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# ABSENT CHILD POLICY

If your child should be unable to attend our setting on their nominated day, we would ask that you call us to give an explanation by phone, text, FAMILY App or email. Should you fail to make contact with us, with an explanation of absence, we will endeavour to contact you that day. If we fail to make contact within 48 hours by phone or mail, this may result in Carmena Christian day nursery contacting Children's Services. (This is in accordance with the Children's Act 2004.)

This policy reflects the vision and aims of our nursery by:

- Encouraging staff, parents/carers, and children to maximise the learning experience in order that all children reach their full potential.
- Providing clear procedures for involving parents/carers relating to the setting attendance.

## **PRINCIPLES**

Regular and punctual attendance is of paramount importance in ensuring that all children have full access to the curriculum. Valuable learning time is lost when children are absent or late and research has shown the negative effect of absence.

Children should be at nursery, on time, every day the setting is open, unless the reason for the absence is unavoidable. Permitting absence from pre-school or a funded 2-year-old place without a good reason must be acted upon by Carmena. Children should arrive at our setting no later than 09.15am for morning sessions or 1.00pm for afternoon registration. If a child is reluctant to attend the setting, communication between parent and nursery is encouraged.

It is never better to cover up their absence or to give in to pressure to excuse them from attending.

This gives the impression that attendance does not matter and may make things worse. Every half-day absence must be classified by the setting (not by the parents/carers). Therefore, information about the cause of each absence is always required by our Setting.

As an Early Years setting, we actively encourage parents to support us in this policy, as our absence statistics are scrutinised by Ofsted and have an impact on the overall judgement a setting is given".

Parents/carers are expected to contact the setting at an early stage and to work with the staff in resolving any problems together. If difficulties cannot be sorted out in this way, the setting may refer the child to the Children Services.

It is the parents'/ carers' responsibility to contact the setting either by telephone or in writing via email or the FAMILY app whenever the child is absent.

This must be on the first day of absence by 9.30am and subsequently on a daily basis.

## **THE ROLE OF STAFF**

Managers complete whole nursery register twice each day. Staff within each room, complete a register at the beginning of each morning and afternoon session. If parents/carers have not explained the reason for absence by 10am, the Office will ring the parent. If no explanation is given the Office enters this as unauthorised.

When appropriate, practitioners raise any concerns with the Manager who takes appropriate action when absences is a concern and contacts the parents/carers to discuss attendance issues.

## **PROCEDURES**

Absence is either authorised, such as in the case of illness or of religious/cultural observance, holidays or unauthorised, when there is no reason given for such absence or when it is considered that the explanation is unjustified or unreasonable.

Monitoring of these records will take place regularly and letters and/or meetings will be sent/arranged by the setting, including a referral to the Children Services, where necessary. If absence is a persistent problem (15% or more) a meeting will be arranged at the setting with the parent and Manager.

## **ARRIVAL TIMES AND LATENESS**

In pre-school we are trying to get children ready for school, so it is essential for your child to attend on time. Registration is 9am or 1:00pm and it is necessary for children to be punctual. When children arrive late this can disturb our registration and circle time so please try to attend as it is good for the children for their routine and they miss out.

Carmena adheres to the Early Years Foundation Stage Curriculum and acts on advice given by the London Borough of Wandsworth in conjunction with Ofsted

# ACCIDENT & INCIDENT POLICY

## **Statutory Framework for the Early Years Foundation Stage 2021**

### **Section 3 - The safeguarding and welfare requirements – Accident or Injury**

*3.51 Providers must ensure there is a first aid box accessible at all times with appropriate content for use with children. Providers must keep a written record of accidents or injuries and first aid treatment. Providers must inform parents and/or carers of any accident or injury sustained by the child on the same day as, or as soon as reasonably practicable after, and of any first aid treatment given.*

*3.52. Registered providers must notify Ofsted or the childminder agency with which they are registered of any serious accident, illness or injury to, or death of, any child while in their care, and of the action taken. Notification must be made as soon as is reasonably practicable, but in any event within 14 days of the incident occurring. A registered provider, who, without reasonable excuse, fails to comply with this requirement, commits an offence. Providers must notify local child protection agencies of any serious accident or injury to, or the death of, any child while in their care, and must act on any advice from those agencies.*

The purpose of this policy is to ensure that when an accident occurs in Carmena Christian day nursery, appropriate action is taken, and accurate information is recorded and communicated.

