOKE/VAPE UNTIL YOU ARE OUTSIDE OF OUR PREMISES.

## 16. Alcohol and Substance Misuse Policy

At KNL Childcare Limited we are committed to providing a safe environment that helps to ensure the welfare of the children in our care. This includes making sure that children are not exposed to adults who may be under the influence of alcohol or other substances that may affect their ability to care for children.

### Alcohol

Under the Health and Safety at Work Act 1974, companies have a legal requirement to provide a safe working environment for all of their employees.

Anyone who arrives at the nursery clearly under the influence of alcohol will be asked to leave. If they are a member of staff, the nursery will investigate the matter and will initiate the disciplinary process as a result of which action may be taken, including dismissal. If they are a parent the nursery will judge if the parent is suitable to care for the child. The nursery may call the second contact on the child's registration form to collect them. If a child is thought to be at risk the nursery will follow the safeguarding children/child protection procedure and the police/children's social services may be called. If anyone arrives at the nursery in a car under the influence of alcohol the police will be contacted.

### Substance misuse

Anyone who arrives at the nursery under the influence of illegal drugs, or any other substance including medication, that affects their ability to care for children, will be asked to leave the premises immediately.

If they are a member of staff, an investigation will follow which may lead to consideration of disciplinary action, as a result of which dismissal could follow. If they are a parent the nursery will judge if the parent is suitable to care for the child. The nursery may call the second contact on the child's registration form to collect them. If a child is thought to be at risk the nursery will follow the safeguarding children/child protection procedure and the police may be called.

The nursery will contact the police if anyone (including staff, students, volunteers, contractors and visitors) is suspected of being in possession of illegal drugs or if they are driving or may drive when under the influence of illegal drugs. If they are a member of staff serious disciplinary procedures will be followed.

If a member of staff is taking prescriptive medication that may affect their ability to work, they must inform the nursery management team as soon as possible to arrange for a risk assessment to take place.

### Safeguarding/child protection

If a parent or carer is clearly over the alcohol limit, or under the influence of illegal drugs and it is believed the child is at risk we will follow our safeguarding/child protection procedures, contact Local Authority children's social care team and the police.

Staff will do their utmost to prevent a child from travelling in a vehicle driven by them and if necessary, the police will be called.

Where an illegal act is suspected to have taken place, the police will be called.

## 17. Health Policy

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

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.

### Our procedures

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

- If a child becomes ill during the nursery day, we contact their parent(s) and ask them to pick up their child as soon as possible. During this time, we care for the child in a quiet, calm area with their key person, wherever possible.
- 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.
- **We follow the guidance given to us by Public Health England (Health Protection In Schools and other childcare facilities) and advice from our local health protection unit on exclusion times for specific illnesses, e.g. sickness and diarrhoea, measles and chicken pox, to protect other children in the nursery**
- Should a child have an infectious disease, such as sickness and diarrhoea, they must not return to nursery until they have been clear for at least 48 hours. We inform all parents if there is a contagious infection identified in the nursery, to enable them to spot the early signs of this illness. We thoroughly clean and sterilise all equipment and resources that may have come into contact with a contagious child to reduce the spread of infection



- ☐ 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.
- ☐ We notify Ofsted as soon as possible and in all cases within 14 days of the incident where we have any child or staff member with food poisoning.
- ☐ We exclude all children on antibiotics for the first 24 hours of the course (unless this is part of an ongoing care plan to treat individual medical conditions e.g., asthma and the child is not unwell) This is because it is important that children are not subjected to the rigours of the nursery day, which requires socialising with other children and being part of a group setting, when they have first become ill and require a course of antibiotics. This is also to minimise the risk of the child suffering an adverse reaction to the medication whilst in nursery.
- ☐ We have the right to refuse admission to a child who is unwell. This decision will be taken by the manager on duty and is non-negotiable
- ☐ If we send a child home with a temperature of 37.8 degrees or higher, we will be asking you to keep them off for the next full day of nursery to minimise the risk of infections spreading.
- ☐ We make information/posters about head lice readily available and all parents are requested to regularly check their children's hair. If a parent finds that their child has head lice, we would be grateful if they could inform the nursery so that other parents can be alerted to check their child's hair.

## Accident and First Aid Procedure

When an accident or incident should occur, we ensure;

- ☐ The child is comforted and reassured first.
- ☐ The extent of the injury is assessed and if necessary, a call is made for medical support/ambulance.
- ☐ First aid procedures are carried out where necessary by a trained paediatric first aider.
- ☐ The person responsible for reporting accidents, incidents or near misses is the member of staff who saw the incident or was the first to find the child where there are no witnesses.
- ☐ The accident or incident is recorded on an Accident/Incident form and it is reported to the Management Team. Other staff who have witnessed the accident may also countersign the form and, in more serious cases, provide a statement. This should be done as soon as the accident/incident is dealt with, whilst the details are still clearly remembered.
- ☐ Parents are shown the accident/incident report and informed of any first aid treatment given. They are asked to sign it the same day or as soon as is reasonably practical afterwards.  
A member of the Management Team reviews the accident/incident forms regularly for patterns, e.g. one child having a repeated number of accidents, a particular area in the nursery or a particular time of the day when most accidents happen. Any patterns are investigated by the Management Team and all necessary steps to reduce risks are put in place.
- ☐ The Management Team reports any serious accidents/incidents to the registered person for investigation for further action to be taken (i.e., a full risk assessment or report under Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR))
- ☐ The accident/incident file is kept for at least 21 years and three months.
- ☐ Where medical attention is required a member of the Management Team will notify the parent(s) as soon as possible whilst caring for the child appropriately.
- ☐ Where medical treatment is required a member of the Management Team will follow the insurance company procedures, which may involve informing them in writing of the accident.
- ☐ A member of the Management Team will report any accidents of a serious nature to Ofsted and the local authority children's social care team (as the local child protection agency), where necessary. Where relevant such accidents will also be reported to the local authority environmental health department or the Health and Safety Executive and their advice followed.

Location of accident/incident files: Individual Settings Office

Contact Details:

Organisation	
Ofsted	03001231231
Local Authority Children's Reception Team	03003000117
Local Authority Environmental Health Department	01983 823000
Health and Safety Executive	03000031747
RIDDOR Report Form	<a href="http://www.hse.gov.uk/riddor/report.htm">http://www.hse.gov.uk/riddor/report.htm</a>

## Head Injuries

If a child has a head injury in the setting, then we will follow the following procedure:

- ☐ Comfort, calm and reassure the child.
- ☐ Assess the child's condition to ascertain if a hospital or ambulance is required. We will follow our procedure for this if this is required.
- ☐ If the skin is not broken, we will administer a cold compress for short periods of time, repeated until the parent arrives to collect their child.
- ☐ If the skin is broken then we will follow our first aid training and stem the bleeding.
- ☐ Call the parent and make them aware of the injury and if they need to collect their child.
- ☐ Complete the accident/incident form.
- ☐ Keep the child in a calm and quiet area whilst awaiting collection if applicable.
- ☐ We will continue to monitor the child and follow the advice on the NHS website as per all head injuries <https://www.nhs.uk/conditions/minor-head-injury/>
- ☐ For major head injuries we will follow our paediatric first aid training.

## First Aid

The first aid boxes are located in each room.

These are accessible at all times with appropriate content for use with children.

The appointed person responsible for first aid checks the contents of the box regularly and replaces items that have been used or are out of date.

First aid boxes should only contain items permitted by the Health and Safety (First Aid) Regulations Act 1981, such as sterile dressings, bandages and eye pads. No other medical items, such as paracetamol should be kept in them.

We aim for all of our staff to be trained in paediatric first aid and this training is renewed every three years.

All first aid trained staff are listed in every room. When children are taken on an outing away from our nursery, we will always ensure that they are accompanied by at least one member of staff who is trained in paediatric first aid. A first aid box is taken on all outings, along with any medication that needs to be administered in an emergency, including inhalers.

## Personal Protective Equipment (PPE)

The nursery provides staff with PPE according to the need of the task or activity. Staff must wear PPE to protect themselves and the children during tasks that involve contact with bodily fluids. PPE is also provided for domestic tasks. Staff are consulted when choosing PPE to ensure all allergies and individual needs are supported and this is evaluated on an ongoing basis.

## Dealing with blood

We may not be aware that any child attending the nursery has a condition that may be transmitted via blood. Any staff member dealing with blood must:

- ☐ Always take precautions when cleaning wounds as some conditions such as hepatitis or the HIV virus can be transmitted via blood.
- ☐ Wear disposable gloves and wipe up any blood spillage with disposable cloths, neat sterilising fluid or freshly diluted bleach (one part diluted with ten parts water). Such solutions must be carefully disposed of immediately after use.

## Needle punctures and Sharp's injury

We recognise that injuries from needles, broken glass and so on may result in blood-borne infections and that staff must take great care in the collection and disposal of this type of material. For the safety and well-being of the employees, any staff member dealing with needles, broken glass etc. must treat them as contaminated waste. If a needle is found the local authority must be contacted to deal with its disposal.

We treat our responsibilities and obligations in respect of health and safety as a priority and provide ongoing training to all members of staff which reflects best practice and is in line with current health and safety legislation.

## Meningitis procedure

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

### **Transporting children to hospital procedure**

The nursery manager/staff member must:

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

### **Allergies /dietary needs:**

At KNL Childcare Limited we believe that mealtimes should be happy, social occasions for children and staff alike. We promote shared, enjoyable positive interactions at these times.

We are committed to offering children healthy, nutritious and balanced meals and snacks which meet individual needs and requirements. We ask for information about food allergies and dietary needs during pre-visits to the setting.

We will ensure that:

- ☐ Fresh drinking water is always available and accessible. It is frequently offered to children and babies and intake is monitored. In hot weather staff will encourage children to drink more water to keep them hydrated
- ☐ We ask that if you are providing fruit juice or squash that this is given to your child during mealtimes at all other times the children will be offered milk or water unless there is a medical reason to prevent this. This is to help aid good teeth care for all children.
- ☐ Individual dietary requirements are respected. We gather information from parents regarding their children's dietary needs, including any special dietary requirements, preferences and food allergies that a child has and any special health requirements, before a child starts or joins the nursery. Where appropriate, we will carry out a risk assessment in the case of allergies and work alongside parents. 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.
- ☐ We give careful consideration to seating to avoid cross contamination of food from child to child. Where appropriate, an adult will sit with children during meals to ensure safety and minimise risks. Where appropriate, age/stage discussions will also take place with all children about allergies and potential risks to make them aware of the dangers of sharing certain foods
- ☐ Staff show sensitivity in providing for children's diets and allergies. They do not use a child's diet or allergy as a label for the child, or make a child feel singled out because of her/his diet or allergy
- ☐ Staff set a good example and if eating with the children they will show good table manners. Meal and snack times are organised so that they are social occasions in which children and staff participate in small groups. During meals and snack times children are encouraged to use their manners and say 'please' and 'thank you' and conversation is encouraged
- ☐ Staff use meal and snack times to help children to develop independence through making choices, serving food and drink, and feeding themselves
- ☐ Staff support children to make healthy choices and understand the need for healthy eating
- ☐ We provide foods from the diet of each of the children's cultural backgrounds, providing children with familiar foods and introducing them to new ones.
- ☐ 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.
- ☐ Cultural differences in eating habits are respected
- ☐ Any child who shows signs of distress at being faced with a meal he/she does not like will have his/her food removed without any fuss. If a child does not finish his/her first course, he/she will still be given a helping of dessert
- ☐ Children not on special diets are encouraged to eat a small piece of everything
- ☐ Children who refuse to eat at the mealtime are offered food later in the day
- ☐ Children are given time to eat at their own pace and not rushed
- ☐ Quantities offered take account of the ages of the children being catered for in line with recommended portion sizes for babies and young children
- ☐ We promote positive attitudes to healthy eating through play opportunities and discussions
- ☐ The nursery provides parents with daily written records of feeding routines for younger children
- ☐ No child is ever left alone when eating/drinking to minimise the risk of choking
- ☐ We will sometimes celebrate special occasions such as birthdays with the occasional treat of foods such as cake or biscuits. These will be given at snack time to prevent tooth decay and not spoil the child's appetite.

- ☐ We **do** allow parents to bring in cakes on special occasions. We ensure that all food brought in from parents meets the above and health and safety requirements and ingredients that are listed within the Food Information for Consumers (FIR) 2014 and detailed in the allergens policy and procedure. All food must be shop brought with a list of ingredients on the packaging.
- ☐ All staff who prepare and handle food are competent to do so and receive training in food hygiene which is updated every three years
- ☐ In the very unlikely event of any food poisoning affecting two or more children on the premises, whether or not this may arise from food offered at the nursery, we will inform Ofsted as soon as reasonably practical and in all cases within 14 days. We will also inform the relevant health agencies and follow any advice given.

#### **Lunch times:**

KNL Childcare Limited wish to promote the right environment for our pupils to understand the importance of making healthy food choices. Packed lunches and snacks represent at least a third of a child's daily intake of foods and nutrients, which presents a great opportunity to promote healthy food choices for children.

#### **Aims**

To make sure that children who bring a lunch from home to eat in Nursery have food that is just as healthy and nutritious as food served at schools that is regulated by national standards.

To give clear guidance to parents, carers, children and staff on providing a healthy packed lunch and snack. We believe that a healthy packed lunch can contribute to the health of children and needs to be consistent with the nutritional standards provided by Early Years Nutritional Guidelines.

The policy applies to all packed lunches and snack consumed within Nursery.

#### **Content of Packed Lunches**

- ☐ Fruit and vegetables; at least one portion of fruit, vegetables or salad a day. Ensure grapes and berries are cut in half (long ways).
- ☐ Carbohydrates; starchy food such as bread, pasta, rice, couscous, noodles, potatoes (not fried)
- ☐ Dairy; food such as milk, cheese, yoghurt, fromage frais, or soya products
- ☐ Drinks; water, pure fruit juice (no added sugar), milk, yogurt drinks or smoothies.
- ☐ Yogurts (NOT desert pots such as Milky bar pots, Corner Yogurts with smarties/chocoballs etc)
- ☐ Sandwich fillings – no peanut butter or chocolate spread
- ☐ All packed lunches should be age appropriate, so that the child can eat independently and should not need preparing by the teacher.
- ☐ Age-appropriate crisps or snacks
- ☐ A maximum of ONE sweet treat, such as a cake bar, small packet of biscuits or penguin bar.

#### **The following should not be included in packed lunches or snack**

- ☐ Fried food / takeaway i.e., McDonalds / KFC / Dominos
- ☐ Chocolate spread
- ☐ Nuts or nut products
- ☐ Fizzy/sugary drinks in cartons, bottles or cans (including diet or energy drinks which contain high levels of caffeine and other additives which are not suitable for children)
- ☐ Confectionary such as Chocolate bars, Chocolate buttons, Sweets, Haribo etc.
- ☐ Reformulated fruit products such as Fruit Strings/Fruit Winders/Bear Paws/Fruit Jellies/Yogurt covered strawberry bites. (These products contain very high levels of sugar and do not contain the fibre contained in whole fruit to balance it out making them very unhealthy for children's teeth and often containing more than half of a child's recommended daily intake of sugar.)
- ☐ Popcorn – This is considered a choking hazard for children under the age of 4 years old.

Any food that is provided in a child's lunchbox which does not meet our policy as explained above will be sent home with a note attached explaining why it was not offered to your child.

### **Special Diets and allergies**

We ask parents/carers to be aware of nut and other allergies. For this reason, pupils are not permitted to swap food items. As some children in Nursery may have nut allergies, we ask parents to refrain from including nuts, nut butter such as peanut butter and chocolate spread in their lunch boxes/bags.

### **Packed Lunch Containers**

We ask that parents/carers provide a packed lunch container where food items can be stored securely and appropriately until the lunch time period. As fridge space is limited, we advise the packed lunches are in insulated bags, preferably with freezer blocks to keep food cool especially in the summer months. Please ensure all lunch box containers are named.

### **Staff**

To support a whole Nursery approach, staff are encouraged to comply with this policy when bringing in packed lunches and eating with the children.

### **Facilities for Packed Lunches**

We will: -

- ☐ Provide appropriate facilities to store packed lunches in the rooms
- ☐ Make sure all Children have access to drinking water at all times (EYFS)
- ☐ Children under the age of 12 months will be given breast or formula milk (provided by the parent/carer)

### **Snack**

Snack will be offered during mid-morning to ensure children receive appropriate levels of energy and nutrition.

### **Monitoring**

To promote healthy eating, we will regularly monitor the content of packed lunches and snacks. We will talk to parents/carers where necessary and offer guidance on bringing healthy packed lunches and snack. If lunches are not deemed to meet nutritional standards parents will be advised on changes that need to be made. Any sweets or sugary drinks will be sent home at the end of the day. Water and milk will be provided as an alternative.

### **Birthdays and other celebrations**

We welcome shop bought cake being brought in for the children by their peers to celebrate their Birthdays or any other celebrations. If these are brought into nursery to share amongst the children, we will give them out during snack time.

### **Working with parents and carers**

We hope that all parents and carers will support this packed lunch and snack policy. We will offer advice and guidance to parents and carers on packed lunches and snack if required. We can offer a range of ways to support parents/carers e.g. information sheets, meetings, workshops, emails etc. Children on special diets following verified medical advice will be given due consultation.

An information leaflet supporting healthy lunchtimes can be found within the entrance areas to our settings.

### ***Drinks:***

We are aware of the importance of drinking fluids throughout the day. We provide milk and water at snack times and throughout the child's time at nursery. Parents/carers are asked to provide a clearly named bottle of water for their child. Squash or diluted fruit juice can be provided and offered during mealtimes to minimise sugar intake and help with good teeth care. We will refill these bottles with fresh water when needed throughout the day.

### ***Physical activity:***

We realise the importance of physical activity and outside play; we aim to offer these experiences every day. We use the 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:***

At KNL Childcare Limited we have a duty to protect the children in our care from infections. We promote the good health of all children attending through maintaining high hygiene standards and reducing the chances of infection being spread. We follow the HSE Guidance on Infection Control guidance to inform our decisions on exclusion from the setting but hold the right to refuse admission if the child appears unwell or we feel the risk of infection is still present.

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

We follow the guidance below to prevent a virus or infection from moving around the nursery. Our staff:

- ☐ Encourage all children to use tissues when coughing and sneezing to catch germs
- ☐ Ensure all tissues are disposed of in a hygienic way and all children and staff wash their hands once the tissue is disposed of
- ☐ Develop children's understanding of the above and the need for good hygiene procedures in helping them to stay healthy
- ☐ Wear the appropriate Personal Protective Equipment (PPE) when changing nappies, toileting children and dealing with any other bodily fluids. Staff are requested to dispose of these in the appropriate manner and wash hands immediately
- ☐ Clean and sterilise all potties and changing mats before and after each use
- ☐ Clean toilets at least daily and check them throughout the day
- ☐ Remind children to wash their hands before eating, after visiting the toilet, playing outside or being in contact with any animal and explain the reasons for this
- ☐ Clean all toys, equipment and resources on a regular basis by following a comprehensive cleaning rota and using antibacterial cleanser or through washing in the washing machine
- ☐ Wash or clean all equipment used by babies and toddlers as and when needed including when the children have placed it in their mouth
- ☐ Store toothbrushes (where applicable) hygienically to prevent cross-contamination
- ☐ Immediately clean and sterilise (where necessary) any dummy or bottle that falls on the floor or is picked up by another child
- ☐ Where applicable wear specific indoor shoes or slippers whilst inside the baby room and make sure that children wear them as well
- ☐ Follow the sickness and illness procedure when children are ill to prevent the spread of any infection in the nursery. Staff are also requested to stay at home if they are contagious.

In addition:

- ☐ The management team retains the right of refusal of all children, parents, staff and visitors who are deemed contagious and may impact on the welfare of the rest of the nursery
- ☐ Parents will be made aware of the need for these procedures in order for them to follow these guidelines whilst in the nursery
- ☐ Periodically each room in the nursery will be deep cleaned including carpets and soft furnishings to ensure the spread of infection is limited. This will be implemented earlier if the need arises
- ☐ The nursery will ensure stocks of tissues, hand washing equipment, cleaning materials and sterilising fluid are maintained at all times and increased during the winter months or when flu and cold germs are circulating

### **Oral Health**

The setting provides care for children and promotes health through promoting oral health and hygiene, encouraging healthy eating, healthy snacks and tooth brushing. Within our setting we aim to promote good oral health through the following:

- ☐ The children provide water bottles that are kept refilled by the staff throughout the day.
- ☐ Sugary drinks, juice or squash are only permitted at meal times.
- ☐ Only water and milk are offered with snacks.
- ☐ Children are offered healthy and nutritious snacks with no added sugar.
- ☐ Sweets and chocolate are not permitted in the children's lunch boxes.
- ☐ Encouraging and supporting parents to have a clear understanding of the importance of good oral health and tooth brushing.

## **18. Allergies and allergic reaction 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 an allergic reaction. Our aims are to ensure allergic reactions are minimised or, where possible, prevented and that staff are fully aware of how to support a child who may be having an allergic 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 management team 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 termly to ensure that they are current and that medication is in date.

An individual risk assessment / care plan 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.

Staff 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 and After School club lists are kept in the After School club file.

### **Signs and Symptoms:**

- ☐ Our staff are made aware of the signs and symptoms of a possible allergic reaction in case of an unknown or first reaction in a child. These may include a rash or hives, nausea, stomach pain, diarrhoea, itchy skin, runny eyes, shortness of breath, chest pain, swelling of the mouth or tongue, swelling to the airways to the lungs, wheezing and anaphylaxis
- ☐ Seating will be monitored for children with allergies. Where deemed appropriate, staff will sit with children who have allergies and where age/stage appropriate staff will discuss food allergies and the potential risks
- ☐ If a child has an allergic reaction to food, a bee or wasp sting, plant etc. a first-aid trained member of staff will act quickly and administer the appropriate treatment, where necessary. We will inform parents and record the information in the accident book.
- ☐ If an allergic reaction requires specialist treatment, e.g., an EpiPen, then at least two members of staff working directly with the child and the manager will receive specific medical training to be able to administer the treatment to each individual child. All staff as part of their paediatric first aid training receive anaphylaxis training.

### **Transporting children to hospital procedures**

The nursery manager/staff member must:

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

## 19. Medication Policy

At KNL Childcare Limited we promote the good health of children attending nursery and take necessary steps to prevent the spread of infection (see Health policy). If a child requires medicine, we will obtain information about the child's needs for this, and will ensure this information is kept up to date.

We follow strict guidelines when dealing with medication of any kind in the nursery and these are set out below.

### **Medication prescribed by a doctor, dentist, nurse or pharmacist**

*(Medicines containing aspirin will only be given if prescribed by a doctor)*

- ☐ Prescription medicine will only be given when prescribed by the above and for the person named on the bottle for the dosage stated
- ☐ Medicines must be in their original containers with their instructions printed in English
- ☐ Those with parental responsibility for any child requiring prescription medication should hand over the medication to the most appropriate member of staff who will then note the details of the administration on the appropriate form and another member of staff will check these details
- ☐ Those with parental responsibility must give prior written permission for the administration of each and every medication. However, we will accept written permission once for a whole course of medication or for the ongoing use of a particular medication under the following circumstances:
  1. The written permission is only acceptable for that brand name of medication and cannot be used for similar types of medication, e.g., if the course of antibiotics changes, a new form will need to be completed
  2. The dosage on the written permission is the only dosage that will be administered. We will not give a different dose unless a new form is completed
  3. Parents must notify us IMMEDIATELY if the child's circumstances change, e.g., a dose has been given at home, or a change in strength/dose needs to be given.
- ☐ The nursery will not administer a dosage that exceeds the recommended dose on the instructions unless accompanied by written instructions from a relevant health professional such as a letter from a doctor or dentist
- ☐ The parent must be asked when the child has last been given the medication before coming to nursery; and the staff member must record this information on the medication form. Similarly, when the child is picked up, the parent or guardian must be given precise details of the times and dosage given throughout the day. The parent's signature must be obtained at both times
- ☐ At the time of administering the medicine, a first aid trained member of staff will ask the child to take the medicine, or offer it in a manner acceptable to the child at the prescribed time and in the prescribed form. (It is important to note that staff working with children are not legally obliged to administer medication)
- ☐ If the child refuses to take the appropriate medication, then a note will be made on the form
- ☐ Where medication is "essential" or may have side effects, discussion with the parent will take place to establish the appropriate response.
- ☐ We exclude all children on antibiotics for the first 24 hours of the course (unless this is part of an ongoing care plan to treat individual medical conditions e.g. asthma and the child is not unwell) This is because it is important that children are not subjected to the rigours of the nursery day, which requires socialising with other children and being part of a group setting, when they have first become ill and require a course of antibiotics and to reduce the risk of a child having an allergic reaction or other side effects whilst at nursery.

### **Non-prescription medication (these will not usually be administered):**

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 Management team of the setting and there is an accepted reason to do so.

- ☐ The nursery will not administer any non-prescription medication containing aspirin
- ☐ The nursery will only administer non-prescription medication for a short initial period, dependant on the medication or the condition of the child. After this time medical attention should be sought
- ☐ If the nursery feels the child would benefit from medical attention rather than non-prescription medication, we reserve the right to refuse nursery care until the child is seen by a medical practitioner
- ☐ Giving non-prescription medication will be a last resort and the nursery staff will use other methods first to try and alleviate the symptoms (where appropriate). The child will be closely monitored until the parents collect the child
- ☐ For any non-prescription cream for skin conditions e.g., Sudocrem, prior written permission must be obtained from the parent and the onus is on the parent to provide the cream which should be clearly labelled with the child's name
- ☐ If any child is brought to the nursery in a condition in which he/she may require medication sometime during the day, the management team will decide if the child is fit to be left at the nursery. If the child is staying, the parent must be asked if any kind of medication has already been given, at what time and in what dosage and this must be stated on the medication form
- ☐ As with any kind of medication, staff will ensure that the parent is informed of any non-prescription medicines given to the child whilst at the nursery, together with the times and dosage given
- ☐ The nursery DOES NOT administer any medication unless prior written consent is given for each and every medicine.



### **Injections, pessaries, suppositories**

As the administration of injections, pessaries and suppositories represents intrusive nursing, we will not administer these without appropriate medical training for every member of staff caring for this child. This training is specific for every child and not generic. The nursery will do all it can to make any reasonable adjustments including working with parents and other professionals to arrange for appropriate health officials to train staff in administering the medication.

### **Staff medication**

All nursery staff have a responsibility to work with children only where they are fit to do so. Staff must not work with children where they are infectious or too unwell to meet children's needs. This includes circumstances where any medication taken affects their ability to care for children, for example, where it makes a person drowsy.

If any staff member believes that their condition, including any condition caused by taking medication, is affecting their ability they must inform their manager and seek medical advice. The nursery management team will decide if a staff member is fit to work, including circumstances where other staff members notice changes in behaviour suggesting a person may be under the influence of medication. This decision will include any medical advice obtained by the individual or from an occupational health assessment.

Where staff may occasionally or regularly need medication, any such medication must be kept in a container in a lockable cupboard in either the office or kitchen (depending on setting) where the staff may need easy access to the medication such as an asthma inhaler. In all cases it must be stored out of reach of the children. It must not be kept in the first aid box and should be labelled with the name of the member of staff.

### **Storage**

All medication for children must have the child's name clearly written on the original container and kept in a closed box, which is out of reach of all children. Emergency medication, such as inhalers and Epi-Pens, will be within easy reach of staff in case of an immediate need, but will remain out of children's reach. Any antibiotics requiring refrigeration must be kept in a fridge inaccessible to children.

All medications must be in their original containers, labels must be legible and not tampered with or they will not be given. All prescription medications should have the pharmacist's details and notes attached to show the dosage needed and the date the prescription was issued. This will all be checked, along with expiry dates, before staff agree to administer medication.

PLEASE NOTE: It is the responsibility of the Parent/Carer to ensure that the expiry date on ANY medicine has not passed. The setting is not responsible for checking that medicine is 'In Date'.

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. We will not admit children to the setting who have previously been given Calpol or a similar medication as they can mask symptoms of more serious illness, such as a fever.

## **20. Inclusion & Equality Policy**

KNL Childcare Ltd is committed to providing equal opportunities for all the children in our care, we take great care to treat each individual as a person in their own right, with equal rights and responsibilities to any other individual, whether they are an adult or a child. We are committed to providing equality of opportunity and anti-discriminatory practice for all children and families according to their individual needs. Discrimination on the grounds of gender, age, race, religion or belief, marriage or civil partnership, disability, sexual orientation, gender reassignment, pregnancy or maternity, ethnic or national origin, or political belief has no place within our nursery. We aim to provide an environment, which offers a comprehensive range of opportunities for each and every child.

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

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.

**The legal framework for this policy is based on:**

- ☐ Special Education Needs and Disabilities Code of Practice 2015 (updated 30/04/20)
- ☐ Children and Families Act 2014
- ☐ Equality Act 2010
- ☐ Childcare Act 2006
- ☐ Children Act 2004
- ☐ Care Standards Act 2000
- ☐ Special Educational Needs and Disability Act 2001.

All of the above criteria also apply 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 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.

**The nursery and staff are committed to:**

- ☐ Recruiting, selecting, training and promoting individuals on the basis of occupational skills requirements. In this respect, the nursery will ensure that no job applicant or employee will receive less favourable treatment because of age, sex, gender reassignment, disability, marriage or civil partnership, race, religion or belief, sexual orientation, pregnancy or maternity/paternity
- ☐ Providing a childcare place, wherever possible, for children who may have learning difficulties and/or disabilities or are deemed disadvantaged according to their individual circumstances, and the nursery's ability to provide the necessary standard of care
- ☐ Making reasonable adjustments for children with special educational needs and disabilities
- ☐ Striving to promote equal access to services and projects by taking practical steps (wherever possible and reasonable), such as ensuring access to people with additional needs and by producing materials in relevant languages and media for all children and their families
- ☐ Providing a secure environment in which all our children can flourish and all contributions are valued
- ☐ Including and valuing the contribution of all families to our understanding of equality, inclusion and diversity
- ☐ Providing positive non-stereotypical information
- ☐ Continually improving our knowledge and understanding of issues of equality, inclusion and diversity
- ☐ Regularly reviewing, monitoring and evaluating the effectiveness of inclusive practices to ensure they promote and value diversity and difference and that the policy is effective and practices are non-discriminatory
- ☐ Making inclusion a thread which runs through the entirety of the nursery, for example, by encouraging positive role models through the use of toys, imaginary play and activities, promoting non-stereotypical images and language and challenging all discriminatory behaviour.

**Recruitment**

Recruitment, promotion and other selection exercises such as redundancy selection will be conducted on the basis of merit, against objective criteria that avoid discrimination. Shortlisting should be done by more than one person if possible.

All members of the selection group will be committed to the inclusive practice set out in this policy and will have received appropriate training in this regard.

Application forms will be sent out along with a copy of the equal opportunities monitoring form. Application forms will not include questions that potentially discriminate on the grounds specified in the statement of intent.

Vacancies should generally be advertised to a diverse section of the labour market. Advertisements should avoid stereotyping or using wording that may discourage particular groups from applying.

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

Under the Equality Act 2010 you can only ask questions prior to offering someone employment in the following circumstances:

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

The National College for Teaching and Leadership provides further guidance specific to working with children:

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

*People with disabilities or chronic illnesses may have the capacity to teach, just as those without disabilities or medical conditions may be unsuitable to teach. Further information on training to teach with a disability is available from the DfE website.*

*Successful applicants offered a position may be asked to complete a fitness questionnaire prior to commencing the programme. Providers should not ask all-encompassing health questions, but should ensure that they only ask targeted and relevant health-related questions, which are necessary to ensure that a person is able to teach.*

### **Staff**

It is the policy not to discriminate in the treatment of individuals. All staff are expected to co-operate with the implementation, monitoring and improvement of this and other policies. All staff are expected to challenge language, actions, behaviours and attitudes which are oppressive or discriminatory on the grounds specified in this policy and recognise and celebrate other cultures and traditions. All staff are expected to participate in equality and inclusion training.

### **Training**

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

### **Early learning framework**

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

### **We do this by:**

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

## Dealing with discriminatory behaviour

At KNL Childcare we do not tolerate discriminatory behaviour and will take prompt action to tackle discrimination. We follow our legal duties in relation to discrimination and record all incidents of any perceived or actual discrimination on any grounds and report these back to the children's parents and the registering authority.

Types of discrimination:

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

Protected Characteristics

The nine protected characteristics are:

- ☐ Age
- ☐ Disability
- ☐ Gender Reassignment
- ☐ Race
- ☐ Religion or belief
- ☐ Sex
- ☐ Sexual Orientation
- ☐ Marriage or Civil Partnership
- ☐ Pregnancy and Maternity

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

Our Procedures

We tackle discrimination by:

- ☐ Providing inclusive early years practice where all staff are able to identify, understand and break down barriers to participation and belonging and create an ethos of quality.
- ☐ Consistently promoting the British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs to all practitioners, children and families in the setting. WE value diversity and celebrate differences in children and families.
- ☐ Providing training and support around this subject to support staffs understanding and confidence in challenging discriminatory practice.
- ☐ Challenging any observed instances of inequalities, discrimination and prejudice as they arise in play, conversation, books or other contexts from practitioners, children and families and follow this policy, as outlines below, to ensure that discriminatory behaviours against protected characteristics are not tolerated within our setting.
- ☐ Ensuring all children and families have a sense of belonging and they can see themselves and their families identity reflected in the setting.
- ☐ Expecting all staff in the nursery to be aware of and alert to any discriminatory behaviour, stereotyping, bias or bullying taking place in person or via an online arena.
- ☐ Expecting all staff to intervene firmly and quickly to prevent any discriminatory behaviour or bullying, this may include behaviour from parents and other staff members.
- ☐ Expecting all staff to treat any allegation seriously and report it to the nursery management team. Investigating and recording each incident in detail as accurately as possible and making this record and making this record available for inspection by staff, inspectors and parents where appropriate, on request. The management team is responsible for ensuring that incidents are handled appropriately and sensitively and entered in the record book. Any pattern of behaviour should be indicated. Perpetrator/victim's initials may be used in the record book as information on individuals is confidential to the nursery.
- ☐ Ensuring any online bullying or discriminatory behaviour is tackled immediately.

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

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

- ☐ Strategies are developed to prevent future incidents
- ☐ Patterns of behaviour are identified
- ☐ Persistent offenders are identified
- ☐ Effectiveness of nursery policies are monitored
- ☐ A secure information base is provided to enable the nursery to respond to any discriminatory behaviour or bullying.

If the behaviour shown by an individual is deemed to be radicalised, we will follow our procedure as detailed in our Safeguarding Children Policy and our Prevent Duty / Radicalisation Policy in order to safeguard the children and families concerned.

#### Nursery Staff

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

We aim to create an atmosphere where the victims of any form of discrimination have confidence to report such behaviour, and that subsequently they feel positively supported by the staff and management of the nursery.

It is incumbent upon all members of staff to ensure that they do not express any views or comments that are discriminatory; or appear to endorse such views by failing to counter behaviour, which is prejudicial in a direct manner. We expect all staff to use a sensitive and informed approach to counter any harassment perpetrated out of ignorance.

## 21. Special Educational Needs and Disability (SEND) code of practice policy

This policy has been created with regard to:

- ☐ The SEND Code of Practice 2015
- ☐ Children and Families Act 2014 (Part 3)
- ☐ Equality Act 2010
- ☐ Working Together to Safeguard Children (2023)
- ☐ EYFS.

At KNL Childcare Limited we are committed to the inclusion of all children. All children have the right to be cared for and educated to develop to their full potential alongside their peers through positive experiences, to enable them to share opportunities and experiences and develop and learn from each other. We provide a positive and welcoming environment where children are supported according to their individual needs and we work hard to ensure no children are discriminated against or put at a disadvantage as a consequence of their needs. Each child's needs are unique, therefore any attempt to categorise children is inappropriate. The nursery has regard to the statutory guidance set out in the Special Educational Needs and Disability code of practice (DfE 2015) to identify, assess and make provision for children's special educational needs.

We are committed to working in partnership with parents in order to meet their child's individual needs and develop to their full potential. We are committed to working with any child who has a specific need and/or disability and making reasonable adjustments to enable every child to make full use of the nursery's facilities. All children have a right to a broad and well-balanced early learning environment. Our Settings aim to have regard to the Department for Education 'Code of Practice' on the Identification and Assessment of Special Education Needs, and to provide a welcome and appropriate learning opportunity for all children, whilst upholding our confidentiality policy.

Where we believe a child may have additional needs that have previously been unacknowledged, we will work closely with the child's parents and any relevant professionals to establish if any additional action is required.

Where a child has additional needs, we feel it is paramount to find out as much as possible about those needs; any way that this may affect his/her early learning or care needs and any additional help he/she may need by:

- ☐ Liaising with the child's parents and, where appropriate, the child
- ☐ Liaising with any professional agencies
- ☐ Reading any reports that have been prepared

- ☐ Attending any review meetings with the local authority/professionals
- ☐ Observing each child's development and monitoring such observations regularly.

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

We will:

- ☐ Recognise each child's individual needs and ensure all staff are aware of, and have regard for, the Special Educational Needs Code of Practice
- ☐ Ensure that all children are treated as individuals/equals and are supported to take part in every aspect of the nursery day according to their individual needs and abilities
- ☐ Include all children and their families in our provision
- ☐ Identify the specific needs of children with special educational needs and/or disabilities and meet those needs through a range of strategies
- ☐ Ensure that children who learn at an accelerated pace e.g., gifted and talented children are also supported
- ☐ Encourage children to value and respect others
- ☐ Provide well informed and suitably trained practitioners to help support parents and children with special educational difficulties and/or disabilities
- ☐ Develop and maintain a core team of staff who are experienced in the care of children with additional needs and identify a Special Educational Needs and Disabilities Co-ordinator (SENCO) who is experienced in the care and assessment of children with additional needs. Staff will be provided with specific training relating to SEND and the SEND Code of Practice
- ☐ Monitor and review our practice and provision and, if necessary, make adjustments, and seek specialist equipment and services if needed
- ☐ Challenge inappropriate attitudes and practices
- ☐ Promote positive images and role models during play experiences of those with additional needs wherever possible
- ☐ Celebrate diversity in all aspects of play and learning.
- ☐ Work in partnership with parents and other agencies in order to meet individual children's needs, including the education, health and care authorities, and seek advice, support and training where required
- ☐ Share any statutory and other assessments made by the nursery with parents and support parents in seeking any help they or the child may need

Children with special needs, like all other children are admitted to the Nursery & Pre School after a full consultation between parents and the settings Management Team/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 management 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.

The nursery will undertake a Progress Check of all children at age two in accordance with the Code of Practice. The early years provider will also undertake an assessment at the end of the Early Years Foundation Stage (in the final term of the year in which a child turns five) to prepare an EYFS Profile of the child.

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

Our nursery Special Education Needs and Disabilities Co-ordinator (SENCO) are:

*Stacey Wilcox* is the special educational needs co-ordinator (SENCO) for Little Squirrels Community Nursery

*Stacey Wilcox* is the special educational needs co-ordinators (SENCO) St George's Nursery & Pre School

The role of the SENCO in our setting includes:

- ☐ ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting's approach to identifying and meeting SEN
- ☐ advising and supporting colleagues
- ☐ ensuring parents are closely involved throughout and that their insights inform action taken by the setting
- ☐ liaising with professionals or agencies beyond the setting
- ☐ taking the lead in implementing the graduated approach and supporting colleagues through each stage of the process.

We will:

- ☐ Designate a named member of staff to be the SENCO and share their name with parents
- ☐ Have high aspirations for all children and support them to achieve to their full potential
- ☐ Develop respectful partnerships with parents and families
- ☐ Ensure parents are involved at all stages of the assessment, planning, provision and review of their child's care and education and where possible include the thoughts and feelings voiced by the child
- ☐ Signpost parents and families to our Local Offer in order to access local support and services
- ☐ Undertake formal Progress Checks and Assessments of all children in accordance with the SEND Code of Practice January 2015
- ☐ Ensure that the provision for children with SEN and/or disabilities is the responsibility of all members of staff in the nursery through training and professional discussions
- ☐ Set out in our inclusive admissions practice on how we meet equality of access and opportunity
- ☐ Make reasonable adjustments to our physical environment to ensure it is, as far as possible suitable for children and adults with disabilities using the facilities
- ☐ Provide a broad, balanced, aspirational early learning environment for all children with SEN and/or disabilities and differentiated activities to meet all individual needs and abilities
- ☐ Liaise with other professionals involved with children with special educational needs and/or disabilities and their families, including transition arrangements to other settings and schools. (See our transitions policy).
- ☐ Use the graduated response system to assess, plan, do and review to ensure early identification of any SEND
- ☐ Ensure that children with special educational needs and/or disabilities and their parents are consulted at all stages of the graduated response, taking into account their levels of ability
- ☐ Review children's progress and support plans and work with parents to agree on further support plans
- ☐ Provide privacy of children with special educational needs and/or disabilities when intimate care is being provided
- ☐ Raise awareness of any specialism the setting has to offer, e.g., Makaton trained staff
  
- ☐ Ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g., additional support reviews, Education and Healthcare (EHC) plans, staff and management meetings, parental and external agencies' views, inspections and complaints. This information is collated, evaluated and reviewed annually
- ☐ Provide a complaints procedure and make available to all parents in a format that meets their needs e.g., Braille, audio, large print, additional languages
- ☐ Monitor and review our policy and procedures annually.

### **Effective assessment of the need for early help**

Local agencies should work together to put processes in place for the effective assessment of the needs of individual children who may benefit from early help services. Children and families may need support from a wide range of local agencies. Where a child and family would benefit from coordinated support from more than one agency (e.g., education, health, housing, police) there should be an inter-agency assessment. These early help assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989.

The early help assessment should be undertaken by a lead professional who should provide support to the child and family, act as an advocate on their behalf and coordinate the delivery of support services. The lead professional role could be undertaken by a General Practitioner (GP), family support worker, teacher, health visitor and/or special educational needs coordinator. Decisions about who should be the lead professional should be taken on a case-by-case basis and should be informed by the child and their family.

For an early help assessment to be effective:

- ☐ The assessment should be undertaken with the agreement of the child and their parents or carers. It should involve the child and family as well as all the professionals who are working with them;
- ☐ A teacher, GP, health visitor, early years' worker or other professional should be able to discuss concerns they may have about a child and family with a social worker in the local authority. Local authority children's social care should set out the process for how this will happen; and

- If parents and/or the child do not consent to an early help assessment, then the lead professional should make a judgement as to whether, without help, the needs of the child will escalate. If so, a referral into local authority children's social care may be necessary.

If at any time it is considered that the child may be a child in need as defined in the Children Act 1989, or that the child has suffered significant harm, or is likely to do so, a referral should be made immediately to local authority children's social care. This referral can be made by any professional. *Working Together to Safeguard Children 2023*.

### **Graduated Approach**

We follow the SEND Code of Practice (2015) recommendation that, in addition to the formal checks above, nurseries should adopt a graduated approach to assessment and planning, led and coordinated by a SENCO. Good practice of working together with parents, and the observation and monitoring of children's individual progress, will help identify any child with special educational needs or disability. This graduated approach will be led and coordinated by the SENCO and appropriate records will be kept according to the Code of Practice.

### **Assess**

In identifying a child as needing SEN support, the key person, working with the SENCO and the child's parents, will carry out an analysis of the child's needs. This initial assessment will be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond the setting. Where professionals are not already working with the setting, the SENCO will contact them, with the parents' agreement.