It is the responsibility of every member of staff to ensure that accidents and injuries are dealt with appropriately and swiftly.

The safety of your child is paramount, every measure will be taken to protect your child from hurting themselves. However sometimes accidents do unavoidably happen, and the following procedure will be carried out in dealing with the situation:

- The child will be comforted and reassured
- The extent of the injury will be assessed and if necessary, call for medical support/ambulance
- The first aid procedures will be carried out if necessary, by a trained first aider
- Once the child is more settled, the parent/carer will be contacted and informed of the accident and if necessary, to ask you to return to care for your child/meet me at the hospital.

After every accident, however minor:

- An incident report will be completed, signed, and witnessed
- The parent/carer is asked to sign the accident report and receives a hardcopy for their records.
- Accidents are logged and evaluated at the end of each month

If the incident requires any medical treatment:

- We will inform Ofsted immediately – or at least within 14 days (under Standard 14.3 Children Act regulation, inform Ofsted about any significant events)
- Inform Insurance Company
- Contact Wandsworth Early Years for additional advice/support  
In the case of a head injury.
- Ensure the parent has been phoned to notify.
- Ensure the child is given an 'I bumped my head' sticker.
- Monitor the child throughout the day for any changes in health.

We follow the guidelines of the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR), Safety Executive (HSE) and the Statutory Framework for the Early Years Foundation Stage (EYFS) for the reporting of accidents and incidents.

### **First aid**

At Carmena Christian day nursery we pride ourselves on having 100% of staff paediatric first aid trained.

First aid boxes are located around the nursery and visibly identifiable in dark green boxes. The contents are regularly updated and contain an up-to-date inventory/item list.

The manager is responsible for making sure that all medical information and emergency contact details on the children's documents/files are up to date and accurate.

When an accident occurs, it is the responsibility of the first aider to determine whether the injury can be dealt with in the setting or if medical assistance is required.

### **Accident & Incident Procedures**

An **accident** is an unfortunate event or occurrence that happens unexpectedly and unintentionally, typically resulting in an injury, for example tripping over and hurting your knee.

An **Incident** is an event or occurrence that is related to another person, typically resulting in an injury, for example being pushed over and hurting your knee.

### **Dealing with Accidents or Incidents to Children**

We keep written records of all accidents, incidents, or injuries to a child together with any first aid treatment given. Any event, however minor, is recorded by completion of an "accident/incident report" and the procedure is the same for both types of events as follows:

- An accident/incident report is completed by a member of staff who witnessed the event
- The form must be written accurately and clearly

The form must include:

- Whether it is an accident or incident being recorded
- Date of accident/incident
- Time of accident/incident
- Name and signature of person who dealt with the accident/incident
- Description of accident/incident
- Description of care given
- Name of person who gave care (this must be a paediatric first aid qualified member of staff)
- Description of injury (if applicable)
- Position of injury illustrated (use body map if necessary)
- Witness signature
- Counter signature (must be qualified practitioner)
- Signature of parent/carer

In the event of an incident, both accident and incident reports must be completed. The name of any other child involved in an accident/incident report **must** remain confidential.