### **Plan**

Where it is decided to provide SEN support, and having formally notified the parents, the key person and the SENCO, in consultation with the parent, will agree the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans will take into account the views of the child.

The support and intervention provided will be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs should be identified and addressed. Parents will be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

### **Do**

The child's key person will be responsible for working with the child on a daily basis. With support from the SENCO, they will oversee the implementation of the intervention agreed as part of SEN support. The SENCO will support the key person in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

### **Review**

The effectiveness of the support and its impact on the child's progress will be reviewed in line with the agreed date. The impact and quality of the support will be evaluated by the key person and the SENCO in full consultation with the child's parents and taking into account the child's views. Information will be shared with parents about the impact of the support provided.

Assess - The key person works with the setting SENCO and the child's parents and brings together all the information, then analyses the child's needs.

Plan - The key person and the SENCO will agree, in consultation with the parent, the outcomes they are seeking for the child, the interventions and support to be put in place, the expected impact on progress, development and behaviour and finally a date for review.

Do - The child's key person implements the agreed interventions or programmes

Review - On the agreed date, the key person and SENCO working with the child's parents, and taking into account the child's views, will review the effectiveness of the support and the impact of the support on the child's progress. They will then evaluate the impact and quality of support on the child.

### **Education and Health Care Plan (EHCP)**

Some children and young people may require an EHC needs assessment in order to decide whether it is necessary to develop an EHC plan. The purpose of an EHC plan is to make adjustments and offer support to meet the special educational needs of the child, to secure the best possible outcomes for them across education, health and social care.

The local authority will conduct the EHC needs assessment and take into account a wide range of evidence, including

- evidence of the child's developmental milestones and rate of progress
- information about the nature, extent and context of the child's SEN
- evidence of the action already being taken by us as the early years provider to meet the child's SEN



- ☐ evidence that, where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided
- ☐ evidence of the child's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies.

We will then work with the local authority and other bodies to ensure that the child receives the support they need to gain the best outcomes.

## 22. Safeguarding Children Policy

At KNL Childcare Limited we work with children, parents, external agencies and the community to ensure the welfare and safety of children and to give them the very best start in life. Children have the right to be treated with respect, be helped to thrive and to be safe from any abuse in whatever form.

We support the children within our care, protect them from maltreatment and have robust procedures in place to prevent the impairment of children's health and development. In our setting we strive to protect children from the risk of radicalisation and we promote acceptance and tolerance of other beliefs and cultures (please refer to our inclusion and equality policy for further information). Safeguarding is a much wider subject than the elements covered within this single policy, therefore this document should be used in conjunction with the nursery's other policies and procedures.

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

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

### Legal framework and definition of safeguarding

- ☐ Children Act 1989 and 2004
- ☐ Childcare Act 2006 (amended 2016)
- ☐ Safeguarding Vulnerable Groups Act 2006
- ☐ Children and Social Work Act 2017
- ☐ The Statutory Framework for the Early Years Foundation Stage (EYFS) 2024
- ☐ Working together to safeguard children 2023
- ☐ Keeping children safe in education 2022
- ☐ Data Protection Act 2018
- ☐ Education Inspection Framework 2023
- ☐ Prevent Duty 2023
- ☐ What to do if you're worried a child is being abused 2015
- ☐ Counter-Terrorism and Security Act 2015 and 2019.

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

- ☐ Protecting children from maltreatment
- ☐ Preventing the impairment of children's health or development
- ☐ Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- ☐ Taking action to enable all children to have the best outcomes.

*(Definition taken from the HM Government document 'Working together to safeguard children 2018).*

It also reminds us that safeguarding "Everyone who comes into contact with children and families has a role to play." (WTSC 2018 p. 5)

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"

### **Policy intention**

To safeguard children and promote their welfare we will:

- ☐ Create an environment to encourage children to develop a positive self-image
- ☐ Provide positive role models and develop a safe culture where staff are confident to raise concerns about professional conduct
- ☐ Support staff to notice the softer signs of abuse and know what action to take
- ☐ Encourage children to develop a sense of independence and autonomy in a way that is appropriate to their age and stage of development
- ☐ Provide a safe and secure environment for all children
- ☐ Promote tolerance and acceptance of different beliefs, cultures and communities
- ☐ Help children to understand how they can influence and participate in decision-making and how to promote British values through play, discussion and role modelling
- ☐ Always listen to children
- ☐ Provide an environment where practitioners are confident to identify where children and families may need intervention and seek the help, they need
- ☐ Share information with other agencies as appropriate.

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.

We are aware that abuse does occur in our society and we are vigilant in identifying signs of abuse and reporting concerns. Our practitioners have a duty to protect and promote the welfare of children. Due to the many hours of care we are providing, staff may often be the first people to identify that there may be a problem. They may well be the first people in whom children confide information that may suggest abuse or to spot changes in a child's behaviour which may indicate abuse.

Our prime responsibility is the welfare and well-being of each child in our care. As such we believe we have a duty to the children, parents and staff to act quickly and responsibly in any instance that may come to our attention. This includes sharing information with any relevant agencies such as local authority services for children's social care, health professionals or the police. All staff will work with other agencies in the best interest of the child, including as part of a multi-agency team, where needed.

The Settings aim to:

- ☐ Keep the child at the centre of all we do, maintaining children's welfare as our paramount concern.
- ☐ Ensure staff are trained right from induction to understand the child protection and safeguarding policy and procedures, are alert to identify possible signs of abuse (including the signs known as softer signs of abuse), understand what is meant by child protection and are aware of the different ways in which children can be harmed, including by other children through bullying or discriminatory behaviour
- ☐ Be aware of the increased vulnerability of children with Special Educational Needs and Disabilities (SEND) and other vulnerable or isolated families and children
- ☐ Ensure that all staff feel confident and supported to act in the best interest of the child, share information and seek the help that the child may need
- ☐ Ensure that all staff are familiar and updated regularly with child protection training and procedures and kept informed of changes to local/national procedures, including thorough annual safeguarding newsletters and updates

- ❑ Make any child protection referrals in a timely way, sharing relevant information as necessary in line with procedures set out by the Isle of Wight safeguarding partnership.
- ❑ Ensure that information is shared only with those people who need to know in order to protect the child and act in their best interest
- ❑ Keep the setting safe online using appropriate filters, checks and safeguards, monitoring access at all times
- ❑ Ensure that children are never placed at risk while in the charge of nursery staff
- ❑ Identify changes in staff behaviour and act on these as per the Staff Behaviour Policy
- ❑ Take any appropriate action relating to allegations of serious harm or abuse against any person working with children or living or working on the nursery premises including reporting such allegations to Ofsted and other relevant authorities
- ❑ Ensure parents are fully aware of child protection policies and procedures when they register with the nursery and are kept informed of all updates when they occur.
- ❑ 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;
- ❑ Regularly review and update this policy with staff and parents where appropriate and make sure it complies with any legal requirements and any guidance or procedures issued by the **Isle Wight Council**.
- ❑ Providing an environment and culture in which children feel safe, secure, valued and respected, confident to talk openly and sure of being listened to.
- ❑ Develop appropriate and positive relationships between children and the adults that care for them;
- ❑ Provide suitable support and guidance so that children have a range of appropriate adults who they feel confident to approach if they are in difficulties;
- ❑ Use 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;
- ❑ 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.
- ❑ Develop effective and supportive liaison with other agencies.

We will support children by offering reassurance, comfort and sensitive interactions. We will devise activities according to individual circumstances to enable children to develop confidence and self-esteem within their peer group and support them to learn how to keep themselves safe.

KNL Childcare Ltd adheres to the Isle of Wight Safeguarding Children partnership Procedures.

The full IOW LSCP procedures document and additional guidance relating to specific safeguarding issues can be found on the website: [www.iowscp.org.uk](http://www.iowscp.org.uk)

#### **Contact telephone numbers**

Local authority children's social care team **01983 822099**

Local authority Designated Officer (LADO) **01962 876364**

Isle of Wight Safeguarding Children Partnership (IOWSCP): **01983 814545**

Local Authority referral team **Hants Direct 0300 300 0117**

NSPCC **0800 800 5000**

Ofsted **0300 123 1231**

Emergency police **999**

Non-emergency police **101**

Government helpline for extremism concerns **020 7340 7264**

Prevent/Hampshire County Council:

Hampshire Adult Services **03005551386**

Hampshire Children's Services **03005551384**

Child exploitation and online protection command (CEOP) <http://www.ceop.police.uk/safety-centre>

#### ***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  
Safer Recruitment  
Whistle-Blowing  
Domestic abuse / honour-based violence / forced marriage  
Non mobile baby bruising protocol

### **Types of abuse and particular procedures followed**

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by harming them or by failing to act to prevent harm. Children may be abused within a family, institution or community setting by those known to them or a stranger. This could be an adult or adults, another child or children.

*What to do if you're worried a child is being abused (advice for practitioners) 2015.*

The signs and indicators listed below may not necessarily indicate that a child has been abused, but will help us to recognise that something may be wrong, especially if a child shows a number of these symptoms or any of them to a marked degree.

### **Indicators of child abuse**

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

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

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

### **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

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 or there are warning signs in regards to domestic violence.

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.

### **Peer on peer abuse**

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

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 partnership.

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 LSCP procedures ([www.iowscp.org.uk](http://www.iowscp.org.uk)) for supporting children who are at risk of harm as a result of their own behaviour.

### **Physical abuse**

Action needs to be taken if staff have reason to believe that there has been a physical injury to a child, including deliberate poisoning, where there is definite knowledge or reasonable suspicion that the injury was inflicted or knowingly not prevented. These symptoms may include bruising or injuries in an area that is not usual for a child, e.g. fleshy parts of the arms and legs, back, wrists, ankles and face.

Many children will have cuts and grazes from normal childhood injuries. These should also be logged and discussed with staff.

Children and babies may be abused physically through shaking or throwing. Other injuries may include burns or scalds. These are not usual childhood injuries and should always be logged and discussed with the designated safeguarding lead (DSL) and/or management team.

### **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 setting.

### **Breast Ironing**

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

- ☐ Abscesses
- ☐ Cysts
- ☐ Itching
- ☐ Tissue damage

- ☐ Infection
- ☐ Discharge of milk
- ☐ Dissymmetry of the breasts
- ☐ Severe fever

### **Fabricated illness**

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

### **Sexual abuse**

Action needs to be taken if the staff member has witnessed an occasion(s) where a child indicated sexual activity through words, play, drawing, had an excessive preoccupation with sexual matters or had an inappropriate knowledge of adult sexual behaviour or language. This may include acting out sexual activity on dolls/toys or in the role play area with their peers, drawing pictures that are inappropriate for a child, talking about sexual activities or using sexual language or words. The child may become worried when their clothes are removed, e.g., for nappy changes.

The physical symptoms may include genital trauma, discharge and bruises between the legs or signs of a sexually transmitted disease (STD). Emotional symptoms could include a distinct change in a child's behaviour. They may be withdrawn or overly extroverted and outgoing. They may withdraw away from a particular adult and become distressed if they reach out for them, but they may also be particularly clingy to a potential abuser so all symptoms and signs should be looked at together and assessed as a whole.

If a child starts to talk openly to an adult about abuse, they may be experiencing the procedure below will be followed:

#### **Procedure:**

- ☐ The adult should reassure the child and listen without interrupting if the child wishes to talk
- ☐ The observed instances will be detailed in a confidential report
- ☐ The observed instances will be reported to the nursery management team or DSL
- ☐ The matter will be referred to the local authority children's social care team (see reporting procedures).

### **Child Sexual Exploitation (CSE)**

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

Signs and indicators may include:

- ☐ Physical injuries such as bruising or bleeding
- ☐ Having money or gifts they are unable to explain
- ☐ Sudden changes in their appearance
- ☐ Becoming involved in drugs or alcohol, particularly if you suspect they are being supplied by older men or women.
- ☐ Becoming emotionally volatile (mood swings are common in all young people, but more severe changes could indicate that something is wrong)
- ☐ Using sexual language that you wouldn't expect them to know
- ☐ Engaging less with their usual friends
- ☐ Appearing controlled by their phone
- ☐ Switching to a new screen when you come near the computer
- ☐ Nightmares or sleeping problems
- ☐ Running away, staying out overnight, missing school
- ☐ Changes in eating habits
- ☐ Talk of a new, older friend, boyfriend or girlfriend
- ☐ Losing contact with family and friends or becoming secretive
- ☐ Contracting sexually transmitted diseases.

### **Child Criminal exploitation (CCE)**

“Child criminal exploitation is common in county lines and occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18. The victim may have been criminally exploited even if the activity appears consensual.

Child criminal exploitation does not always involve physical contact; it can also occur through technology. Criminal exploitation of children is broader than just county lines and includes for instance children forced to work on cannabis farms or to commit theft”. Home Office 2018.

We will be aware of the possibility of CSE and the signs and symptoms this may manifest as. If we have concerns we will follow the same procedures as for other concerns and we will record and refer as appropriate.

Some of the following can be indicators of CCE:

- ☐ Children who appear with unexplained gifts or new possessions.
- ☐ Children who associate with other young people involved in exploitation.
- ☐ Children who suffer from changes in emotional well-being.
- ☐ Children who misuse drugs and alcohol.
- ☐ Children who go missing for periods of time or regularly come home late.
- ☐ Children who regularly miss school or education or do not take part in education.

### **County Lines**

The National Crime Agency (NCA) describes county lines as a term used to describe gangs and organised criminal networks involved in exporting illegal drugs from big cities into smaller towns, using dedicated mobile phone lines or other form of ‘deal line’. Customers will live in a different area to where the dealers and networks are based, so drug runners are needed to transport the drugs and collect payment.

Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes and care homes.

Signs and indicators to be aware of include:

- ☐ Changes in the way young people you might know dress
- ☐ Unexplained, sometimes unaffordable new things (e.g. clothes, jewellery, cars etc.)
- ☐ Missing from home or schools and/or significant decline in performance
- ☐ New friends or relationships with those who don’t share any mutual friendships with the victim or anyone else
- ☐ May be carrying a weapon
- ☐ Receiving more texts or calls than usual
- ☐ Sudden influx of cash, clothes or mobile phones
- ☐ Unexplained injuries
- ☐ Significant changes in emotional well-being
- ☐ Young people seeming unfamiliar with your community or where they are
- ☐ Truancy, exclusion, disengagement from school
- ☐ Gang association or isolation from peers or social networks

### **Cuckooing**

Cuckooing is a form of county lines crime in which drug dealers take over the home of a vulnerable person in order to criminally exploit them as a base for drug dealing, often in multi-occupancy or social housing properties. Signs that this is happening in a family property may be an increase in people entering or leaving the property, an increase in cars or bikes outside the home, windows covered or curtains closed for long periods, family not being seen for extended periods, signs of drug use or an increase in anti-social behaviour at the home. If we recognise any of these signs, we will report our concerns as per our reporting process.

### **Up skirting**

Up skirting involves taking a picture of someone’s genitals or buttocks under their clothing without their knowledge, either for sexual gratification or in order to humiliate, or distress, the individual. This is a criminal offence and any such action would be reported as per our reporting process.

### **Child abuse linked to faith or belief (CALFB)**

Child abuse linked to faith or belief (CALFB) can happen in families where there is a concept of belief in:

- ☐ Witchcraft and spirit possession, demons or the devil acting through children or leading them astray (traditionally seen in some Christian beliefs)
- ☐ The evil eye or djinns (traditionally known in some Islamic faith contexts) and dakini (in the Hindu context)

- Ritual or multi murders where the killing of children is believed to bring supernatural benefits, or the use of their body parts is believed to produce potent magical remedies.
- Use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation.

This is not an exhaustive list and there will be other examples where children have been harmed when adults think that their actions have brought bad fortune.

### **Adult sexual exploitation**

As part of our safeguarding procedures, we will also ensure that staff and students are safeguarded from sexual exploitation.

### **Emotional abuse**

Action should be taken if the staff member has reason to believe that there is a severe, adverse effect on the behaviour and emotional development of a child, caused by persistent or severe ill treatment or rejection.

This may include extremes of discipline where a child is shouted at or put down on a consistent basis, lack of emotional attachment by a parent, or it may include parents or carers placing inappropriate age or developmental expectations upon them. Emotional abuse may also be imposed through the child witnessing domestic abuse and alcohol and drug misuse by adults caring for them.

The child is likely to show extremes of emotion with this type of abuse. This may include shying away from an adult who is abusing them, becoming withdrawn, aggressive or clingy in order to receive their love and attention. This type of abuse is harder to identify as the child is not likely to show any physical signs.

### **Neglect**

Action should be taken if the staff member has reason to believe that there has been any type of neglect of a child (for example, by exposure to any kind of danger, including cold, starvation or failure to seek medical treatment, when required, on behalf of the child), which results in serious impairment of the child's health or development, including failure to thrive.

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

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

### **Domestic Abuse / Honour Based Violence / Forced Marriages**

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

### **Reporting Procedures**

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

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

The designated safeguarding lead will:

- Contact the Local Authority children's social care team to report concerns and seek advice. If it is believed a child is in immediate danger, we will contact the police. If the safeguarding concern relates to an allegation against an adult working or volunteering with children then the DSL will follow the reporting allegations procedure (see below).
- Record the information and action taken relating to the concern raised
- Speak to the parents (unless advised not to do so by LA children's social care team)
- The designated safeguarding lead will follow up with the Local Authority children's social care team if they have not contacted the setting within the timeframe set out in Working Together to Safeguarding Children (2023). We will never assume that action has been taken,

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



### **Recording Suspicions of Abuse and Disclosures**

Staff should make an objective record of any observation or disclosure, supported by the nursery management team or designated safeguarding lead (DSL). 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.

This record should include:

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

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.

These records should be signed by the person reporting this and the DSL, dated and kept in a separate confidential file. If a child starts to talk to an adult about potential abuse, it is important not to promise the child complete confidentiality. This promise cannot be kept. It is vital that the child is allowed to talk openly and disclosure is not forced or words put into the child's mouth. As soon as possible after the disclosure details must be logged accurately.

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.

It may be thought necessary that through discussion with all concerned the matter needs to be raised with the local authority children's social care team and Ofsted. Staff involved may be asked to supply details of any information/concerns they have with regard to a child. The nursery expects all members of staff to co-operate with the local authority children's social care, police, and Ofsted in any way necessary to ensure the safety of the children.

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.

The Nursery has due regard to the data protection principles as in the Data Protection Act 2018 and General Data Protection Regulations (GDPR). These do not prohibit the collection and sharing of personal information, even without consent if this would put the child at further risk. We will follow the principles around data collection and information sharing, and ensure any information is recorded and shared in an appropriate way.

Staff must not make any comments either publicly or in private about the supposed or actual behaviour of a parent or member of staff.

### **Informing parents**

Parents are normally the first point of contact. If a suspicion of abuse is recorded, parents are informed at the same time as the report is made, except where the guidance of the local authority children's social care team/police does not allow this. This will usually be the case where the parent or family member is the likely abuser or where a child may be endangered by this disclosure. In these cases, the investigating officers will inform parents.

### **Confidentiality**

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

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 is maintained and that all members of the community are safeguarded.

### **Support to families**

The nursery takes every step in its power to build up trusting and supportive relations among families, staff, students and volunteers within the nursery.

The nursery continues to welcome the child and the family whilst enquiries are being made in relation to abuse in the home situation. Parents and families will be treated with respect in a non-judgmental manner whilst any external investigations are carried out in the best interest of the child.

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

### **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.

### **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.

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 the allegation is against the Proprietor/Director, you can speak in confidence to the General Manager, who will follow the above procedure.

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

### **Allegations against adults working or volunteering with children**

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. If the allegation is in regards to the Director it will be referred immediately to the General Manager. If an allegation is made against a member of staff, student or volunteer or any other person who works on the nursery premises regardless of whether the allegation relates to the nursery premises or elsewhere, we will follow the procedure below.

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 setting'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](mailto: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'*

### **Procedures for Managing Allegations Against Staff:**

The allegation should be reported to the most senior management team member on duty. If this person is the subject of the allegation, then this should be reported to another member of the management team instead.

The Local Authority Designated Officer (LADO) and Ofsted will then be informed immediately in order for this to be investigated by the appropriate bodies promptly:

- ☐ The LADO will be informed immediately for advice and guidance
- ☐ If as an individual you feel this will not be taken seriously or are worried about the allegation getting back to the person in question then it is your duty to inform the LADO and OFSTED yourself directly – LADO - **01962 876364** / OFSTED **0300 123 1231**
- ☐ A full investigation will be carried out by the appropriate professionals (LADO, Ofsted) to determine how this will be handled
- ☐ The nursery will follow all instructions from the LADO and Ofsted and ask all staff members to do the same and co-operate where required
- ☐ Support will be provided to all those involved in an allegation throughout the external investigation in line with LADO support and advice
- ☐ The nursery reserves the right to suspend any member of staff during an investigation
- ☐ All enquiries/external investigations/interviews will be documented and kept in a locked file for access by the relevant authorities
- ☐ Unfounded allegations will result in all rights being reinstated
- ☐ Founded allegations will be passed on to the relevant organisations including the local authority children's social care team and where an offence is believed to have been committed, the police.
- ☐ Founded allegations will be dealt with as gross misconduct in accordance with our disciplinary procedures and may result in the termination of employment, Ofsted will be notified immediately of this decision.
- ☐ The nursery will also notify the Disclosure and Barring Service (DBS) to ensure their records are updated
- ☐ All records will be kept until the person reaches normal retirement age or for 21 years and 3 months years if that is longer. This will ensure accurate information is available for references and future DBS checks and avoids any unnecessary reinvestigation
- ☐ The nursery retains the right to dismiss any member of staff in connection with founded allegations following an inquiry
- ☐ Counselling will be available for any member of the nursery who is affected by an allegation, their colleagues in the nursery and the parents.

### **Monitoring children's attendance / Children missing from education**

As part of our requirements under the statutory framework and guidance documents we are required to monitor children's attendance patterns to ensure they are consistent and no cause for concern.