THIS POLICY WAS REVIEWED ON 02/11/2021

# ADMINISTRATION OF MEDICATION POLICY

## **Statutory Framework for the Early Years Foundation Stage 2021**

### **Section 3 - The safeguarding and welfare requirements – Medicines**

3.45 *The provider must promote the good health of children attending the setting. They must have a procedure, discussed with parents and/or carers, for responding to children who are ill or infectious, take necessary steps to prevent the spread of infection, and take appropriate action if children are ill.*

3.46 *Providers must have and implement a policy, and procedures, for administering medicines. It must include systems for obtaining information about a child's needs for medicines, and for keeping this information up to date. Training must be provided for staff where the administration of medicine requires medical or technical knowledge. Prescription medicines must not be administered unless they have been prescribed for a child by a doctor, dentist, nurse, or pharmacist (medicines containing aspirin should only be given if prescribed by a doctor).*

3.47 *Medicine (both prescription and non-prescription) must only be administered to a child where written permission for that medicine has been obtained from the child's parent and/or carer. Providers must keep a written record each time a medicine is administered to a child and inform the child's parents and/or carers on the same day, or as soon as reasonably practicable.*

### **Statement**

Carmena Christian day nursery places the child's well-being at the very core of the ethos of the setting. Staff are paediatric first aid trained but it is not a compulsory part of their job to administer medicine, and we respect the agreement and decision made by each individual member of staff. There will, however, always be staff willing to administer medicine on site, and for any clarification of this matter please check with the Manager.

We have named co-ordinators, *Miss Primrose Martin & Ms Fatmata Turay* who are jointly responsible for all matters regarding First Aid.

### **Procedure**

- Children taking prescribed medication must be well enough to attend the setting.
- Carmena will only administer medication when it has been prescribed for a child by a doctor (or other medically qualified person i.e., Pharmacist, dentist); it must be in-date, clearly have the child's name printed on the medication and prescribed for the current condition.
- In all cases it must have a label which notes:
  - Child's name
  - the name and address of the pharmacy that dispensed the medicine
  - the date the medicine is dispensed
  - the name of the medicine
  - the dose needed to be taken, how to take it and how often
  - the amount of medicine in the container and the strength
  - if necessary, any cautions or warning messages that apply to your medicine

### **Aim**

It is our aim to safeguard and maintain the well-being of all children within the Nursery and the staff who look after them. Carmena Christian day nursery works in partnership with parents and information sharing in this area is vital so that staff respect and are aware of cultural, ethical or religious reasons which may relate directly to the administration of medicine.

## **Method**

The following procedure must be adhered to by parents and staff for the health and well-being of all children in the administration of medicine OR creams:

Carmena Christian day nursery requires written consent in advance from parents which clearly shows:

- CHILD'S FULL NAME AND ADDRESS
- D.O.B.
- DATE AND EXPIRY DATE
- DOSAGE

If medication has not been prescribed for the child by a GP or medical professional or has expired its date, this includes Calpol & Nurofen, Carmena Christian day nursery **will not** administer it\*\*.

The medication must be in its original container and must be accurate for the ailment (i.e., Eye drops prescribed for an ear infection or for a sibling or relative not the child named will not be administered).

In extreme circumstances the manager may make the decision to administer emergency Calpol to children if a child's temperature reaches or exceeds 40c in the agreement that the parents are on their way to collect the child. This will only be carried out if the manager has sought permission from the parent or a medical professional (111)

A manager or named first aider will record every occasion of administering the medication confirming the time & dosage of administration and which member of staff did so. The staff member will then sign the form.

Written permission is required for emergency treatment of chronic illnesses, such as asthma where inhalers may need to be given on a long-term basis. If a child has been hospitalised due to an illness, we will contact the child's health visitor for a multi-agency meeting together with the parents and draw up a health care plan. If a child has an asthmatic pump but not been hospitalised, the nursery will draw up a health care plan and train all staff to the child's individual needs.

Staff will be asked to attend training to meet specific needs concerning administration of medicine, or other health related matters.

Staff will sign a consent form to say they are willing to administer medicine. The Nursery Manager will make parents aware of any changes in information. Only Level 3 qualified staff with first aid training will be permitted to administer medicine.

In an emergency, an ambulance will be called for and parents informed immediately.

## **Monitoring**

The Nursery Managers will monitor staff to ensure the procedures are being carried out, and that they are clear to all. Staff will be asked to feedback at meetings any areas of concern or to identify training needs that they may require.

## **Storage**

All medication which requires cold storage will be stored in a container with a lid in our main fridge located in the nursery kitchen. Medication that does not need to be refrigerated will be kept in a locked cupboard located in the office. All medication will be individually bagged and labelled with names, D.O.B, name of medication and prescription dates.



Once the prescription/course has finished any containers or remaining medication will be returned to the parent/ named guardian to dispose of and signed for.

**Staff Medication**

Staff medication on the premises must be securely stored in lockers or placed in the manager's office, if the medication needs to have refrigerated them it must be stored in the staff fridge in the kitchen in a lidded and labelled box or bag. Staff must inform the manager if they are bringing any medicine on to the premises and ensure that it doesn't impair their ability work. Managers must ensure that those practitioners taking medication, medical advice confirms that the medication is unlikely to impair that staff member's ability to look after children properly.

**Review**

The policy will be reviewed yearly, and amendments and changes will be carried out in conjunction with the Nursery staff, through liaison by the Manager and deputy manager.

## **Statutory Framework for the Early Years Foundation Stage 2021**

### **Section 3 - The safeguarding and welfare requirements – Information about the child**

*3.73. Providers must record the following information for each child in their care: full name; date of birth; name and address of every parent and/or carer who is known to the provider (and information about any other person who has parental responsibility for the child); which parent(s) and/or carer(s) the child normally lives with; and emergency contact details for parents and/or carers.*

We want your child to feel safe and happy in the absence of their parents, and to recognise other adults as a source of authority, help and friendship and to be able to share with their parents afterward their new learning experiences enjoyed in the nursery.

We also want parents to feel welcome and involved from the beginning. So that we may achieve this, our aim is to build constructive relationships with parents in the following ways:

1. By creating opportunities for the exchange of information, using among other resources a copy of the nursery's prospectus.
2. Settling in policy and procedures, class routine and an 'All About Me' assessment form for the parents to fill in and return to us with their child, when they start nursery.
3. By encouraging parents to visit the nursery with their children during the weeks before an admission is planned for a show around.
4. By reassuring parents whose children seem to be taking a long time settling into the nursery, bringing in new strategies in accordance with our procedures quickly to help with settling in, when appropriate. A transitional object can be brought in from home. Pictures of the day spent can be sent home via the FAMILY App
5. By giving parents a daily verbal report at the end of each session covering the child's progress,

### **Procedures**

After the initial visit, parents are encouraged to talk to their child about coming to our nursery. Each child is given a named (encourages name recognition) peg where they can hang their coats and belongings, which allows them to feel they have a place at the setting.

- It is normal procedure for a parent member to stay for a short period until their child becomes familiar with the surroundings, and then leave as quickly as possible. At times, we may be required to review this procedure; however, the nursery will have continuous communication with the parent or carer during the settle.
- Staff will be ready to take over from you with reassurances that we would phone you if we were unable to settle your child. The parent is encouraged to ring us in half an hour to reassure them.
- Great efforts would be made to distract or interest the child in what is going on and being close and supportive for as long as is needed.
- We understand that children need to share their feelings, so we need to explain that it is alright to have a cry and it is alright to be sad. Leaving mummy or daddy is extremely hard to start with, but they are coming back to pick them up.

- If your child continues to be distressed coming into nursery we will get together and discuss the best way forward
- We may invite you to stay with your child for a longer period until they are familiar with the surroundings, and then to leave quickly when all seems well. (COVID dependent)
- We may suggest you return to nursery earlier to collect your child and each day extend the length of time.
- In some circumstances, perhaps a friend could drop your child to the setting so that 'goodbyes' can be said in the privacy of your home. Children cannot play or learn successfully if they are anxious and unhappy. Our settling in procedures aim to help parents and children feel comfortable in the nursery and help to ensure that the child has the opportunity to benefit from their time at nursery, confident in the knowledge that their parents will return to collect them at the end of the session.