Parents should please inform the nursery prior to their children taking holidays or days off, and all sickness should be called or e-mailed into the nursery on the day so the nursery management are able to account for a child's absence.

If a child has not arrived at nursery within one hour of their normal start time the parents will be called to ensure the child is safe and healthy. If the parents are not contactable then the further emergency contacts will be used to ensure all parties are safe. Staff will work their way down the emergency contact list until contact is established and we are made aware that all is well with the child and family. It is a parent's responsibility to keep their emergency contact details up to date. If contact is not established, we would assess if it would be appropriate to contact relevant authorities in order to allow them to investigate further.

Where a child is part of a child protection plan, or during a referral process, any absences will immediately be reported to the local authority children's social care team to ensure the child remains safeguarded.

This should not stop parents taking precious time with their children, but enables children's attendance to be logged so we know the child is safe.

### **Looked after children**

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

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

Please refer to the Looked After Children policy for further details.

### **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.

### **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.

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 2023.

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;  
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.

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 ask all staff to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, cautions, reprimands and warnings.

## **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.

### **All staff and volunteers**

The EYFS 2024 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.

Our policy is to provide a secure and safe environment for all children. We only allow an adult who is employed by the nursery to care for children and who has an enhanced clearance from the Disclosure and Barring Service (DBS) to be left alone with children. We will obtain enhanced criminal records checks (DBS) for all volunteers and do not allow any volunteers to be unsupervised with children.

All staff will attend safeguarding children training and receive initial basic safeguarding children training during their induction period. This will include the procedures for spotting signs and behaviours of abuse and abusers/potential abusers, recording and reporting concerns and creating a safe and secure environment for the children in the nursery. During induction staff will be given contact details for the LADO (local authority designated officer), the local authority children's social care team and Ofsted to enable them to report any safeguarding concerns, independently, if they feel it necessary to do so.

We have named persons within the nursery who take lead responsibility for safeguarding and co-ordinate child protection and welfare issues, known as the Designated Safeguarding Leads (DSL), there is always at least one designated person on duty during all opening hours of the setting. These designated persons will receive comprehensive training at least every two years and update their knowledge on an ongoing basis, but at least once a year.

The nursery DSL's liaise with the local authority children's social care team, undertakes specific training, including a child protection training course, and receives regular updates to developments within this field. They in turn support the ongoing development and knowledge update of all staff on the team.

Although, under the EYFS, we are only required to have one designated lead for safeguarding, for best practice and to ensure cover at all times, we have two/three designated leads in place. This enables safeguarding to stay high on our priorities at all times. There will always be at least one designated lead on duty at all times our provision is open. This will ensure that prompt action can be taken if concerns are raised.

The Designated Safeguarding Leads (DSL) at KNL Childcare Limited are:

*Emma Seabrook & Stacey Wilcox* are the DSL at St George's Nursery & Pre School.

*Imogen Gardner & Natasha Moody* are the DDSL at St George's Nursery & Pre School.

*Hellena Burrows, Karen White, & Stacey Wilcox* are the DSL at Little Squirrels Community Nursery.

*Catherine Saunders & Veronica Dougal* are the DDSL at Little Squirrels Community Nursery.

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;

- ☐ We provide adequate and appropriate staffing resources to meet the needs of all children
- ☐ Applicants for posts within the nursery are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974. Candidates are informed of the need to carry out checks before posts can be confirmed. Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information
- ☐ We give staff members, volunteers and students regular opportunities to declare changes that may affect their suitability to care for the children. This includes information about their health, medication or about changes in their home life such as child protection plans for their own children
- ☐ This information is also stated within every member of staff's contract
- ☐ We request DBS checks on a 3 yearly basis/or we use the DBS update service (with staff consent) to re-check staff's criminal history and suitability to work with children
- ☐ We abide by the requirements of the EYFS and any Ofsted guidance in respect to obtaining references and suitability checks for staff, students and volunteers, to ensure that all staff, students and volunteers working in the setting are suitable to do so
- ☐ We ensure we receive at least two written references BEFORE a new member of staff commences employment with us
- ☐ All students will have enhanced DBS checks conducted on them before their placement starts
- ☐ Volunteers, including students, do not work unsupervised
- ☐ We abide by the requirements of the Safeguarding Vulnerable Groups Act 2006 and the Childcare Act 2006 in respect of any person who is disqualified from providing childcare, is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of child protection concern
- ☐ We have procedures for recording the details of visitors to the nursery and take security steps to ensure that we have control over who comes into the nursery so that no unauthorised person has unsupervised access to the children
- ☐ All visitors/contractors will be supervised whilst on the premises, especially when in the areas the children use
- ☐ As a staff team we will be fully aware of how to safeguard the whole nursery environment and be aware of potential dangers on the nursery boundaries such as drones or strangers lingering. We will ensure the children remain safe at all times
- ☐ The Staff Behaviour Policy sits alongside this policy to enable us to monitor changes in behaviours that may cause concern. All staff sign up to this policy too to ensure any changes are reported to management so we are able to support the individual staff member and ensure the safety and care of the children is not compromised
- ☐ All staff have access to and comply with the whistleblowing policy which will enable them to share any concerns that may arise about their colleagues in an appropriate manner
- ☐ Signs of inappropriate staff behaviour may include inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images. This is not an exhaustive list, any changes in behaviour must be reported and acted upon immediately
- ☐ All staff will receive regular supervision meetings where opportunities will be made available to discuss any issues relating to individual children, child protection training and any needs for further support
- ☐ We use peer on peer and manager observations in the setting to ensure that the care we provide for children is at the highest level and any areas for staff development are quickly highlighted. Peer observations allow us to share constructive feedback, develop practice and build trust so that staff are able to share any concerns they may have. Any concerns are raised with the designated lead and dealt with in an appropriate and timely manner
- ☐ The deployment of staff within the nursery allows for constant supervision and support. Where children need to spend time away from the rest of the group, the door will be left ajar or other safeguards will be put into action to ensure the safety of the child and the adult.
- ☐ Liaise 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 Partnership 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.*

Additional guidance includes:

'What to do if you are Worried About a Child Being Abused' (DfE 2015)  
Information Sharing advice for safeguarding practitioners (2015)

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.

**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. We also operate a Phones and Other Electronic Devices and Social Media policy which states how we will keep children safe from these devices whilst at nursery. This also links to our Online Safety policy.



### **Early help services**

When a child and/or family would benefit from support but do not meet the threshold for Local Authority Social Care Team, a discussion will take place with the family around early help services.

Early help provides support as soon as a concern/area of need emerges, helping to improve outcomes and prevent escalation onto local authority services. Sometimes concerns about a child may not be of a safeguarding nature and related more to their individual family circumstances. The Nursery will work in partnership with parents/carers to identify any early help services that would benefit your child or your individual circumstances, with your consent, this may include family support, foodbank support, counselling or parenting services.

### **Extremism – the Prevent Duty**

Under the Counter-Terrorism and Security Act 2015 we have a duty to refer any concerns of extremism to the police (In Prevent priority areas the local authority will have a Prevent lead who can also provide support).

This may be a cause for concern relating to a change in behaviour of a child or family member, comments causing concern made to a member of the team (or other persons in the setting) or actions that lead staff to be worried about the safety of a child in their care. We have a Prevent Duty and Radicalisation policy in place. Please refer to this for specific details.

### **Online Safety.**

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.

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 2024 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 setting's 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.

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

### **Educational Programmes and Staying Safe**

We recognise that early year's 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.

### **Human Trafficking and Slavery**

Please refer to our Human Trafficking and Slavery policy for detail on how we keep children safe in this area.

Our nursery has a clear commitment to protecting children and promoting welfare. Should anyone believe that this policy is not being upheld, it is their duty to report the matter to the attention of the management team at the earliest opportunity.

## 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. This can be found in the Office.

## 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.

## 23. 'PREVENT DUTY' Extremism – the Prevent Duty / radicalisation policy

Working Together to Safeguard Children (2023) defines extremism. It states *“Extremism goes beyond terrorism and includes people who target the vulnerable – including the young – by seeking to sow division between communities on the basis of race, faith or denomination; justify discrimination towards women and girls; persuade others that minorities are inferior; or argue against the primacy of democracy and the rule of law in our society.”*

*Extremism is defined in the Counter Extremism Strategy 2015 as the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. We also regard calls for the death of members of our armed forces as extremist”*

Under the Counter-Terrorism and Security Act 2015 we have a duty to refer any concerns of extremism to the police (In Prevent priority areas the local authority will have a Prevent lead who can also provide support).

This may be a cause for concern relating to a change in behaviour of a child, family member or adult working with the children in the setting, comments causing concern or actions that lead staff to be worried about the safety of a child in their care.

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

- ☐ isolating themselves from family and friends
- ☐ talking as if from a scripted speech
- ☐ unwillingness or inability to discuss their views
- ☐ a sudden disrespectful attitude towards others
- ☐ increased levels of anger
- ☐ increased secretiveness, especially around internet use.

We will tackle radicalisation by:

- ☐ Training all staff to understand what is meant by the Prevent Duty and radicalisation
- ☐ Ensuring staff understand how to recognise early indicators of potential radicalisation and terrorism threats and act on them appropriately in line with national and local procedures
- ☐ Make any referrals relating to extremism to the police (or the Government helpline) in a timely way, sharing relevant information as appropriate
- ☐ Ensure our nursery is an inclusive environment, tackle inequalities and negative points of view and teach children about tolerance through British Values
- ☐ Using the Government document Prevent Duty Guidance for England and Wales

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 2023 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

#### **24. Bruising in Non-Mobile Babies and Children Protocol**

Bruising in babies who are not rolling or crawling is unusual. National and local serious case reviews have identified the need for heightened concern about any bruising in a baby who is not independently mobile. It is important that any suspected bruising is fully assessed even if the parents feel they are able to give a reason for it.

Any bruising (Blood in the soft tissues; producing a temporary, non-blanching discolouration of skin however faint or small with or without other skin abrasions or marks.

Colouring may vary from yellow, through green, to brown, or purple) or a mark that might be bruising, in a child of any age who is not independently mobile, that is observed by or brought to the attention of any professional must be taken as a matter for inquiry and concern.

A child is considered non-mobile if they are not yet crawling, bottom shuffling, pulling to stand, cruising around furniture or walking independently; includes all children under the age of six months. An older infant or child with a disability with any of the risk indicators would also warrant careful consideration.

**Non-Mobile:** a baby (or older child with a disability) who cannot crawl, pull to stand, 'cruise' around furniture, or is toddling. Babies or children who can roll are classed as **non-mobile** for the purposes of this procedure. Professionals must use their judgement regarding babies who can sit independently but cannot crawl, depending on severity of the injury, the account of the parent or care giver and the plausibility.

Unexplained bruising (or bruising without an acceptable explanation) in a child not independently mobile must always raise suspicion of maltreatment. It should result in an immediate Referral

Any injury in a non-mobile infant or child causes concern of particular worry are injuries to infants six months and under. Any injuries are unusual in this age group, unless accompanied by a full consistent explanation. Even small injuries may be significant, and they may be a sign that another hidden injury is already present. Such injuries include:

- ☐ Small single bruises e.g., on face, cheeks, ears, chest, arms or legs, hands or feet or trunk;
- ☐ Bruised lip or torn frenulum (small area of skin between the inside of the upper and lower lip and gum);
- ☐ Lacerations, abrasions or scars;
- ☐ Bite marks;
- ☐ Burns and scalds;
- ☐ Pain, tenderness or failing to use an arm or leg which may indicate pain or discomfort and an underlying fracture;
- ☐ Small bleeds into the whites of the eyes or other eye injuries.

#### **Action to be taken on identifying actual or suspected bruising**

- a) If the infant appears seriously ill or injured: a) Seek emergency treatment at an emergency department (ED).
- b) Notify Children's Services of your concerns and the child's location.

In all other cases:

- a) Record what is seen, using a body map or line drawing
- b) Record any explanation or comments by the parent/carer word for word.
- c) Refer to Children's Services who will take responsibility for arranging further multi-agency assessment. The first part of this will be a paediatric assessment, arranged by Children's Services, which the child should attend within 4 hours of receipt of the referral by Children's Services

Inform parents of your professional responsibility to follow HIPS LSCPs procedures and that any action by Children's Services will be informed by a paediatrician's opinion. Give parents a copy of the 'Bruising in young babies – Information for parents and carers' leaflet and answer any questions they may have.

In the specific situation where the child has been presented to an emergency department (ED) by parents/carers and the presenting complaint is the bruise or the trauma that is reported to have led to the bruise:

- a) A full history must be taken, recording any explanation or comments by the parents/carers word for word.
- b) The infant must be fully undressed and examined for evidence of current or past trauma and any other medical conditions.
- c) Investigations or treatment necessary should be arranged promptly.
- d) The child must be examined by a senior ED doctor. If there is uncertainty about the cause of the bruise a senior paediatrician should also examine the child.
- e) If after review and discussion between senior colleague's child maltreatment is now suspected a referral should be made to Children's Services for a multi-agency assessment
- f) In all situations risk factors for abuse in the family must be considered and Children's Services must always be contacted by the assessing clinician to find out if any risks for abuse are known.
- g) Information should also be shared routinely with health visiting and primary care.

Professionals are advised to 'suspect abuse' and refer to Children's Services in the following situations:

- a) If a child or young person has bruising in the shape of a hand, ligature, stick, teeth mark, grip or implement.
- b) If there is bruising or petechiae (tiny red or purple spots) that are not caused by a medical condition (for example, a bleeding disorder) and if the explanation for the bruising is unsuitable. Examples include: • Bruising in a child who is not independently mobile
  - Multiple bruises or bruises in clusters
  - Bruises of a similar shape and size
  - Bruises on any non-bony part of the body or face including the eyes, ears and buttocks
  - Bruises on the neck that look like attempted strangulation
  - Bruises on the ankles and wrists that look like ligature marks

#### **Action following referral to Children's Services**

Children's Services will arrange an urgent paediatric assessment (unless already done, as in 4.3) and gather background information about the family.

The child must attend for a paediatric assessment **within 4 hours** of Children's Services receiving the referral. This should include a detailed history from the carer, review of past medical history and family history including any previous reports of bruising, and enquiry about vulnerabilities within the family. The paediatrician should explain the findings of the assessment to the parents.

A strategy discussion must take place **between the social worker, police and paediatrician** and the outcome explained to the parents. The paediatric opinion should be given about the possibility of child maltreatment on the balance of probabilities and this must be considered in the light of other information available from health (including the GP), social care and police records including the Police National Computer. The opinion should be given verbally **and in writing immediately following the paediatric assessment** (preferably using the 'PPOF – Preliminary Paediatric Opinion Form').

### **Specific considerations**

**Birth injury:** Both normal birth and instrumental delivery may lead to bruising and to bleeding into the white of the eye. However, staff should be alert to the possibility of physical abuse even within a hospital setting and follow this protocol if they believe the injury was not due to the delivery.

**Birthmarks:** These may not be present at birth, and appear during the early weeks or months of life. Mongolian blue spots can look like bruising. These are rare in children of white European background, but very common in children of African, Middle Eastern, Mediterranean or Asian background. These do NOT need to be referred under this protocol. Where a practitioner believes a mark is likely to be a birthmark but requires further advice to be certain, the practitioner should seek advice from a senior colleague or the GP who should see the child the same day. If there is still uncertainty a referral should be made to Children's Services.

**Self-inflicted injury:** It is very rare for non-mobile infants to injure themselves. Suggestions that a bruise has been caused by the infant hitting themselves with a toy, or hitting the bars of a cot, should not be accepted without detailed assessment by a paediatrician and social worker. Sometimes, even when children are moving around by themselves, there can be concern about how a mark or bruise occurred and in these situations a referral should always be made to Children's Services.

**Injury from other children:** It is unusual but not unknown for siblings to injure a baby. In these circumstances, the infant must still be referred for further assessment, which must include a detailed history of the circumstances of the injury, and consideration of the parents' ability to supervise their children.

## **25. Modern Slavery and Human Trafficking Policy**

### **Legislation**

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

### **Background**

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

Modern slavery is a term that covers:

- ☐ Slavery
- ☐ Servitude and forced or compulsory labour
- ☐ Human trafficking.

Victims of modern slavery are also likely to be subjected to other types of abuse such as physical, sexual and emotional abuse. This policy should be used alongside the following policies to ensure all children, staff, parents and visitors are fully safeguarded:

- ☐ Safeguarding and child protection
- ☐ Whistleblowing
- ☐ Equality and inclusion

For an adult or child to have been a victim of human trafficking there must have been:

- ☐ *Action* (e.g., recruitment, transportation, transfer, harbouring or receipt of a child for the purpose of exploitation)
- ☐ *Means* (threat or use of force, coercion, abduction, abuse of power or vulnerability) There does not need to be "means" for children as they are not able to give informed consent
- ☐ *Purpose* (e.g., sexual exploitation, forced labour or domestic servitude, slavery, financial exploitation, illegal adoption, removal of organs).

### **Signs of abuse**

Action should be taken if they appear to have some of these possible signs including; under the control of someone else and reluctant to interact with others, the victim has few personal belongings and wears the same clothes every day or wears

unsuitable clothes for work. The victim is not able to move around freely and is reluctant to talk to strangers or the authorities including appearing frightened, withdrawn or shows signs of physical or psychological abuse.

**Procedure:**

When a concern is raised about slavery or trafficking then we will follow our safeguarding procedure. If the child (or adult) is at risk of immediate harm then the police will be called, otherwise the local authority will be contacted and the referral process will be followed as per the safeguarding procedure.

If we had suspicions and it was not possible to have a confidential conversation, we would not want to confront them or cause a scene, as this will likely lead to an increase in harm for them. Instead, we would inform the relevant authorities or organisations working in the field.

- ☐ Modern Slavery Helpline – 0800 121 700
- ☐ Crimestoppers – 0800 555 111
- ☐ Police – 111/999

## 26. Domestic Abuse, Honour Based Violence and Forced Marriage policy

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

*"Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This abuse can encompass but is not limited to*

- ✓ *psychological*
- ✓ *physical*
- ✓ *sexual*
- ✓ *financial*
- ✓ *emotional.*

The Serious Crime Act 2015 section 76 created a new offence of "controlling or coercive behaviour in an intimate or family relationship".

The Domestic Violence, Crime and Victims Act 2004 extended provisions to help stop domestic abuse and created the new offence of "causing or allowing the death of a child or vulnerable adult". This Act was amended in 2012 by the Domestic Violence, Crime and Victims (Amendment) Act 2012 to include 'causing or allowing serious physical harm (equivalent to grievous bodily harm) to a child or vulnerable adult'.

Where domestic abuse is taking place in a child's home the child is at risk of harm, whether they witness the violence or not. This may take the form of physical abuse, sexual abuse, emotional abuse or neglect. At KNL Childcare Limited we ensure that if there are any signs or symptoms that domestic abuse may be occurring, we act without haste and follow our main safeguarding children policy.

Signs may include:

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

As part of our duty to keep children safe we provide the following:

Support leaflets and numbers for females and males who may be experiencing domestic abuse

Signs that children may have witnessed domestic abuse include:

- ☐ Anxiety
- ☐ Regressive behaviours
- ☐ Constant or regular sickness, such as colds or headaches
- ☐ Difficulties with concentration
- ☐ Emotional and behavioural difficulties
- ☐ Withdrawal
- ☐ Low self-esteem.

We will raise awareness of domestic abuse within our setting by:

- ☐ Ensuring all staff can identify the signs and symptoms of domestic abuse and know how to report concerns.
- ☐ Sharing information with external organisations that can offer support with incidents of domestic abuse. The information will be displayed in visible spaces within the setting.
- ☐ Providing all stakeholders with the telephone number for the free 24-hour National Domestic Abuse Helpline (0808 2000 247)
- ☐ Sharing our domestic abuse policy and Child Protection and Safeguarding policies with all stakeholders.

If we are concerned that domestic abuse is happening within a home and a child is at risk, we will follow our safeguarding policies reporting procedures.

Where incidents of domestic abuse are shared by an employee or parent/carer, we will respect confidentiality at all times and not share information, without permission.

However, we will share this information, without permission, in cases of child protection or where we believe there is an immediate risk of serious harm to the person involved.

### **Honour based Violence**

'Honour' based violence (HBV) is a type of domestic abuse which occurs in the name of so called 'honour'. Some families believe that certain actions bring shame on the family and may react with punishment. This may be rejecting a forced marriage, having a relationship not approved by the family, wearing the wrong clothing or wearing makeup. This can happen in families from a variety of cultures and countries and also happens within the UK. Signs of HBV may include changes in behaviour of the person undergoing the violence, changes in how they dress or act and also in comments they make.

If signs of HBV are present in a parent or staff member within the nursery then we will act and follow our child protection policy to keep children safe in the environment as well as seeking support for the adult involved.

### **Forced Marriage**

We are aware arranged marriages are part of some cultural practices. We also recognise there is a clear distinction between a marriage in which the both parties are willing and able to give an informed consent to, and a marriage which is forced. Forced marriage is a criminal offence.

A forced marriage is a marriage in which one or both spouses do not and/or cannot consent to the marriage and duress is involved. If we become aware of a forced marriage occurring then we will report it to the appropriate body. If the person is under the age of 18 then we will follow our child protection reporting procedure.

## **27. 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/preschool 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 and 2016  
Children's Act (1989 and 2004)  
Adoption and Children's Act 2002  
Children and Young Persons Act 2008  
Children and Families Act 2014  
Children and Social Work Act (2017).

### ***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: Stacey Wilcox at Little Squirrels Community Nursery  
Stacey Wilcox at St George's Nursery & 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 involving 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.

### **Private Fostering**

Private fostering is an arrangement made between the parent and the private foster carer, who then becomes responsible for caring for the child in such a way as to safeguard and promote their welfare.