All staff will greet the children on arrival, so they are acknowledged and valued as part of the team.

Each child will have an online learning journey (FAMILY) and all information on progress will be written in as observation. Children have the freedom of the outside and inside environment during the sessions.

Children are monitored and observed, and then planning and evaluation are regularly done to inform us of the 'next step' in learning achieved.

For those children who need extra help, outside agencies are sought with the parents to ensure children's individual needs are met. (See the Special Educational needs policy)

Early Years Foundation Stage Guidance is used to assist planning and development needs.

# ALLEGATION AGAINST A MEMBER OF STAFF

## **Statutory Framework for the Early Years Foundation Stage 2021**

### **Section 3 - The safeguarding and welfare requirements – Child Protection**

*3.4 The safeguarding policy and procedures must include an explanation of the action to be taken when there are safeguarding concerns about a child and in the event of an allegation being made against a member of staff and cover the use of mobile phones and cameras in the setting.*

This procedure also links to:

- Safeguarding children and child protection policy and procedures
- Carmena Christian Day Nursery disciplinary policy
- Making a complaint procedure
- Carmena Christian Day Nursery Whistleblowing policy
- Making notifications to Ofsted procedure

Should any staff member have a concern about the behaviour of a member of staff, this should be voiced **immediately**.

You should inform your manager or designated person (Mrs Herbrina Roberts) of any incidents where you feel the code of conduct has been breached.

In the absence of your manager or the designated person, Miss Kerisha Brady in the instance that the concern is against your manager/designated person you are advised to contact the **LADO** (Local Authority Designated Officer) on 020 8871 6622/ 07974 586 461 (lado@wandsworth.gov.uk) without delay.

Ofsted must be informed as soon as possible but within at least 14 days on **01708 123 1231** **YOU MUST NOT speak to the member of staff or adult concerned OR take any action about the allegation until you have spoken with the LADO, as this could jeopardise any possible subsequent investigation.**

Handling allegations, particularly serious ones, is a complex and delicate process. All allegations need to be taken seriously. Good record keeping is essential to the success of child protection practises.

Where it is alleged that a member of staff or volunteer who works with children has:

- Behaved in a way that has harmed a child or, may have harmed a child.
- Possibly committed a criminal offence against a child or related to a child.
- Behaved towards a child or children in a way that indicates that they may pose a risk of harm to children.
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children

### **Procedure to follow if an allegation of abuse is made against a member of staff**

1. Christian Day Nursery Nurseries **Allegation is made:** All allegations against staff or any observations of inappropriate behaviour by a member of staff should be brought to the attention of a senior member of management in the strictest confidence.
2. **Report allegation:** The senior member of staff will notify LADO **within one working day**. The manager must also report this allegation to Ofsted.

3. **Initiate allegation procedures:** The LADO will decide whether the incident fits the criteria of an “Allegations against a member of staff” in other words: Did the alleged incident potentially cause harm to the child? Does the alleged incident constitute a criminal offence? Does the alleged incident suggest that this person is potentially unsuitable to work with children? Allegation’s procedures are clearly outlined in **Safeguarding Children & Safer Recruitment in Education** and should be held to the recommended timescales to avoid unnecessary distress to all involved.
4. **Workplace arrangements:** The LADO will advise whether the member of staff should remain in the workplace or whether they should go on “gardening leave” or be suspended until the investigation is resolved. If the member of staff remains in the workplace, safeguards will be put into place to protect the member of staff and the child/children involved. The member of staff will be advised to contact their union representative (if applicable) and the senior member of staff will keep both the member of staff and the family up to date regarding timescales of meetings and the procedures being put in place.
5. **Strategy meeting:** The LADO will schedule a strategy meeting with the representative from the setting and from the police. A new police check will be conducted prior to the strategy meeting to determine whether any previous incidents involving that member of staff are known and have not been declared.
6. **Decisions and next steps:** Professionals at the strategy meeting will decide what next steps to take- these may include criminal proceedings, child protection procedures, disciplinary procedures, training needs, or no further taken.



# ANTI-RADICALISATION STATEMENT

Carmena Christian day nursery is fully committed to safeguarding and promoting the welfare of its children and staff members. We recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. At Carmena Christian day nursery all staff are expected to uphold and promote the fundamental principles of the British Values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

The main aims of this statement are to ensure that staff are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues will not happen here and ensure that we work alongside other professional bodies and agencies to ensure that our children are safe from harm.

We aim:

- All staff and volunteers will have understanding and an appropriate level of training (home office prevent training) of what radicalisation and extremism are and why we need to be vigilant in nursery.
- Children participate in local community events (such as fairs) so they appreciate and value their friends and neighbours who may not share their faith background.
- Children are supported in making good choices from any early age, so they understand the impact and consequences of their actions on others.
- All staff will know that the setting policy is on anti-radicalisation and extremism and will follow the procedures when issues arise.
- All parents/carers will know our nursery has policies in place to keep children safe from harm and we (the nursery) regularly review it systems to ensure they are appropriate and effective.

**Radicalisation** is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic, or social conditions, institutions of habits of the mind.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Protecting children from the risk of radicalisation is seen as part of Carmena Christian day nursery wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse.

There is no single way of identifying who is likely to be susceptible to an ideology. It can happen in many ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group appear to provide and answer. The internet and the use of social media has become a major factor in the radicalisation of young people.

**Extremism** is defined as the holding of extreme political or religious views. It is the vocal or active opposition to fundamental British Values. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

At Carmena Christian day nursery it is essential that staff can identify children who may be vulnerable to radicalisation and know what to do when they are identified. There are a few behaviours that might indicate that an individual is at risk of being radicalised or exposed to extreme views.

Such behaviours may include:

- Spending increasing time in the company of other suspected extremists
- Changing their style of dress or personal appearance to accord with the group
- Day to day behaviour becoming increasingly centred on an extremist ideology, group of cause
- Loss of interest in other friends and activities not associated with an extremist cause
- Attempts to introduce others to the group/cause
- Communication with others that suggests identification with a group, cause of ideology
- Using names/language ranging from insulting to derogatory or members of another group

Increase in prejudice-related incidents committed by that person- these may include.

- Physical or verbal assault
- Provocative behaviour
- Damage to property
- Derogatory name calling

### **Curriculum**

Our curriculum promotes respect, tolerance, and diversity. Children are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others.

It is recognised that children with low self-esteem can often be more vulnerable to radicalisation and therefore we strive to equip our children's confidences, self-belief, respect and tolerance as well as setting high standards and expectations from them.

### **Procedures for referrals**

Although serious incidents involving radicalisation have not occurred at Carmena to date, it is important for us to remain constantly vigilant and remain fully informed about the issues which affect the wider region in which we teach. Staff are reminded to suspend professional disbelief that instances of radicalisation "could not happen here" and refer any concerns through the appropriate channels.

Staff should understand when it is appropriate to make a referral to the "Channel Programme" Channel is a programme which focuses on providing support at an early stage.

The department of Education has dedicated a telephone helpline (**020 7340 7264**) to enable staff to raise concerns relating to extremism directly. Concerns can also be raised by email to [counter.extremism@education.gsi.gov.uk](mailto:counter.extremism@education.gsi.gov.uk)

(Please note that helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.

## **Statutory Framework for the Early Years Foundation Stage 2021**

### **Section 3 - The safeguarding and welfare requirements – Child Protection**

3.63. Providers must only release children into the care of individuals who have been notified to the provider by the parent and must ensure that children do not leave the premises unsupervised. Providers must take all reasonable steps to prevent unauthorised persons entering the premises and have an agreed procedure for checking the identity of visitors.