A privately fostered child is a child under the age of 16 (18 if a disabled child) who is cared for and provided with accommodation etc. for more than 28 days and where the care is intended to continue by someone other than:

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

It is a statutory duty for us to inform the local authority where we are made aware of a child who may be subject to private fostering arrangements. We will do this by contacting the local authority children's social care team.

## **28. Outing Policy**

At **KNL** Childcare Limited we offer children a range of local outings including walks and visits off the premises. We believe that planned outings and visits complement and enhance the learning opportunities inside the nursery environment and extend children's experiences. We always seek parents' permission for children to be included in such outings.

## Procedures

Visits and outings are carefully planned using the following guidelines, whatever the length or destination of the visit:

- ☐ A pre-visit checklist, full risk assessment and outings plan will always be carried out by a senior member of staff before the outing to assess the risks or hazards which may arise for the children, and identify steps to be taken to remove, minimise and manage those risks and hazards. We will endeavour to visit the venue prior to the visit. This will ensure that the chosen venue is appropriate for the age, stage and development of the children
- ☐ Written permission will always be obtained from parents before taking children on trips. 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.
- ☐ We provide appropriate staffing levels for outings dependent on an assessment of the safety and the individual needs of the children.
- ☐ At least one member of staff will hold a valid and current paediatric first aid certificate and this will be increased where risk assessment of proposed activity deems it necessary
- ☐ A fully stocked first aid kit will always be taken on all outings along with any special medication or equipment required
- ☐ Completed trip registers together with all parent and staff contact numbers will be taken on all outings
- ☐ Regular headcounts will be carried out throughout the outing. Timings of headcounts will be discussed in full with the nursery management team prior to the outing
- ☐ All staff will be easily recognisable by other members of the group; they will wear the nursery uniform and high visibility vests/jackets.
- ☐ Any volunteers will be briefed on safety routines and our regulations for outings.
- ☐ A fully charged mobile phone will be taken as a means of emergency contact
- ☐ In the event of an accident, staff will assess the situation. If required, the group will return to nursery immediately and parents will be contacted to collect their child. In the event of a serious accident an ambulance will be called at the scene, as well as parents being contacted. One member of staff will accompany the child to the hospital, and the rest of the group will return to the nursery.
- ☐ Staff ratio will increase to 1:2 (3 months – 2 years) and 1:3 (2 - 3 years) and 1:5 (3 – 8 years).

## Risk assessment/outings plan

The full risk assessment and outing plan will be available for parents to see before giving consent. This plan will include details of:

- ☐ The name of the designated person in charge - the outing leader
- ☐ The name of the place where the visit will take place
- ☐ The estimated time of departure and arrival
- ☐ The number of children, age range of children, the ratio of staff to children, children's individual needs and the group size
- ☐ The equipment needed for the trip, i.e. first aid kit, mobile phone, coats, safety reins, pushchairs, rucksack, packed lunch etc.
- ☐ Staff contact numbers
- ☐ Method of transportation and travel arrangements (including the route)
- ☐ Financial arrangements
- ☐ Emergency procedures
- ☐ The name of the designated first aider and the first aid provision
- ☐ Links to the child's learning and development needs.

## Use of vehicles for outings

- ☐ All staff members shall inform parents in advance of any visits or outings involving the transportation of children away from the nursery
- ☐ The arrangements for transporting children will always be carefully planned and where necessary additional people will be recruited to ensure the safety of the children. This is particularly important where children with disabilities are concerned
- ☐ All vehicles used in transporting children are properly licensed, inspected and maintained
- ☐ If a coach is to be used, it will be fully seat belted, fully insured and have a current MOT.
- ☐ All vehicles used are fitted to the supplier's instructions with sufficient numbers of safety restraints appropriate to the age/weight of the children carried in the vehicle. Any mini buses/coaches are fitted with 3-point seat belts
- ☐ When we use a mini bus, we check that the driver is over 21 years of age and holds a Passenger Carrying Vehicle (PCV) driving licence. This entitles the driver to transport up to 16 passengers
- ☐ When children are being transported, we maintain ratios.

When planning a trip or outing using vehicles, records of vehicles and drivers including licenses, MOT certificates and business use insurance are checked. If a vehicle is used for outings the following procedures will be followed:

- ☐ Ensure seat belts are used
- ☐ Ensure the maximum seating is not exceeded
- ☐ All children will be accompanied by a registered member of staff

- ☐ No child will be left in a vehicle unattended
- ☐ Extra care will be taken when getting into or out of a vehicle
- ☐ The vehicle will be equipped with a fire extinguisher and emergency kit containing warning triangle, torch, blankets, wheel changing equipment etc.

### **Lost children**

In the event of a child being lost, the Lost Child Procedure will be followed. Any incidents or accidents will be recorded in writing and Ofsted will be contacted and informed of any incidents.

There may be opportunities for parents to assist on outings. A member of the management team, will speak to parents prior to the visit regarding health and safety and code of conduct.

### **In the event of an emergency (including a terrorist attack)**

In the event of an emergency whilst out on a visit, we encourage staff to find a safe haven and remain there until the danger passes. Each outing will have a detailed risk assessment, which covers all these risks and is planned ahead.

This could cover other issues such as extreme weather, emergency (such as an ill or injured child) etc.

## **29. 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/carers of each child only, plus the management team.

The Management team 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 Local Authority Early Years Department and OFSTED.

We are registered with Data Protection – See General Data Protection Regulation Policy.

We can be audited at any time to check on 2 year, 3year and 4year funding and Working Family Tax Credit/Child Tax Credit/Universal Credit.

## **30. General Data Protection Regulation (GDPR) 2018**

Effective from 25th May 2018 the General Data Protection Regulation (GDPR) will replace the current Data Protection Act 1998. The Isle of Wight Council Local Authority is the Data Controller for the purposes of the GDPR. They collect information and may receive information about your child from your Early Years Setting. They hold this personal data and use it to:

- ☐ Support your child's teaching and learning;
- ☐ Monitor and report on their progress;
- ☐ Provide appropriate pastoral care;
- ☐ Deliver our statutory duties, including financial & sufficiency planning;
- ☐ Carry out statistical analysis; and
- ☐ Assess how well your Early Years Setting is doing.

This information includes your child's contact/address details, date of birth, attendance for funding allocations, Foundation Stage Profile results and personal characteristics such as your child's gender, ethnicity, first language and special educational needs.

***They will not give information about you to anyone outside the IW Council without your consent unless the law and our rules allow them to.*** They are required by law to pass some of your information to the Department for Education (DfE). If you require more information about how the Local Authority (LA) and/or DfE store and use your information, then please look at the following websites:

**Isle of Wight Council:** Isle of Wight Local Authority  
County Hall  
Newport  
Isle of Wight PO30 1UD

<https://www.iwight.com/Council/OtherServices/Data-Protection/Introduction>

**The Department for Education:**

Public Communications Unit  
Department for Education  
Sanctuary Buildings  
Great Smith Street  
London SW1P 3BT

[www.education.gov.uk](http://www.education.gov.uk)

Email: <http://www.education.gov.uk/help/contactus>  
Telephone: 0370 000 2288

**Information Commissioner's Office (ICO)**

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

<https://ico.org.uk/for-organisations/guide-to-data-protection/>

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.

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 18<sup>th</sup> 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.

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 and St George's Nursery & 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.

### **31. 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 Disclosure and barring service 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: 5 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., safeguarding children, 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 disclosure and barring service for all staff and volunteers who have substantial access to children. See 'Safer Recruitment' – in safeguarding policy

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.

### **32. Concerns & Complaints Procedure**

At KNL Childcare Limited we believe that parents are entitled to expect courtesy and prompt, careful attention to their individual needs and wishes. We hope that at all times parents are happy with the service provided and we encourage parents to voice their appreciation to the staff concerned.

We record all compliments and share these with staff.

We welcome any suggestions from parents on how we can improve our services, and will give prompt and serious attention to any concerns that parents may have. Any concerns will be dealt with professionally and promptly to ensure that any issues arising from them are handled effectively and to ensure the welfare of all children, enable ongoing cooperative partnership with parents and to continually improve the quality of the nursery.

We have a formal procedure for dealing with complaints where we are not able to resolve a concern. Where any concern or complaint relates to child protection, we follow our \*Safeguarding/Child Protection Policy.

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

## Internal complaints procedure

### Stage 1

If any parent should have cause for concern or any queries regarding the care or early learning provided by the nursery, they should in the first instance take it up with the child's key person or a senior member of staff.

### Stage 2

If the issue remains unresolved or parents feel they have received an unsatisfactory outcome, then they must present their concerns in writing as a formal complaint to the nursery management team. The management team will then investigate the complaint and report back to the parent within **2 working days**. The management team will document the complaint fully and the actions taken in relation to it in the complaints log book. (Most complaints are usually resolved informally at stage 1 or 2.) 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.

### Stage 3

If the matter is still not resolved, the nursery will hold a formal meeting between members of the management team and parents to ensure that it is dealt with comprehensively. The nursery will make a record of the meeting and document any actions.

All parties present at the meeting will review the accuracy of the record, and be asked to sign to agree it and receive a copy. This will signify the conclusion of the procedure. 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.

### Stage 4

If the matter cannot be resolved to their satisfaction, then parents have the right to raise the matter with Ofsted. Parents are made aware that they can contact Ofsted at any time they have a concern, including at all stages of the complaint's procedure, and are given information on how to contact Ofsted. Ofsted is the registering authority for nurseries in England and investigates all complaints that suggest a provider may not be meeting the requirements of the nursery's registration. It will risk assesses all complaints made and may visit the nursery to carry out a full inspection where it believes requirements are not met.

A record of complaints will be kept in the nursery. The record will include the name of the complainant, the nature of the complaint, date and time complaint received, action(s) taken, result of any investigations and any information given to the complainant including a dated response.

Parents will be able to access this record if they wish; however, all personal details relating to any complaint will be stored confidentially and will be only accessible by the parties involved. Ofsted inspectors will have access to this record at any time during visits to ensure actions have been met appropriately.

### Contact details for Ofsted:

Email: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

Telephone: **0300 123 1231**

### By post:

Ofsted  
Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

Parents will also be informed if the nursery becomes aware that they are going to be inspected and after inspection the nursery will provide a copy of the report to parents and/or carers of children attending on a regular basis.

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

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.

### 33. Achieving Positive Behaviour Policy

At KNL Childcare Limited we believe that children flourish best when they know how they and others are expected to behave. Children gain respect through interaction with caring adults who act as good role models, show them respect and value their individual personalities. The nursery actively promotes British values and encourages and praises positive, caring and polite behaviour at all times and provides an environment where children learn to respect themselves, other people and their surroundings.

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

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 Management team 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 aim to:

- ☐ Recognise the individuality of all our children and that some behaviours are normal in young children e.g., biting
- ☐ Encourage self-discipline, consideration for each other, our surroundings and property
- ☐ Encourage children to participate in a wide range of group activities to enable them to develop their social skills
- ☐ Ensure that all staff act as positive role models for children
- ☐ Encourage parents and other visitors to be positive role models and challenge any undesired behaviour shown
- ☐ Work in partnership with parents by communicating openly
- ☐ Praise children and acknowledge their positive actions and attitudes, therefore ensuring that children see that we value and respect them
- ☐ Encourage all staff working with children to accept their responsibility for implementing the goals in this policy and to be consistent
- ☐ Promote non-violence and encourage children to deal with conflict peacefully
- ☐ Provide a key person system enabling staff to build a strong and positive relationship with children and their families
- ☐ Provide activities and stories to help children learn about accepted behaviours, including opportunities for children to contribute to decisions about accepted behaviour where age/stage appropriate
- ☐ Supporting and developing self-regulation and empathy as appropriate to stage of development
- ☐ Have a named person who has overall responsibility for behaviour management.

**The named person** for managing behaviour:

Stacey Wilcox is the appointed Behaviour Management Co-ordinator at Little Squirrels Community Nursery

Stacey Wilcox is the appointed Behaviour Management Co-ordinator at St George's Nursery & Pre School

Will:

- ☐ Advise and support other staff on behaviour concerns
- ☐ Along with each senior staff member will keep up to date with legislation and research relating to behaviour
- ☐ Support changes to policies and procedures in the nursery



- Access relevant sources of expertise where required and act as a central information source for all involved
- Attend regular external training events, and ensure all staff attend relevant in-house or external training for behaviour management. Keep a record of staff attendance at this training.

Our nursery rules are concerned with safety, care and respect for each other. We keep the rules to a minimum and ensure that these are age and stage appropriate. We regularly involve children in the process of setting rules to encourage cooperation and participation and ensure children gain understanding of the expectations of behaviour relevant to them as a unique child.

Children who behave inappropriately, for example, by physically abusing another child or adult e.g. biting, or through verbal bullying, are helped to talk through their actions and apologise where appropriate. We make sure that the child who has been upset is comforted and the adult will confirm that the other child's behaviour is not acceptable. We always acknowledge when a child is feeling angry or upset and that it is the behaviour that is not acceptable, not the child.

#### **When children behave in unacceptable ways:**

- We never use or threaten to use physical punishment/corporal punishment such as smacking or shaking
- We only use physical intervention for the purpose of averting immediate danger or personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary. We keep a record of any occasions where physical intervention is used and inform parents on the same day, or as reasonably practicable
- We recognise that there may be times where children may have regular occasions where they lose control and may need individual techniques to restrain them. This will only be carried out by staff who have been appropriately trained to do so. Any restraints will only be done following recommended guidance and training and only with a signed agreement from parents on when to use it. We will complete an incident form following any restraints used and notify the parents – see physical handling policy
- We do not single out children or humiliate them in any way. Where children use unacceptable behaviour, they will, wherever possible, be re-directed to alternative activities. Discussions with children will take place as to why their behaviour was not acceptable, respecting their level of understanding and maturity
- Staff will not raise their voices (other than to keep children safe)
- In any case of misbehaviour, we always make it clear to the child or children in question, that it is the behaviour and not the child that is unwelcome
- We decide how to handle a particular type of behaviour depending on the child's age, level of development and the circumstances surrounding the behaviour. This may involve asking the child to talk and think about what he/she has done. All staff support children in developing empathy and children will only be asked to apologise if they have developed strong empathy skills and have a good understanding of why saying sorry is appropriate
- We help staff to reflect on their own responses towards behaviours that challenge to ensure that their reactions are appropriate
- We inform parents if their child's behaviour is unkind to others or if their child has been upset. In all cases we deal with behaviour that challenges in nursery at the time. We may ask parents to meet with staff to discuss their child's behaviour, so that if there are any difficulties, we can work together to ensure consistency between their home and the nursery. In some cases, we may request additional advice and support from other professionals, such as an educational psychologist
- We support children in developing non-aggressive strategies to enable them to express their feelings
- We keep confidential records on any behaviour that challenges that has taken place. We inform parents and ask them to read and sign any incidents concerning their child
- We support all children to develop positive behaviour, and we make every effort to provide for their individual needs
- Through partnership with parents and formal observations, we make every effort to identify any behavioural concerns and the causes of that behaviour. From these observations and discussions, we will implement an individual behaviour modification plan where a child's behaviour involves aggressive actions towards other children and staff, for example hitting, kicking etc. The management team will complete risk assessments identifying any potential triggers or warning signs ensuring other children's and staff's safety at all times. In these instances, we may remove a child from an area until they have calmed down.
- 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 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.
- ☐ 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.

### ***Biting***

At KNL Childcare we follow a positive behaviour policy at all times. We understand that children may use certain behaviours, such as biting, to communicate their feelings and needs. Biting is a common type of behaviour that some children use to help them make sense of the world around them and to manage interactions with others.

We use the following strategies to help prevent biting:

- ☐ Individual, one-to-one and small group times so that each child is receiving positive attention.
- ☐ Quiet/cosy areas for children who are feeling overwhelmed to go to.
- ☐ Stories, puppets, discussion about emotions and feelings including activities and stories that help support children to recognise feelings and empathise with characters and events.
- ☐ Additional resources for children who have oral stimulation needs, such as biting rings and chew necklaces.
- ☐ Vigilant staff that know the children well and are able to identify where children need more stimulation or quiet times.
- ☐ Adequate resources are provided and, where possible, more than one resource or toy is sought to minimise conflicts.

Every child is treated as an individual and we work with families to support all children's individual needs. With this in mind it will be necessary to implement different strategies depending on the needs of the child carrying out the biting.

In the event of a child being bitten we use the following procedures;

The most relevant staff member(s) will:

- ☐ Comfort any child who has been bitten and check for any visible injury. Administer any paediatric first aid where necessary and complete an accident form once the child is settled again. If deemed appropriate the parents will be informed via telephone. Staff will continue to observe the bitten area for signs of infection. For confidentiality purposes we do not disclose the name of the child who has caused the bite to the parents.
- ☐ Tell the child who has caused the bite in terms that they understand that biting (the behaviour, not the child) is unkind and show the child that it makes staff and the child who has been bitten sad.
- ☐ Ask the child what they can do to make the 'child that has been bitten' feel better (this could be fetching them a toy or sharing toys with them, a rub on the back etc.)
- ☐ If a child continues to bite, carry out observations to try to distinguish a cause, e.g. tiredness or frustration.
- ☐ Arrange for a meeting with the child's parents to develop strategies to prevent the biting behaviour. Parents will be reassured that it is part of a child's development and not made to feel that it is their fault.
- ☐ In the event of a bite breaking the skin and to reduce the risk of infection from bacteria, prompt treatment will be given to both the child who has bitten and the child who has been bitten.

If a child or member of staff sustains a bite wound where the skin has been severely broken, we would arrange for urgent medical attention after administering initial first aid.

In cases where a child may repeatedly bite and/or if they have a particular special educational need or disability that lends itself to increased biting, for example where a child does not have the communication skills, the nursery management team will carry out a risk assessment.

### ***Rough and tumble play and fantasy aggression***

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.

## **34. 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 another 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 Management Team, 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 Management team. 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 complaint's procedure.

The Nursery SENCOs are: Stacey Wilcox – Little Squirrels Community Nursery  
Stacey Wilcox – St George's Nursery & Pre School

Behaviour Management Co-ordinators are: Stacey Wilcox – Little Squirrels Community Nursery  
Stacey Wilcox – St George's Nursery & Pre School

### **35. 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 is 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.

We offer parent evenings three times a year, once a term for preschool children. One parent meeting for children aged 2 years to discuss their child's two-year development summary (2-year check) and as and when is needed for all children.

All Key Person information is held confidentially either electronically or in paper format.

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

### **36. Anti-bullying Policy**

#### **Anti-bullying**

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

Bullying takes many forms. It can be physical, verbal or emotional, but it is always a repeated behaviour that makes other people feel uncomfortable or threatened. We acknowledge that any form of bullying is unacceptable and will be dealt with immediately while recognising that physical aggression is part of children's development in their early years.

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

We encourage children to recognise that bullying, fighting, hurting and discriminatory comments are not acceptable behaviour. We want children to recognise that certain actions are right and that others are wrong.

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;

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.

At our nursery, staff follow the procedure below to enable them to deal with behaviour that challenges:

- ☐ Staff are encouraged to ensure that all children feel safe, happy and secure
- ☐ Staff are encouraged to recognise that active physical aggression in the early years is part of the child's development and that it should be channelled in a positive way
- ☐ Children are helped to understand that using aggression to get things, is inappropriate and they will be encouraged to resolve problems in other ways
- ☐ Our staff will intervene when they think a child is being bullied, however mild or harmless it may seem
- ☐ Staff will initiate games and activities with children when they feel play has become aggressive, both indoors or out
- ☐ Staff will sensitively discuss any instance of bullying with the parents of all involved to look for a consistent resolution to the behaviour
- ☐ We will ensure that this policy is available for staff and parents and it will be actively publicised at least once a year to parents and staff
- ☐ If any parent has a concern about their child, a member of staff will be available to discuss those concerns. It is only through co-operation that we can ensure our children feel confident and secure in their environment, both at home and in the nursery
- ☐ All concerns will be treated in the strictest confidence.

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

### **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.

### **37. 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 Little Learners room, into the Little Explorers room and then into the Little Creators room when they are ready to progress to the next area. Staff will consult with parents to discuss and plan the transition visits to aid a smooth transition process for their child.

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 & Preschool 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

*Emma Seabrook* is the appointed Transition Co-ordinators at St George's Nursery & Pre School

### **38 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, Tapestry Blogs, Facebook page/group 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.

### **39. 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 Management Teams 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.

#### **40. Photography policy:**

At KNL Childcare Limited we recognise that photographs and video recordings play a part in the life of the nursery. We ensure that any photographs or recordings taken of children in our nursery are only done with prior written permission from each child's parent and only share photos with parents in a secure manner. We obtain this when each child is registered and we update it on a regular basis to ensure that this permission still stands. Photographs are a valuable tool for recording and assessing children's activities and achievements at all of KNL Childcare Ltd settings.

We ask for individual permissions for photographs and video recordings for a range of purposes including: use in the child's learning journey; for display purposes; for promotion materials including our nursery website, brochure and the local press; and for security in relation to CCTV and the different social media platforms we use. We ensure that parents understand that where their child is also on another child's photograph, but not as the primary person, that may be used in another child's learning journey.

Photographs will only be taken on the settings iPads or digital 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 management team (e.g., if a member of staff is telephoned by the school their child attends).

Staff are not permitted to take any photographs or recordings of a child on their own information storage devices e.g. cameras, mobiles, tablets or smartwatches and may only use those provided by the nursery. The management team will monitor all photographs and recordings to ensure that the parents' wishes are met and children are safeguarded.

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 and will be asked to secure their phones in the office for the duration of their visits.

Photographs may be uploaded to a child's Tapestry Learning Journey or displayed within the Pre School. Parents/carers can access their child's Tapestry Learning Journey at any time via their personal Tapestry account.

Photographs may be used within our promotional literature or displayed on our website or 'Closed' Facebook Group pages.

Photographs will normally be stored on the Nursery iPads which are only accessible to staff members.

Photographs will not normally be kept for more than a term after a child has left the Pre School however some photos 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 photos it is your responsibility to inform the management team 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.

During special events, e.g., Christmas or leaving parties, staff may produce group photographs which will be uploaded to children's Tapestry journal. We will ensure that only children who have specifically given consent in our registration documents for group photographs will be in these pictures. This will ensure all photographs taken are in line with parental choice.

### **Online Learning Journals only**

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

We also do routine checks to ensure that emails and text messages (where applicable) have not been sent from these devices and remind staff of the whistleblowing policy if they observe staff not following these safeguarding procedures.

### **41. Mobile phone policy and electronic devices:**

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

The welfare, protection and safety of every child in our care is of paramount importance and we take our responsibility to safeguard children seriously.

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

At KNL Childcare Limited we promote the safety and welfare of all children in our care. We believe our staff should be completely attentive during their hours of working to ensure all children in the nursery receive good quality care and education.

To ensure the safety and well-being of children we do not allow staff to use personal mobile phones, smartwatches. Fitbits (or similar fitness monitors) may be worn but must be set to 'No Notifications' during working hours.

We use mobile phones supplied by the nursery to provide a means of contact in certain circumstances, such as outings.

This policy should be used in conjunction with our online safety policy to ensure children are kept safe when using the nursery devices online

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

1. Mobile phones to be locked within office/kitchen during working hours.
2. Mobile phones may only be accessed during breaks and used in designated areas only.
3. If a staff member has an emergency and requires to use their phone please speak to a member of the management team.
4. When on outings the setting's own mobile telephone will be used, these telephones do not have a camera function incorporated into them.
5. Mobiles must never be used to take any photographs of the children, any area of the nursery or any members of staff at work without prior management agreement and staff supervision.
6. 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.
7. 'Wearable Technology' i.e. Apple/Samsung watch or 'Fitbit (or similar fitness monitors) may be worn in the settings but must be set to 'No Notifications' when the staff are working in the rooms. This can be checked by management and failure to comply can result in disciplinary procedures commencing.
8. All on-site photographs must be taken using the settings iPad and this may not be taken out of the setting at any time.
8. All visitors to the setting, Parents/Carers and visiting Professionals, will be asked to store their mobile phones in a lockable storage unit during the time spent on site. If you do not wish to follow this policy you will not be granted access to the setting.

9. It is the responsibility of all members of staff to be vigilant and report any concerns to the management team.

Under no circumstances will KNL Childcare Ltd allow staff members to have their mobile phones to hand. If someone needs to contact you, please give them the setting number.

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

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.

This policy is to protect all staff members from any safeguarding allegations.

#### **Parents' and visitors' use of mobile phones and smartwatches**

Whilst we recognise that there may be emergency situations which necessitate the use of a mobile telephone, in order to ensure the safety and welfare of children in our care and share information about the child's day. However, parents and visitors are kindly asked to refrain from using their mobile telephones whilst in the nursery or when collecting or dropping off their children. If you are found to be using your phone inside the nursery premises you will be asked to finish the call or take the call outside.

We do this to ensure all children are safeguarded and the time for dropping off and picking up is a quality handover opportunity where we can share details about your child.

Visitors are requested to leave their mobile phones or smart watches in the safety of the office where they will be locked away safely.

Parents are requested not to allow their child to wear or bring in devices that may take photographs or record videos or voices. This includes smart watches with these capabilities, such as Vtech. This ensures all children are safeguarded and also protects their property as it may get damaged or misplaced at the nursery.

#### **42. 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.

Social media is becoming a large part of the world we live in and as such at KNL Childcare Limited we need to make sure we protect our children by having procedures in place for safe use.

We use Facebook to share pictures of the activities the children have accessed at nursery. In order to safeguard children, we will:

- ☐ Ensure all children in the photographs or posts have the correct permissions in place from their parent / carer
- ☐ Not allow others to post on our Facebook page, i.e. only management can post on the page, only parents / family / carers who have been invited to join the group can view and comment on the posts
- ☐ Monitor comments on all posts and address any concerns immediately.

##### **Staff use of social media**

We require our staff to be responsible and professional in their use of social networking sites in relation to any connection to the nursery, nursery staff, parents or children.

- ☐ When using social networking sites such as Facebook or Instagram staff must
  - o Not send private messages to any parents/family members
  - o If a parent asks questions relating to work via social networking sites, then staff should reply asking them to come into the setting or contact the management team.
  - o Ensure any posts reflect their professional role in the community (e.g. no inappropriate social event photos or inappropriate comments i.e., foul language)
  - o Report any concerning comments or questions from parents to the management team/safeguarding lead
  - o Follow the staff behaviour policy

- Not post anything that could be construed to have any impact on the nursery's reputation or relate to the nursery or any children attending the nursery in any way.
  - Staff must **not** link their personal social media pages with their place of work. Your personal posts, views and opinions cannot be construed to be those of the setting or be linked by association with your workplace. All staff are instructed to remove 'place of work' from their social media pages.
- ☐ If any of the above points are not followed then the member of staff involved will face disciplinary action, which could result in dismissal.

All electronic communications between staff and parents should be professional and take place via the official nursery communication channels, e.g., work emails and phone numbers. This is to protect staff, children and parents.

### **Parents and visitors use of social networking**

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

We ask parents **not to**:

- ☐ Send friend requests to any member of nursery staff
- ☐ Screen shot or share any posts or pictures from the nursery on social media platforms (these may contain other children in the pictures)
- ☐ Post any photographs to social media that have been supplied by the nursery with other children in them (e.g., Christmas concert photographs or photographs from an activity at nursery).
- ☐ Send private messages to staff

We ask parents to:

Share any concerns regarding inappropriate use of social media through the official procedures (please refer to the partnership with parents' policy, complaints procedures and grievance policy).

Relevant technologies:

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

Twitter/X

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 comment 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 the management team 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 company's disciplinary procedures.

## **43. e-Safety / online 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.

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

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

Within our settings we do this by:

- Ensuring we have the appropriate anti-virus and anti-spyware software on all devices and updating them regularly.
- 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.
- Ensuring content blockers and filters are on all our devices, e.g., computers, laptops and any mobile devices
- 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 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

All electronic communications between staff and parents should be professional and take place via the official nursery communication channels, e.g., the setting's email addresses and telephone numbers. This is to protect staff, children and parents.

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 management team at the earliest opportunity.

The management team will make sure that:

- ☐ All staff know how to report a problem and when to escalate a concern, including the process for external referral if they feel it is needed

- All concerns are logged, assessed and actioned upon using the Nursery's Safeguarding procedure
- Parents are supported to develop their knowledge of online safety issues concerning their children
- Parents are offered support to help them talk about online safety with their children using appropriate resources
- Parents are signposted to appropriate sources of support regarding online safety at home and are fully supported to understand how to report an online safety concern.
- Refer to <https://www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations-for-managers> to ensure all requirements are met in order to keep children and staff safe online
- Share <https://www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-guidance-for-practitioners> with the wider team to help them to keep themselves safe online, both personally and professionally

#### **44. 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.

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

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

Working alone in a room is a very rare occurrence and is monitored closely by the Management Team.

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. Ensure that the building remains locked so no one can walk in unidentified. Report any concerns for working alone to the management as soon as is practicably possible.

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

#### **45. Safety Regulations around car park Policy**

We have provided a car park for both staff and clients to use at Little Squirrels Community Nursery. 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.

We are unable to offer on-site parking at St. Georges Nursery and Pre-School. We ask that parents park considerately and do not block the entrances to nearby properties.

#### **46. 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.

## ***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 is 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 our Facebook page under files. New parents download a copy of our policies and procedures upon enrolment of their child and when the policies are updated new copies are sent out via email.

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 management team 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 management 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 and Families Act 2016
- 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

#### **47. 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 or 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.

#### **48. 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.

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.

#### **Legal framework**

The Public Interest Disclosure Act 1998, commonly referred to as the 'Whistleblowing Act', amended the Employment Rights Act 1996 to provide protection for employees who raise legitimate concerns about specified matters. These are called 'qualifying disclosures'. On 25 June 2013, there were some legal changes to what constitutes a qualifying disclosure.

A qualifying disclosure is one made in the public interest by an employee who has a reasonable belief that:

- ☐ A criminal offence
  - ☐ A miscarriage of justice
  - ☐ An act creating risk to health and safety
  - ☐ An act causing damage to the environment
  - ☐ A breach of any other legal obligation or
  - ☐ Concealment of any of the above
  - ☐ Any other unethical conduct
  - ☐ An act that may be deemed as radicalised or a threat to national security
- Is being, has been, or is likely to be, committed.

Qualifying disclosures made before 25 June 2013 must have been made 'in good faith' but when disclosed, did not necessarily have to have been made 'in the public interest.'

Disclosures made after 25 June 2013 do not have to be made 'in good faith'; however, they must be made in the public interest. This is essential when assessing a disclosure made by an individual.

The Public Interest Disclosure Act has the following rules for making a protected disclosure:

- ☐ You must believe it to be substantially true
- ☐ You must not act maliciously or make false allegations
- ☐ You must not seek any personal gain.

It is not necessary for the employee to have proof that such an act is being, has been, or is likely to be, committed; a reasonable belief is sufficient.

At KNL Childcare Limited we expect all our colleagues, both internal and external, to be professional at all times and hold the welfare and safety of every child as their paramount objective.

We recognise that there may be occasions where this may not happen and we have in place a procedure for staff to disclose any information that suggests children's welfare and safety may be at risk.

We expect all team members to talk through any concerns they may have with the management team at the earliest opportunity to enable any problems to be resolved as soon as they arise.

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 manager. If the concerns involve 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 no 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.

### **Disclosure of information**

If, in the course of your employment, you become aware of information which you reasonably believe indicates that a child is/may be or is likely to be in risk of danger and/or one or more of the following may be happening, you **MUST** use the nursery's disclosure procedure set out below:

- ☐ That a criminal offence has been committed or is being committed or is likely to be committed
- ☐ That a person has failed, is failing or is likely to fail to comply with any legal obligation to which they are subject (e.g., EYFS, Equalities Act 2010)
- ☐ That a miscarriage of justice has occurred, is occurring, or is likely to occur
- ☐ That the health or safety of any individual has been, is being, or is likely to be endangered
- ☐ That the environment, has been, is being, or is likely to be damaged
- ☐ That information tending to show any of the above, has been, is being, or is likely to be deliberately concealed.

### **Disclosure procedure**

- ☐ If this information relates to child protection/safeguarding then the nursery safeguarding children policy should be followed, with particular reference to the staff and volunteering section
- ☐ Where you reasonably believe one or more of the above circumstances listed above has occurred, you should promptly disclose this to the management team so that any appropriate action can be taken. If it is inappropriate to make such a disclosure to your manager (i.e., because it relates to your manager) you should speak to:  
**Karen White Director.**
- ☐ Employees will suffer no detriment of any sort for making such a disclosure in accordance with this procedure. For further guidance in the use of the disclosure procedure, employees should speak in confidence to the \*nursery manager/\*owner
- ☐ Any disclosure or concerns raised will be treated seriously and will be dealt with in a consistent and confidential manner and will be followed through in a detailed and thorough manner
- ☐ Any employee who is involved in victimising employees who make a disclosure, takes any action to deter employees from disclosing information or makes malicious allegations in bad faith will be subject to potential disciplinary action which may result in dismissal
- ☐ Failure to report serious matters can also be investigated and potentially lead to disciplinary action which may result in dismissal
- ☐ Any management employee who inappropriately deals with a whistleblowing issue (e.g. failing to react appropriately by not taking action in a timely manner or disclosing confidential information) may be deemed to have engaged in gross misconduct which could lead to dismissal
- ☐ We give all of our staff the telephone numbers of the Local Authority Designated Officer (LADO), the local authority children's social care team and Ofsted so all staff may contact them if they cannot talk to anyone internally about the issues/concerns observed.

#### **49. 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, Tax Free Childcare or by BACS bank transfer.

Any outstanding amounts not received within the month of issue will be subject to an interest charge, currently 10% but subject to change.

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

We regret we can only offer the Local Authority 'Funded hours' for 2, 3 & 4 year olds provided you have no outstanding fees due on previous accounts with KNL CHILDCARE LTD. 'Funded hours' can only be accessed between 9am and 5pm at Little Squirrels Community Nursery and St George's Nursery & Pre School.

#### **50. Lockdown Policies (Specific to individual settings)**

##### **Little Squirrels Community Nursery**

A security incident is a warning that there may be a threat.

When the management team/person in charge becomes aware of a security incident, a member of the management team will go to the other rooms; babies, 2-3's and pre-school and inform the staff. They will then call the police before taking a phone from the office, leaving the office and locking the door behind them. The building will then be as secure as possible.

The management team will inform the staff of the AMBER alert by following these steps:

1. Inform staff that there is a security incident on the premises of the setting or surrounding area and inform that it is an AMBER alert.
2. All staff and children are to stay in the rooms and carry on as normal. No one must go outside.
3. Staff in staff room must return to their work room.
4. Any children playing outside must return inside as quickly as possible, shutting and locking the doors behind them.
5. Close all windows
6. Lower the shutter and lock all external doors to the garden.
7. Close any blinds/curtains
8. The staff are to wait for further instructions from the management or emergency services.

The management team will inform the staff of the RED alert by the following steps:

1. All staff and children are to remain in their rooms and move to the furthest point away from the door, preferably out of sight of the door.
2. All windows to be closed.
3. Lower the shutter and lock all external doors to the garden.
4. All blinds/curtains to be closed.
5. Staff are to keep the children calm and quiet as much as possible so not to alert any intruders on the settings premises.
6. Children playing outside must come inside at once shutting and locking all doors behind them.
7. No one is to enter or leave the setting unless it is the emergency services.
8. The staff are to wait for further instructions from the management or emergency services.

If it is necessary to evacuate, the management team will:

Come to each room with evacuation instructions

Or

Sound the fire alarm and make way to assembly point.

##### **St George's Nursery & Pre School**

A security incident is a warning that there may be a threat.

When a member of the management team/person in charge becomes aware of a security incident whether it is on the settings premises or on the attached school premises, they will use the phone to call Arreton Primary School. The management team member will go to the other rooms; babies, 2-3's and pre-school and inform the staff. They will then call the police before taking a phone from the office, leaving the office and locking the door behind them. The building will then be as secure as possible.

The management team will inform the staff of the AMBER alert by following these steps:

1. Inform staff that there is a security incident on the premises of the setting or the school grounds and inform that it is an AMBER alert.
2. All staff and children are to stay in the rooms and carry on as normal. No one must go outside.
3. Staff in staff room must return to their work room.
4. Any children playing outside must return inside as quickly as possible, shutting and locking the doors behind them.
5. Close all windows
6. Close any blinds/curtains
7. The management team will stay in contact with the head teacher of the school for further instructions.

The management team will inform the staff of the RED alert by the following steps:

1. All staff and children are to remain in their rooms and move to the furthest point away from the door, preferably out of sight of the door.
2. All windows to be closed.
3. All blinds/curtains to be closed.
4. Staff are to keep the children calm and quiet as much as possible so not to alert any intruders on the settings premises.
5. Children playing outside must come inside at once shutting and locking all doors behind them.
6. No one is to enter or leave the setting unless it is the emergency services.
7. The staff are to wait for further instructions from the management or emergency services.
8. The management team will stay in contact with the head teacher of the school for further instructions.

If it is necessary to evacuate, the management team will:

Come to each room with evacuation instructions

Or

Sound the fire alarm and make way to assembly point.

## 51. Sun Cream

At KNL Childcare Limited we are committed to ensuring that all children are fully protected from the dangers of too much sun/UV rays. Severe sunburn in childhood can lead to the development of malignant melanoma (the most dangerous type of skin cancer) in later life.

We follow guidance from the weather and UV level reports and use the following procedures to keep children safe and healthy in the sun:

- ☐ Key persons will work with the parents of their key children to decide and agree on suitable precautions to protect children from burning, including those with more sensitive skin types and those that may be more tolerant to the sunshine, e.g., black and/or Asian colouring
- ☐ Our Settings have sun hats for the children to wear which will be worn at all times whilst outside in sunny weather. This hat is a legionnaires design (i.e., with an extended back and side to shield children's neck and ears from the sun) to provide additional protection, which are frequently washed.
- ☐ Each setting has a sun cream scheme in place for parents / carers to pay for sun cream in which we provide for the children which has a high UV and factor rating, if parents chose not to buy into this scheme, then they must provide their own labelled high factor sun cream with prior written consent for staff to apply. This enables children to have sun cream suitable for their own individual needs. Staff must be aware of the expiry date and discard sunscreen after this date
- ☐ Parents are requested to supply light-weight cotton clothing for their children suitable for the sun, with long sleeves and long legs
- ☐ Children's safety and welfare in hot weather is the nursery's prime objective so staff will work closely with parents to ensure all appropriate cream and clothing is provided
- ☐ Staff will make day-to-day decisions about the length of time spent outside depending on the strength of the sun; children will not be allowed in the direct sunlight between 11.00am – 3.00pm on hot days
- ☐ Children will always have sun cream applied before going outside in the hot weather and at frequent intervals during the day
- ☐ Children are encouraged to drink cooled water more frequently throughout sunny or warm days and this will be accessible both indoors and out
- ☐ Children are made aware of the need for sun hats, sun cream and the need to drink more fluids during their time in the sun
- ☐ Shade will be provided to ensure children are able to still go out in hot weather, cool down or escape the sun should they wish or need to.

## Vitamin D

Sunlight is important for the body to receive vitamin D. We need vitamin D to help the body absorb calcium and phosphate from our diet. These minerals are important for healthy bones, teeth and muscles.

Our body creates vitamin D from direct sunlight on our skin when we are outdoors. Most people can make enough vitamin D from being out in the sun daily for short periods with their hands or other body parts uncovered. Sun cream will stop the ultraviolet B (UVB) rays from reaching your skin, so part of your body should be uncovered and not have sun cream on. At nursery we find the right balance to protecting children from sunburn as well as allowing the skin to access the sun for the vitamin D benefits, e.g., hands will be left without sun cream but children will be fully monitored to ensure no hands are burnt.

The benefits will be discussed with parents and their wishes will be followed with regard to the amount of sun cream applied.

## 52. Sleep Policy

At KNL Childcare Limited we aim to ensure that all children have enough sleep to support their development and natural sleeping rhythms in a safe environment.

The safety of babies' sleeping is paramount. Our policy follows the advice provided by The Cot Death Society and Lullaby Trust to minimise the risk of Sudden Infant Death. We make sure that:

- ☐ Babies are placed on their backs to sleep, if a baby has rolled onto their tummy, you should turn them onto their back again, however once a baby can roll from back to front and back again, on their own, they can be left to find their own position
- ☐ Babies/toddlers are never put down to sleep with a bottle to self-feed
- ☐ Babies/toddlers are monitored visually when sleeping. Checks are recorded every 15 minutes
- ☐ When monitoring, the staff member looks for the rise and fall of the chest and if the sleep position has changed
- ☐ As good practice we monitor babies under six months or a new baby sleeping during the first few weeks every five minutes until we are familiar with the child and their sleeping routines, to offer reassurance to them and families.

We provide a safe sleeping environment by:

- ☐ Monitoring the room temperature (to ensure this remains between 16 and 20 degrees)
- ☐ Using clean, light bedding/blankets and ensuring babies are appropriately dressed for sleep to avoid overheating
- ☐ Only using safety-approved cots or other suitable sleeping equipment (i.e., pods or mats) that are compliant with British Standard regulations, and mattress covers are used in conjunction with a clean fitted sheet
- ☐ Not using cot bumpers or cluttering cots with soft toys, although comforters will be given where required
- ☐ Keeping all spaces around cots and beds clear from hanging objects i.e., hanging cords, blind cords, drawstring bags
- ☐ Ensuring every baby/toddler is provided with clean bedding
- ☐ Transferring any baby who falls asleep while being nursed by a practitioner to a safe sleeping surface to complete their rest
- ☐ Having a no smoking/vaping policy.
- ☐ We do not allow children/babies to sleep in prams/pushchairs. We follow safer sleep guidance from the lullaby trust which states that babies should sleep on a flat, clear surface such as a cot, with no raised surface or pillows/quilts/pods/sleep positioners etc.
- ☐ Older children are placed to sleep on low sleep beds.

We ask parents to complete care plans on their child's sleeping routine with the child's key person when the child starts at nursery and these are reviewed and updated at timely intervals. If a baby has an unusual sleeping routine or a position that we do not use in the nursery i.e., babies sleeping on their tummies, we will explain our policy to the parents and not usually offer this unless the baby's doctor has advised the parent of a medical reason to do so. In this event we would ask them for further information from the health care professional and to sign to say they have requested we adopt a different position or pattern on the sleeping baby's form.

We recognise parents' knowledge of their child with regard to sleep routines and will, where possible, work together to ensure each child's individual sleep routines and well-being continues to be met. However, staff will not force a child to sleep or keep them awake against his or her will. They will also not usually wake children from their sleep.

Individual sleep routines are followed rather than one set sleep time for all children. We create an environment that helps to settle children that require a sleep for example dimming the lights and using soft music where applicable, whilst ensuring that we continue to meet the needs of the children that do not require a sleep and ensure they can continue to play, learn and develop. This may involve taking children outdoors or linking with other rooms.

Staff will discuss any changes in sleep routines at the end of the day and share observations and information about children's behaviour when they do not receive enough sleep.



**Sleeping twins**

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

Further information can be found at: [www.lullabytrust.org.uk](http://www.lullabytrust.org.uk)

### 53. Supervision of Visitors

At KNL Childcare Limited we aim to protect the children in our care at all times. This includes making sure any visitors to the nursery are properly identified and supervised.

All visitors must sign the visitors' book on arrival and departure. Where applicable, visitors' identity should be checked, e.g. Ofsted inspectors or colleagues attending in a professional capacity such as speech and language therapists. Visitors are informed of any relevant policies including the fire evacuation procedure and mobile phone, camera and other recording devices policy including use of smartwatches where applicable.

A member of staff must accompany visitors in the nursery at all times while in the building; at no time should a visitor be left alone with a child unless under specific circumstances arranged previously with the management team.

#### Security

- ☐ Staff must check the identity of any visitors they do not recognise before allowing them into the main nursery. Visitors to the nursery must be recorded in the Visitors' Book and accompanied by a member of staff at all times while in the building
- ☐ All external doors must be kept locked at all times and external gates closed. All internal doors and gates must be kept closed to ensure children are not able to wander
- ☐ Parents, visitors and students are reminded not to hold doors open or allow entry to any person, whether they know this person or not. Staff within the nursery should be the only people allowing external visitors and parents entry to the nursery
- ☐ The nursery will under no circumstances tolerate any form of harassment from third parties, including visitors, towards others, including children, staff members and parents. The police may be called in these circumstances.
- ☐ Parents, visitors and students are informed of our mobile phone policy and that during their time at our setting they cannot be in the rooms amongst the children and therefore will be locked away in the office.
- ☐ Regular and ongoing visitors to the setting will be asked for their DBS certificates or a letter from their employers that they are suitable to be in our settings amongst the children for example; SEN advisors, speech and language therapists, early years support workers.

## 54. Monitoring Staff Behaviour Policy

At KNL Childcare Limited we take the safety and welfare of our children and staff seriously. This policy ensures staff behave in an appropriate manner to act as a role model for and protect all children in their care. Within this policy we will also ensure that any changes to staff behaviours or ways of working are closely monitored, discussed and supported to ensure all children are safeguarded throughout their time here.

### Expected staff behaviour

Within our nursery we expect our staff to:

- ☐ Put our children first, their safety, welfare and ongoing development is the most important part of their role
- ☐ Behave as a positive role model for the children in their care by remaining professional at all times and demonstrating caring attitudes to all
- ☐ Work as part of the wider team, cohesively and openly
- ☐ Be aware of their requirements under the EYFS Statutory Framework and the nursery policies and procedures designed to keep children safe from harm whilst teaching children and supporting their early development
- ☐ React appropriately to any safeguarding concerns quickly and concisely in accordance to the setting / Local authority procedures and training received
- ☐ Not share any confidential information relating to the children, nursery or families using the facility
- ☐ Maintain the public image of the nursery and do nothing that will pull the setting into disrepute
- ☐ Ensure that parental relationships are professional and external social relationships are not forged. If a relationship exists prior to the child starting at the setting, discussions with management will be held to ensure the relationship remains professional.
- ☐ Adhere to the Mobile Phone and Other Electronic Device and Social Networking policy
- ☐ Report to management immediately any changes in personal life that may impact on the ability to continue the role. These may include (but not limited to) changes in police record, medication, any social service involvement with their own children.

### Monitoring staff behaviour

Within the nursery we:

- ☐ Conduct regular peer observations using all staff and management, during which we will look at interactions with children and their peers
- ☐ Have regular supervisions with all staff in which ongoing suitability will be monitored and recorded
- ☐ Use a whistleblowing policy that enables team members to discuss confidentially any concerns about their colleagues
- ☐ Operate staff suitability forms and clauses in staff contracts to ensure any changes to their suitability to work with children are reported immediately to management
- ☐ Ensure all new staff members are deemed suitable with the appropriate checks as detailed in the safeguarding policy.

Some behaviours that may cause concern and will be investigated further:

- ☐ Change in moods
- ☐ Sudden change in religious beliefs / cultural beliefs (may be a sign of radicalisation)
- ☐ Changes in the way of acting towards the children or the other members of the team (becoming more friendly and close, isolation, avoidance, agitation etc.)
- ☐ Sudden outbursts
- ☐ Becoming withdrawn
- ☐ Secretive behaviours
- ☐ Missing shifts, calling in sick more often, coming in late
- ☐ Standards in work slipping
- ☐ Extreme changes in appearance.

### Procedures to be followed:

If we have a concern about changes in staff behaviour within the nursery, an immediate meeting will be called with the individual and a member of management to ascertain how the person is feeling. We will aim to support the staff wherever possible and will put support mechanisms in place where appropriate.

Ultimately, we are here to ensure all staff are able to continue to work with the children as long as they are suitable to do so, but if any behaviours cause concern about the safety or welfare of the children then the procedure in the child protection/safeguarding policy will be followed as in the case of allegations against a team member and the Local Authority Designated officer (LADO) will be called.

All conversations, observations and notes on the staff member will be logged and kept confidential.

## 55. Food Play

At KNL Childcare Limited we ensure any food we use for play with the children is carefully supervised. We will also use the following procedures to ensure children are kept safe:

- ☐ Choking hazards are checked and avoided
- ☐ We will not use whole jelly cubes for play. If we do use jelly to enhance our play then all jelly will be prepared with water as per the instructions and then used
- ☐ Small objects such as dried pasta and pulses will only be used for older children and under supervision
- ☐ All allergies and intolerances will be checked and activities will be adapted to suit all children's needs so no child is excluded
- ☐ All activities including food will be included on the planning sheets showing all allergens so all staff and parents are aware of the ingredients
- ☐ Children's allergies will be visible to staff when placing out food play activities to ensure all needs are met
- ☐ Any cooking activities will be checked prior to start to ensure all children are able use all the ingredients based on their individual needs
- ☐ We will not use food in play unless it enhances the opportunities children are receiving from the activity. Many of the food will be reused in other activities, especially the dry materials.

## 56. Special Consideration for Employees

At KNL Childcare Limited we recognise that certain employees such as young persons, new and expectant mothers and persons with a disability may require special consideration.

### Legal requirements

The nursery follows the legal requirements set out in The Management of Health and Safety at Work Regulations 1992 and the Equality Act 2010. Our Health and Safety Policy has regard to any employees requiring special consideration at the commencement of employment and during the course of it. The following procedure is followed.

### Procedure

The nursery management team:

- ☐ Assesses any employee requiring special consideration in conjunction with the individual on induction to the nursery or when their condition or disablement comes to light
- ☐ Carries out any risk assessments relating to the occupation of such workers
- ☐ Agrees with the worker any necessary special measures such as training and supervision, arrangements, modifications and medical surveillance
- ☐ Carries out further assessments and reviews at least annually, or if and when any changes to the special circumstances or environment occur.

### Disabilities

If you are disabled or become disabled, we encourage you to tell us about your condition so that we can consider what reasonable adjustments or support may be appropriate.

### Part-time and fixed-term work

Part-time and fixed-term employees should be treated the same as comparable full-time or permanent employees and enjoy no less favourable terms and conditions (on a pro-rata basis where appropriate), unless different treatment is justified.

## 57. Bereavement Policy

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

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

- ☐ We ask that if there is a loss of a family member or close friend that the parents inform the nursery as soon as they feel able to. This will enable us to support both the child and the family wherever we can and helps us to understand any potential changes in behaviour of a child who may be grieving themselves.
- ☐ The key person and/or the management team will talk with the family to ascertain what support is needed or wanted from the nursery. This may be an informal discussion or a meeting away from the child to help calm a potentially upsetting situation.
- ☐ The child may need extra support or one-to-one care during this difficult time. We will adapt our staffing arrangements so the child is fully supported by the most appropriate member of staff on duty, where possible the child's key person.
- ☐ We will be as flexible as possible to adapt the sessions that the child and family may need during this time.

We will adapt the above procedures as appropriate when a family pet dies to help the child to understand their loss and support their emotions through this time.

We also recognise that there may also be rare occasions when the nursery team is affected by a death of a child or member of staff. This will be a difficult time for the staff team, children and families. Below are some agencies that may be able to offer further support and counselling if this occurs.

The Samaritans: [www.samaritans.org](http://www.samaritans.org) 116 123

Priory: [www.priorygroup.com](http://www.priorygroup.com) 0800 691 1481

Child Bereavement UK: [www.childbereavementuk.org](http://www.childbereavementuk.org) 01494 568 900

Cruse Bereavement Care: [www.cruse.org.uk](http://www.cruse.org.uk) 0808 808 1677

British Association of Counselling: [www.bacp.co.uk](http://www.bacp.co.uk)

SANDS: [www.sands.org.uk](http://www.sands.org.uk)

## 58. Well Being in the Nursery Policy

Well-being is a broad term that covers how you feel about yourself and your life. It encompasses the physical, emotional (and mental), social and spiritual areas of a person. Under the Early Years Foundation Stage (EYFS) this is covered in the children's personal, social, emotional development and physical development. Both of which are prime areas of learning and development.

Physical well-being covers everything physical to do with the body:

- ☐ Growth and development
- ☐ Moving and keeping physically fit
  
- ☐ Caring for your health (e.g., washing, cleaning teeth, etc.)
- ☐ Eating a balanced and nutritious diet
- ☐ Rest and appropriate sleep patterns

Mental and emotional well-being includes:

- ☐ Acknowledging, expressing and coping with feelings and emotions
- ☐ Thought processes
- ☐ Reducing stress and anxiety

Social well-being includes:

- ☐ Relationships
- ☐ Family (close and extended)
- ☐ Friends
- ☐ The feeling of belonging and acceptance
- ☐ Compassion and caring approaches

Spiritual well-being can cover the following:

- ☐ Value and beliefs held
- ☐ Personal identity and self-awareness

We are an inclusive setting and ensure that all children, families, staff and visitors are welcomed. We aim to embrace spiritual well-being and celebrate families and staff key events.

Children's physical well-being is supported through our carefully planned curriculum programme which supports all types of gross and fine motor play both inside and outside.

Personal hygiene is supported in children of all ages, explaining the reasons for hand washing, tooth brushing and other routines.

Children are provided with quiet and calming areas for rest, sleep and relaxation. This enables them to recharge their batteries and supports both their physical and mental well-being. We support children to make strong attachments with their key person as well as forge relationships with their peers in order to support their social well-being. We offer opportunities and resources for children to play singly, in pairs, small groups and large groups to support this area of development.

Children's mental and emotional well-being is supported. We provide a safe environment that allows for caregivers to child co-regulation. This consistent practice supports the process of children building the capacity for self-regulation is supported through providing activities in which children are able to recognise and express their emotions, including emotional literacy. This enables us to provide support for children who may be experiencing big emotions that they cannot cope with just yet. We support children's self-regulation through carefully planned activities and resources, modelling calming strategies and naming and talking about feelings, and by providing opportunities for children to practice their self-regulation skills.

Staff are able to recognise when a child may need more support with their emotions and provide this one to one or in a small group, whichever is more appropriate. Teaching children to recognise and manage their emotions at a young age helps support the foundations to do this throughout their lives.

## 59. Well Being for Staff

At KNL Childcare we promote the good health and well-being of all our staff. As a Nursery, we endeavour to support staff well-being, not only to ensure that children receive high quality care, but also to ensure our employees feel supported and cared for, as part of a team.

Mental ill-health is usually caused by a combination of work and non-work-related factors. There is a myriad of reasons for mental ill-health; from the pressure of ongoing change at work to longer or more intense hours exacerbated by financial pressures at home, or relationship problems and greater caring responsibilities. Striking the balance between what is considered appropriate results or output, and robust mental health is tricky. We are committed to constantly upskilling ourselves so that we know about how to create and maintain conditions that support and encourage good mental health, as well as recognise the signs of ill health and provide appropriate support.

We recognise the importance of safeguarding the mental health of all of our employees, by providing a happy and nurturing working environment. With statistics in the UK showing that each week 1 in 6 of us experiences a common mental health problem, we are committed to acknowledging and supporting our staff's physical and emotional needs.

### **Our ethos**

We know that the care and education of babies and young children is highly rewarding. However, we are also aware of the day to day demands and pressures of modern life such as family life, financial worries, health concerns and work-life balance; and how these pressures, alongside the role of providing high quality care and education to babies and young children, can place a high level of demand on all of our employees.

In order to support our staff team, we, the management team, put procedures in place that ensure staff well-being remains one of the key focuses of our practice. In doing this, we aim to provide our team with a safe, inclusive and nurturing working environment that acknowledges their needs, not just within the work place but as a whole person.

The named member of staff who leads each setting's well-being practice is as follows:

Karen White for *Little Squirrels Community Nursery*  
Emma Seabrook for *St Georges Pre-School and Nursery*

They offer support on staff well-being and know where to access external support and are committed to keeping their well-being and mental health knowledge up to date and are responsible for reviewing our practices; supporting the developing knowledge of the whole staff team, to ensure we are implementing the necessary strategies to safeguard the well-being of our staff.

Procedure to minimise work related stress:

- ☐ To ensure staff are supported within the setting, new staff will receive a full induction so they feel competent and capable to carry out their role and responsibilities
- ☐ Staff will receive ongoing training, coaching and mentoring to ensure that they are supported to feel confident in their role to minimise stress within the workplace
- ☐ Regular supervisions take place every term in which staff well-being is discussed and recorded
- ☐ Practitioners are respected and valued in their work, whatever their role. Tasks are shared out appropriately according to their role and level of responsibility, the workload is monitored and reviewed on a regular basis
- ☐ Staff are encouraged to have a healthy work-life balance; this is supported by ensuring the workload is monitored so that it is not necessary for staff to work outside of their scheduled hours. All contributions to work are valued and celebrated
- ☐ We carefully review our expectations around the amount of paperwork that staff must complete, including observations and assessments of children. We work as a team to ensure all record keeping is meaningful and kept to an appropriate level so as not to add undue pressure to staff members
- ☐ We work hard to maintain a reflective culture within the setting that encourages feedback from staff about management procedures and working relationships. This reflective culture supports an environment of teamwork, facilitating the involvement of every member of staff in the practice of our setting
- ☐ Staff are encouraged to take their required breaks at appropriate intervals to ensure they have time to rest and recuperate, with time away from busy rooms
- ☐ The nursery leader/well-being representative are available for staff to come and discuss any issues or concerns
- ☐ The nursery ensures that confidential conversations take place in private, away from other staff members and children
- ☐ All information remains confidential or on a need-to-know basis to support the facilitation of open and honest conversations. However, where the management team or the well-being representative feels there is a question around the safety of the staff member, they will refer to outside agencies for support and guidance. These measures will be discussed in a sensitive and understanding manner with the staff member, as appropriate
- ☐ We actively promote a culture of mutual respect, tolerance and cooperation tolerance, in line with the British values
- ☐ Team meetings are facilitated to support with team development, to raise awareness of mental health and well-being by engaging staff in conversations about how we, as a setting, can be maintaining a supportive environment
- ☐ We promote a culture that supports any staff member who is experiencing a mental health related illness to discuss this and reasonable adjustments will be made to support any staff experiencing stress and any mental health issues

- If the nursery is made aware of any member of staff who requires support, a plan for more regular support sessions and adjustments to their working day will be discussed and decided in partnership with the staff member. This plan will be reviewed regularly and adapted to ensure it is a relevant and appropriate (See Supporting Staff Members Individually Section)
- If adjustments are unable to meet the needs of the member of staff or the nursery, then further advice support will be sought.
- Staff well-being and staff self-care information is available within designated staff areas
- Management support practitioners in a safe culture where bullying, harassment and discrimination is not tolerated; along with a culture that will challenge and deal with any inappropriate behaviour in a timely manner.

#### Supporting staff members individually

We include well-being as part of our discussions at staff supervision sessions and appraisals. During these sessions, we work with staff on an individual basis, and have well-being discussions to ascertain any individual well-being needs. Where the Manager and staff member feel it is appropriate, they will draw up an individual action plan, this includes looking at the workload and any stress triggers. With the needs of the nursery also in mind, reasonable adjustments will be made for the member of staff; this could include flexible working agreements, changes in environment, adjustments to jobs role and responsibilities; more frequent breaks, a working buddy, or any other appropriate measure that it is felt could be helpful.

If a member of staff is returning to work after a period of absence, a back to work interview is carried out.

We follow all statutory guidance on the safeguarding of our workforce and as stated, if the management team are concerned about the safety of a member of staff, we will work with the Designated Safeguarding Lead to ask for support from the appropriate external agencies; this is to ensure the continued safety of our workforce at all times.

### 60. Safe and Respectful Care

At KNL Childcare Ltd we believe that all children need to feel safe, secure and happy. This involves nursery staff being responsive to children's needs, whilst maintaining professionalism. This includes giving children cuddles and changing children's nappies or clothes.

To promote good practice and to minimise the risk of allegations we have the following guidelines:

- Although we recognise it is appropriate to cuddle children, we give cuddles only when sought by children needing comfort to support their emotional development. Staff are advised to do this in view of other children and practitioners, whenever possible. We recognise that there may be occasions where it is appropriate for this to happen away from others, such as when a child is ill. In these circumstances, staff are advised to leave the door open. It is the duty of all staff and the management team to ensure that children are appropriately comforted and to monitor practice
- When changing children's nappies or soiled/wet clothing, we leave the doors open, where appropriate
- We discourage inappropriate behaviour such as over tickling, over boisterous play or inappropriate questions such as asking children to tell them they love them and we advise staff to report any such observed practice
- Staff are respectful of each other and the children and families in the nursery and do not use inappropriate language or behaviour, including during breaks
- All staff are aware of the whistleblowing procedures and the management team visits the rooms throughout the day to ensure safe practices.

If a parent or member of staff has concerns or questions about safe care and practice procedures or behaviour they consider as inappropriate, including between staff members, they are urged to see the management team at the earliest opportunity. Management will challenge inappropriate behaviour in line with the supervision/disciplinary or whistleblowing procedures. If the concern relates to the management team and/or nursery owner then parents should contact Ofsted 0300 123 1231 or the local safeguarding partner (LSP) 0300 300 0117

### 61. Immunisation

At KNL Childcare Ltd we expect that children are vaccinated in accordance with the government's health policy and their age and promote this.

We ask that parents inform us if their children are not vaccinated so that we can manage any risks to their own child or other children/staff/parents in the best way possible. The nursery management team must be aware of any children who are not vaccinated within the nursery in accordance with their age.

We make all parents aware that some children in the nursery may not be vaccinated, due to their age, medical reasons or parental choice. Our nursery does not discriminate against children who have not received their immunisations and will not disclose individual details to other parents. However, we will share the risks of infection if children have not had immunisations and ask parents to sign a disclaimer.



We record, or encourage parents to record, information about immunisations on children's registration documents and we update this information as and when necessary, including when the child reaches the age for the appropriate immunisations.

#### Staff vaccinations policy

It is the responsibility of all staff to ensure they keep up-to-date with their vaccinations, as recommended by the Government/NHS vaccination schedule and keep the nursery informed.

If a member of staff is unsure as to whether they are up-to-date, then we recommend that they visit their GP or practice nurse for their own good health.

#### Emergency information

We keep emergency information for every child and update it every six months with regular reminders to parents in newsletters, at parents' evenings and a reminder notice on the Parent Information Board.

## 62. Declaration of Personal Interest

This policy has been developed in order to minimise the risk of problems arising through relatives, partners or close friends working together in the same working environment.

There is no attempt here to define 'relatives' 'partners' or 'close friends' because of the difficulties in doing so.

This policy applies to:

- ☐ Permanent employee's
- ☐ Students and work placements
- ☐ Contractors

Management must consider the implications if relatives, partners or close friends work together and must consider what action to take if they do.

#### Recruitment

All candidates are required to disclose any relationship to a member of staff or a member of the management team. Any manager or employee should not be involved, at any stage, in an appointment where they are related to or have a personal relationship outside of work with the applicant.

It is the responsibility of the director concerned to require contractors to declare whether they are related to or close friends with a member of staff or a member of the management team.

KNL Childcare Ltd realises that it is neither desirable nor possible to legislate against relationships developing within the working environment. This would also include relationships that develop between employees with business partners, suppliers and potential suppliers. Where this happens, however, we need to realistically consider the implications and what action can be taken. Depending on the circumstances this may involve the management team considering one or more of the following:

- ☐ Re-arranging work patterns
- ☐ Moving one of the partners to another setting

Any proposed changes must be based on an objective view of the best needs of the business.

In all cases it is necessary for the management team to fully consult with the parties involved and seek to reach an agreement. The affected individuals will have the right to be represented by their trade union representative or a workplace colleague.

#### Nepotism

KNL Childcare is a family run business.

To avoid nepotism, we have a general manager who is not related and who oversees this anti-nepotism policy.

- ☐ Employees who are related must not be involved in a supervisory/reporting relationship with one another.
- ☐ Employees/Director cannot be transferred, promoted or hired inside a reporting relationship with a relative.
- ☐ Employees/Director cannot be part of a hiring committee when a relative is considered for a position.

## Allegations against a family member

KNL Childcare is a family business.

An allegation against a family member would be dealt with by our general manager **Emma Seabrook**, following our allegation against a staff member policy, and depending on the type of allegation either:

- ☐ The LADO (Local Authority Designated Officer)
- ☐ OFSTED

No family member can participate in any disciplinary decision that directly affects a family member.

## 63. Epidemic and Pandemic Policy

### Statement of Intent

KNL Childcare Ltd intend to use this policy to provide precautionary measures to minimise transmission risks of disease in the setting during an epidemic or pandemic. It also states ideas for continuity of business if allowed.

Legislation and leading authorities which have guided and influenced this policy are:

Coronavirus Act 2020, Health and Safety at Work Act (1974), Health and Safety Executive (HSE), Government Briefings, Public Health England (PHE) and World Health Organisation (WHO). Advice from but not limited to, The Secretary of State, The Chief Medical Officer, Local Authority (LA) and Department for Education (DfE). The policy also has regard to Ofsted and Early Years Foundation Stage (EYFS) guidance where appropriate.

### Aim of Policy

This Policy defines and assists the operating arrangements in place within the setting that assures compliance to the Government and leading bodies requirements with relation to the outbreak of a pandemic such as Covid19.

This information builds upon our current procedures for areas such as Safeguarding, Child Protection and Equality and Diversity, however new practices may emerge as the situation continues. The policy and considerations may evolve and be built upon as the situation deepens and new precautionary measures have been introduced and practices have been reflected upon.

### Method

As early years providers we ensure to offer a continuum of very high standards of practice of childcare and education. The fundamental principles to be outlined in this policy are set out to ensure physical distancing is enabled and implement good hygiene practices as well as avoiding coming into contact with infected children and adults or anyone displaying symptoms. It states the protective measures put in place for children, parents and staff as best as possible to ensure the risk of transmission is reduced. We will continue to follow our other policies as long as they do not conflict with this policy and be guided by the EYFS as best as we can. The main areas we will be considering are:

- ☐ Minimising contact with individuals who are unwell
- ☐ Maintaining personal and respiratory hygiene (handwashing, catch it, kill it, bin it)
- ☐ Ensuring cleanliness of the environment (especially frequently touched surfaces)
- ☐ Minimising general contact and mixing (creating bubbles and limiting numbers)
- ☐ The use of Protective and Personal Equipment (PPE)
- ☐ Testing (if/when advised)

## Focus/ Areas of Consideration / Recommendations

In the event of an outbreak of a pandemic (such as Covid-19) we will follow all relevant government guidance as it is issued. Some steps we may consider implementing include (but are not limited to):

### Children

#### Attendance

- ☐ Only children who are symptom free or have completed the government required isolation period should attend the setting in line with current guidance.

#### Physical Distancing/grouping

- ☐ Children may be organised into small groups or given designated rooms within the setting, this will also involve the outdoor area. Staff may exercise their own judgement during the day for the high standards of safety for all children.
- ☐ Children in small groups should have the same staff team caring for them wherever possible to limit the amount of people coming into contact with each other.
- ☐ Smaller amounts of children in the whole setting may be advised or preferable. As we usually run to capacity most days this could be achieved by, but not limited to:

- A temporary cap on the number of children in the setting at any one time.
  - Temporarily limiting funded hours to only 15 hours per child, ensuring all children have access to some preschool time.
  - Changing children's hours to all mornings or all afternoons or 2 and a half days.
  - Only allowing the older children or those moving to Primary school to attend.
  - Grouping children to certain days, such as in groups of children moving to next school, this would help with transitions.
  - Changing the preschool open hours to all children so the days are longer so the parents are able to work a longer day.
  - Prioritising children such as those who are vulnerable, those with special educational needs, those from households where both parents work (or work full time)
  - The take up on places may be small so there may be no need to change children's hours.
- ☐ Sunscreen should be applied by the parents / carers before the child arrives at the preschool. T shirts covering shoulders and leggings would be preferable to minimise how much top up of sunscreen the staff will do.

#### *Wellbeing and education*

- ☐ Children should be supported in age-appropriate ways to understand the steps they can take to keep themselves safe including regular hand washing, coughing into an elbow, using a tissue and adopting a catch it, kill it, bin it regime.
- ☐ Children should be supported to understand the changes and challenges they may be encountering as a result of a pandemic and staff need to ensure they are aware of children's attachments and their need for emotional support at this time.
- ☐ EYFS framework will continue to be delivered through play and adult led activities.
- ☐ Snack times will be discontinued but children can ask for drinks throughout the day if they are thirsty, staff will monitor this. Parents will be asked to ensure their child has had breakfast or lunch and a drink before they arrive.

#### *Testing*

- ☐ We will continue to consult current guidance and or legislation in regards to the pandemic as set out by the government/local authority.

### **Workforce**

#### *Attendance*

- ☐ Staff will follow government guidance on the pandemic to determine whether or not they can attend the workplace.
- ☐ Consideration should be given to limiting the number of staff in the setting at any one time to only those required to care for the expected occupancy levels on any given day

#### *Physical distancing/ grouping /safety*

- ☐ Staff will complete a risk assessment before opening to address any risks from the pandemic, ensure sensible measures are in place to control risks.
- ☐ Staff to be informed of measures in place and sign a disclaimer to state they have read and understood the preschool policies and procedures.
- ☐ Staff will be advised to wear PPE at the usual times such as intimate care and wear disposable gloves and apron if completing one to one care and if supporting an ill child a face mask and visor should be worn.
- ☐ After dealing with an ill child who displayed symptoms the staff member should continue to wear PPE and clean the affected area with disinfectant.
- ☐ All PPE should be removed and disposed of following current government guidelines, the staff member should wash their hands for at least 20 seconds.
- ☐ The staff member who supported the unwell child does not need to go home.
- ☐ Social distancing may need to be maintained during breaks. This may be achieved through a range of strategies including the staggering of breaks and subdivision of spaces allocated to team breaks where possible.
- ☐ Staff will be responsible to ensure appropriate cleaning takes place and enough ventilation is in the room such as opening windows. If doors are open ensure the safety of the children is maintained.
- ☐ Staff to wear fresh, clean clothes for each session.

#### *Training*

- ☐ Where possible, meetings and training sessions should be conducted through virtual conferencing.
- ☐ All staff members must receive appropriate instruction and training in infection control and the standard operating procedure and risk assessments within which they will be operating.
- ☐ Online training may be available to allow their training levels to be maintained if appropriate.

## **Parents**

### *Physical distancing*

- ☐ Only parents who are symptom free and or have completed the required isolation periods will be able to drop off or collect their child in line with relevant government guidance.
- ☐ Aim to minimise the 'pinch points' during the day and limit drop off and pick up to one parent per family.
- ☐ Stagger the drop off and collection timings where possible will avoid a queue of families waiting to enter preschool.
- ☐ Arrange drop off and pick up at the nursery/preschool entrance to avoid parents entering the premises unnecessarily.
- ☐ Consider allowing some parents to enter the preschool for the purpose of a settling in session if not doing so would cause a child distress, this could take place in the outdoor environment. The provider should consider measures to minimise contact between the parent and other children and staff members.
- ☐ If the child is too distressed perhaps a delayed start to their preschool entry may be preferred or half hour settling in sessions without their parent.

### *Communications*

- ☐ Parents should receive clear communication regarding the role they play in the safe operating procedure and all measures being taken to ensure the safety of their children and themselves.
- ☐ Parents should inform preschool of their circumstances and if they plan to keep their child away, this helps preschool to conform to our safeguarding policy.
- ☐ Parents may be needed to support the running of the preschool by providing extra resources and consumables the preschool may not be able to source or afford such as cleaning wipes or products, tissues, toilet rolls etc. This is to ensure the safe running of the preschool is not hindered by lack of equipment and resources.

## **Visitors**

- ☐ Attendance to the setting should be restricted to only children and staff as far as practically possible and visitors should not be permitted to the setting unless essential (e.g. essential building maintenance).
- ☐ Where essential visits are required these should be made outside of the usual preschool operational hours where possible.
- ☐ As far as possible parents and carers should not enter the premises.

## **Travel**

- ☐ Wherever possible staff and parents should travel to the setting alone, using their own transport or if possible, walk.
- ☐ If public transport is necessary, current guidance on the use of public transport must be followed.
- ☐ Parents should be encouraged to ensure they do not leave travel accessories including buggies, car seats, scooters in the setting premises or grounds.
- ☐ Outings from the preschool into the local community should be restricted to ensure mixing with members of the general public does not happen.

## **Hygiene and Health & Safety**

### *Hand Washing*

- ☐ All children and staff must wash their hands upon arrival at the nursery for at least 20 seconds.
- ☐ Children and staff members should be encouraged to wash their hands frequently, this includes before and after eating food, after visiting the toilet or playing outdoors, after sneezing, blowing their nose or coughing into their hand and dealing with unwell people.
- ☐ Bodily fluid spills should follow the correct procedures as normal.

### *Cleaning*

- ☐ An enhanced cleaning schedule must be implemented that includes furniture, surfaces and children's toys and equipment and all staff are responsible in their area of work.
- ☐ Communal area, touch points and hand washing facilities must be cleaned and sanitised regularly and cleaned thoroughly every night.
- ☐ A deep clean may be needed after a child has become ill in the area they were waiting.

### *Waste disposal*

- ☐ All waste must be disposed of in a hygienic and safe manner following government guidelines.
- ☐ Tissues must be immediately disposed of and placed in a bin with a bag.
- ☐ Bodily fluids must be double bagged and disposed of in a bin with a bag.

#### *Laundry*

- ☐ All items within the setting requiring laundering must be washed in line with laundry guidelines.
- ☐ Items such as towels, flannels and bedding must not be shared by children.

#### *Risk assessment*

- ☐ The setting and all activity should be risk assessed before opening or going ahead to address the risks from the virus and due consideration given to any adaptations to usual practice. Sensible measures should be put in place and policies and procedures followed.
- ☐ It is expected that would include, but not be limited, to the suspension of learning experiences involving materials which are not easily washable such as malleable materials (dough, clay) and the suspension of the sharing of food and utensils.
- ☐ Cut down on the available resources out in the nursery preschool.
- ☐ Remove anything which cannot be easily wiped down or washed at the end of the day.
- ☐ Play food, play cutlery and crockery etc. should be removed or anything else which may be 'mouthed' by many children.
- ☐ Baking, food play and finger painting should be avoided.

#### *PPE*

- ☐ PPE should continue to be worn and disposed of as normal for nappy changing, one to one care and the administration of first aid.
- ☐ If a child becomes symptomatic, staff should wear a face mask, visor, disposable gloves and apron if a 2-meter distance cannot be maintained at all times. PPE should be disposed of following government guidelines

#### *Premises Building*

- ☐ Where premises have been temporarily closed during the lockdown period or where they may need to temporarily close during future lockdowns appropriate Health & Safety checks should be conducted prior to reopening.
- ☐ Keep windows open where possible to ensure good levels of ventilation. If doors are opened ensure the children safety is maintained with locked gates.

#### *Resources*

- ☐ Children should not be permitted to bring items from home into the setting unless absolutely essential for their wellbeing. Anything that is brought in from home should remain in the child's bag on their peg.
- ☐ All resources required for play and learning experiences of children should be regularly washed and/or sterilized. Any resources which are difficult to clean should be removed.
- ☐ Equipment used by staff such as stationary, tablets etc. should be allocated to individual staff members where possible and cleaned regularly.

#### *Supplies Procurement & monitoring*

- ☐ The nursery/preschool should ensure an adequate supply of essential supplies and contingency plans such as additional suppliers are in place to minimise the impact of any shortages of supplies.
- ☐ The nursery preschool will not be able to operate without essential supplies required for ensuring infection control.
- ☐ A monitoring system for the usage of PPE is essential to ensure that a supply of stock is available to all who require it as and when required to meet the operational needs of the setting. When stocks are low, other options may be considered, such as the use of washable tabards and facemasks. These items will be washed at a high temperature in accordance with relevant guidelines and separate to any other preschool washing.

#### *Responding to a suspected case*

- ☐ In the event of a child developing suspected symptoms of the pandemic they should be collected as soon as possible and all relevant government guidance should be followed immediately.
- ☐ Whilst waiting for the child to be collected they should be isolated from others in a previously identified room or area. If possible, a window should be opened for ventilation.
- ☐ The staff member responsible for the child during this time should be a staff member from their 'bubble'. The provider may consider suitable PPE for this staff member such as the addition of face mask, visor disposable gloves and apron.
- ☐ The area should be thoroughly cleaned, immediately.
- ☐ The person responsible for cleaning ideally should be the person dealing with the unwell child and should continue to wear their PPE. This should then be disposed of according to current government guidelines.
- ☐ In the event of a staff member becoming unwell they should follow the employee handbook procedures for sickness and/or any relevant government guidance.

## Monitoring of this policy

*This policy will be reviewed regularly by the management team/directors and new government legislation and policies will be incorporated appropriately as and when required or informed.*

### CRITICAL INCIDENT PLAN **PANDEMIC OUTBREAK**

Who ?	System
Management Team	To follow and action latest advice and guidance from Department of Education and Health Protection Agency.
Management Team	To liaise with parents or carers of children with low immunity or complex medical needs and Health Professionals involved to risk assess children coming to nursery.
Management Team	To contact if concerned: DoE Coronavirus helpline: 0800 046 8687 Health Protection Agency: 03442 254 524
Management Team	To instruct staff to ensure that they are using suitable cleaning products and disinfecting high contact areas every day.
Management Team	To heighten awareness of good personal hygiene to staff, children and parents with display posters, provide hand sanitiser and demonstrate good hand washing techniques.
Management Team	To follow guidance from ELAS regarding employment law.
Management Team	If there is not enough staff to meet ratio's a decision will be made to close certain rooms (priority will be given to working parents, with special priority to frontline professions (NHS, Police, Carers, teachers etc). Reduced hours of opening may be required. Staff and Parents to be made aware of this.
Management Team	If there is a suspected or confirmed case and it has been advised to close during the day parents are to be contacted by telephone.
Management Team	To decide a time to close building then to inform room supervisors of closure and delegate responsibilities to staff i.e. merging rooms, contacting parents.
Management Team	To ensure room staff carry on with duties as required.
Management Team	At all times support and distract children.
Management Team	Using land line or mobile, will call parents/carers of children.
Management Team	Liaise with parents/carers when collecting their children.
Management Team	If a decision has been taken overnight or at a weekend to close the nursery the posts to parents will be put on Facebook group and Tapestry Blog.
Management Team	To organise a 'Deep Clean'.
Management Team	Contact Ofsted, Complex Committee as required.
Management Team	To contact insurance company.
Management Team	To run a 'skeleton staff' system while building is closed to man telephones (if safe and able to do so).
Management Team	Decide when Nursery will reopen and inform parents/carers by either telephone, verbally or via Tapestry Blog.
Management Team	In the event of media attention, the manager will make 'no comment' but will deal with the media in a professional manner

## **64. Menopause/Perimenopause Policy**

KNL Childcare are committed to supporting and helping our employees to manage the impact of the Menopause/Perimenopause at work.

We acknowledge that for the employee experiencing symptoms of Menopause/Perimenopause this can be a difficult and stressful time as well as a very sensitive and personal matter.

### **What is the Menopause?**

The Menopause is a natural stage of life for women, usually in their late forties/early fifties. It can also happen earlier or later. For many women symptoms last about four years, but in some cases can last longer - up to 12 years.

Part of the process includes what is termed 'Perimenopause' when a woman's body is starting to change in the build-up to the Menopause. Perimenopause usually starts in the mid-forties, but can start earlier or later and last several years. Perimenopause is not the same as an early menopause.

Employers should be aware that a trans man - someone who proposes to go through, is going through or has gone through a process, or part of a process, to change their gender from woman to man - may go through Perimenopausal and Menopausal symptoms.

### **The Symptoms of Menopause/Perimenopause**

The following is a sample but not a definitive list of symptoms that may be a sign of Menopause/Perimenopause. All people will be affected by this differently and may experience different severities of the below symptoms:

- ☐ Difficulty sleeping and night sweats
- ☐ Feeling tired and lacking energy
- ☐ Mood swings
- ☐ Feeling anxious and panic attacks
- ☐ Hot flushes
- ☐ Struggling to remember things, concentrate and focus
- ☐ Taking longer to recover from illness
- ☐ Irregular periods which can become heavier
- ☐ Aches and pains including muscle and joint stiffness
- ☐ Urinary problems
- ☐ Headaches including migraines
- ☐ Putting on weight
- ☐ Noticeable heartbeats
- ☐ Skin irritation
- ☐ Dry eyes

If an employee does not get the help and support they need, it is increasingly likely that the effects of the Menopause can, for example, lead to them:

- ☐ Feeling ill
- ☐ Losing confidence to do their job
- ☐ Suffering from mental health conditions such as stress, anxiety and depression
- ☐ Leaving their job

### **The Early Menopause**

As many as one in 20 women may go through an early Menopause. It may happen for various reasons, including if a woman has had certain medical conditions and health treatment.

Employers, managers, supervisors and team leaders need to be aware that medically this can be a complicated area, and they should take this into account in supporting an employee through the Menopause.

## Supporting an Employee through the Menopause

An employer must minimise, reduce or where possible remove workplace health and safety risks for workers. This includes:

- ☐ Ensuring menopausal symptoms are not made worse by the workplace and/or its work practices
- ☐ Making reasonable adjustments to help an employee manage their symptoms when doing their job

An employer must generally assess health and safety risks for employees. Regarding Perimenopause and Menopause, an assessment should include, but is not limited to:

- ☐ The temperature and ventilation in the workplace
- ☐ The materials used in an organisation's uniform, if there is one, and whether the uniform might make an employee going through Perimenopause or Menopause feel too hot or worsen skin irritation
- ☐ Somewhere suitable for the employee to rest
- ☐ Whether toilet and washroom facilities are easily available
- ☐ Whether cold drinking water is easily available

All employees are able to arrange a private meeting with a member of the management team to discuss any health related issues they may be having as a result of going through Menopause/Perimenopause.

KNL Childcare's management team will ensure that if any member of staff discloses to them about going through the Menopause/Perimenopause that this will be treated with the strictest confidence.

KNL Childcare will ensure that it will handle Menopause/Perimenopause in the workplace sensitively and with dignity and respect.

## Sickness Absence and Job Performance

KNL Childcare will ensure that managing absence from work will be handled sympathetically as Menopause is a long-term and fluctuating health change. Menopause symptoms have legally been accepted to be classed as a disability and KNL Childcare are prepared to make reasonable adjustments to help the employee continue to work, and minimise, reduce or remove any potential problems with their job performance as a result of their symptoms. (see also Policy 20: Inclusion & Equality Policy)

If an employee is off sick because of Menopause or Perimenopause, management should not include these absences in their attendance record. This means that absence because of Menopause or Perimenopause should not lead to a disciplinary warning.

Employers and management need to be aware that there are risks of disability discrimination and/or sex discrimination, and/or age discrimination if an employee is discriminated against because of their Menopause or Perimenopause symptoms and should be aware of best working practice in relation to reasonable a

## 65. Fire Safety Policy

At KNL Childcare we take reasonable steps to ensure the safety of children, staff and others on the nursery premises in the case of a fire or other emergency through our fire safety policy and emergency evacuation procedures.

The designated fire marshals are:

*St Georges Nursery and Pre School:* Emma Seabrook and Stacey Wilcox

*Little Squirrels Community Nursery:* Stacey Wilcox and Karen White

We ensure the nursery premises are compliant with fire safety regulations, including following any major changes or alterations to the premises. The designated fire marshal ensures we have all the appropriate fire detection and control equipment (e.g. fire alarms, smoke detectors, fire blankets and/or fire extinguishers) are in working order and seeks advice from the local fire safety officer as necessary.

They also have overall responsibility for the fire drill and evacuation procedures. These are carried out and recorded for each group of children every term or as and when a large change occurs, e.g. a large intake of children or a new member of staff joins the nursery. These drills are planned to occur at different times of the day and on different days to ensure evacuations are possible under different circumstances and all children and staff participate in the rehearsals.



All staff receive fire safety and evacuation training (including as part of induction) to help them understand their roles and responsibilities. This includes the steps they must take to ensure the safety of children, for example keeping fire doors free from obstruction, how to safely evacuate the children and where the evacuation meeting point is situated. Each room has a specific evacuation plan, which includes information such as evacuating non-mobile babies and using alternative exits depending on where the fire may be situated.

The Fire Risk Assessment is updated annually and is held in the office at each setting.

The designated fire marshal checks fire detection and control equipment and fire exits in line with the timescales within the checklist below.

#### Fire checklist

	Who checks	How often	Location
Escape route/fire exits (all fire exits must be clearly identifiable)	Staff Members	Daily	Daily Risk Assessment
Emergency lighting	Managers	Weekly	Fire Book
Fire extinguishers and blankets	Outside agency	Annually	Fire Book
Evacuation pack	Manager	Termly	Fire Book
Smoke/heat alarms	Outside agency	Annually	Fire Book
Fire alarms	Manager	Weekly	Fire Book
Fire doors closed, in good repair, doors free of obstruction and easily opened from the inside	Staff Members	Daily	Daily Risk Assessment

A deputy fire marshal is appointed to over this role when the fire marshal is absent.

#### Registration

An accurate record of all staff and children present in the building must be kept at all times and children/staff must be marked in and out on arrival and departure. An accurate record of visitors is kept in the visitor's book. These records are taken out along with the register and emergency contacts list in the event of a fire.

#### No smoking/vaping policy

The nursery operates a strict no smoking/vaping policy – please see this separate policy for details.

#### Fire drill procedure

On discovering a fire:

- ☐ Calmly raise the alarm by breaking the alarm glass
- ☐ Immediately evacuate the building under guidance from the manager on duty/fire marshal (Collecting children's room register, where applicable)
- ☐ Using the nearest accessible exit lead the children out, assemble at the fire assembly point.
- ☐ Close all doors behind you wherever possible
- ☐ Do not stop to collect personal belongings on evacuating the building
- ☐ Do not attempt to go back in and fight the fire
- ☐ Do not attempt to go back in if any children or adults are not accounted for
- ☐ Wait for emergency services and report any unaccounted persons to the fire service/police.

If you are unable to evacuate safely:

- ☐ Stay where you are safe
- ☐ Keep the children calm and together
- ☐ Wherever possible alert the manager of your location and the identity of the children and other adults with you.

The manager/fire marshal/team leader is to:

- ☐ Pick up the central children's register, where applicable, staff register, nursery mobile/phone, keys, visitor book and fire bag/evacuation pack (containing emergency contacts list, nappies, wipes and blankets)
- ☐ Telephone emergency services: dial 999 and ask for the fire service
- ☐ In the fire assembly point area check the children against the register
- ☐ Account for all adults: staff and visitors
- ☐ Advise the fire service of anyone missing and possible locations and respond to any other questions they may have.

**Remember**

- ☐ Do not stop to collect personal belongings on evacuating the building
- ☐ Do not attempt to go back in and fight the fire
- ☐ Do not attempt to go back in if any children or adults are not accounted for.

This policy is updated at least annually in consultation with staff and/or after a fire evacuation practice and/or fire.

KNL Childcare Ltd

Revised, completed & approved by Directors – September 2023

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

ALL POLICIES REVIEWED & APPROVED SEPTEMBER 2023 BY THE DIRECTORS OF KNL CHILDCARE LTD AND THE MANAGEMENT TEAM.

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.

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