### **Introduction**

It is the policy of the nursery to give a warm welcome to all children on their arrival to nursery.

As we are still adhering to some of the requirements as governed during the COVID-19 pandemic all handovers will continue to be completed at the door.

Entrance into the nursery is secure with a video intercom system installed allowing for nursery staff to speak to visitors/parents through the video screen before allowing access to the nursery. Staff members can enter the nursery by touching a key card on the keypad system.

Parents and visitors must press the intercom on the door and wait for the door to be opened and greeted by a staff member. This is to be done by certain members of staff to minimise the risk of unauthorised people in the setting.

Parents are asked to stand in front of the camera so members of staff can see them clearly and identify who is dropping off/collecting children before opening the door.

Unauthorised persons i.e., students, volunteers etc. are not permitted to open the door to anyone at any time.

Parents are to be asked to be careful when arriving and departing and are asked not to hold the door open for any other parents/visitors.

An IPAD is housed in the main corridor for visitors to sign in and out of. Where applicable, All visitors asked to provide their vehicle registration number and identify the purpose of their visit. All visitors will be asked to provide photo ID before entering the setting.

### **Arrival Procedure**

- All children are to be brought into their main room by a senior staff member upon arrival, not left in the porch or corridor area.
- The child's belongings are placed in their appropriate places.
- Both the person dropping off and the staff member will then spend time exchanging information. This information will be used to assess the child's day.

Some of the information exchanged will be as follows:

- An overview of the child since their last attendance
- What they have eaten before attending nursery
- Are they in good health? If not, what are the problems?
- Who will collect them at the end of the session?



- Have they had medication in the past 12 hours? If yes, what?
- The arrival and departure time of each child will be recorded on the registers and FAMILY app.
- Any specific information provided by parents should be recorded and passed onto the relevant member of staff/key person.
- If a parent/ carer requests that their child needs to be given medicine during the day the staff must ensure that the medicine is prescribed and signed by the doctor, in the original packaging and it is in date. Following this a consent form is to be completed and signed also, it is staff's responsibility to ensure that correct dosage and course guidelines are followed. (Staff should follow administration of medicine policy)
- If a child has an existing injury, bruises, bump etc... Parents/ carers have a responsibility of informing staff of this when dropping the child off and should complete a pre-existing injury form.

### **Departures**

Collecting children from Nursery is in principle the same as for arriving set out above for entering the nursery. Parents are to present themselves via the intercom. On acceptance of the ring, they are met and greeted at the door by a staff member along with their child. Parents must arrive in good time to ensure collection before the session end or closure time. Parents arriving late at the end of their session will incur a late collection fine of £5.00, for every 15 minutes. Parents will be given feedback about their child's time spent within nursery and the children will be signed out on the IPADs by the main lead in each room.

### **Arrivals and collection security**

Departure arrangements at registration

Upon registration parents must provide names for persons other than themselves to collect their child, at least two named persons are required, and full contact details are required in cases of emergency.

Children will only be released from the care of the nursery to individuals named by the parent and recorded on their relevant entry record. Children may not be picked up by anyone under 16 years of age (the only exception being if the parent is under the age of 16 years).

### **Departures – Extra**

Carmena Christian day nursery operates strict arrivals and collection procedures.

In the event of children being collected by those other than those named and recorded the following applies:

Parents must inform the nursery without delay that they will not be able to collect their child. Checks are carried out to ensure children are being collected by an appropriate adult.

Parent/carers are required to give the name and mobile number of the adult collecting their child and a unique password which is to be agreed by the manager. This password is then to be shared with the person collecting the child who will be asked this on collection along with confirmation of their name and mobile number.

Parents who contact the nursery via telephone requesting changes in collection will be asked security question confirming who they are. i.e., telephone number, D.O.B, address etc.

The parent must ensure that a \*suitable person will collect their child in their absence.

\*Suitable persons must be over 16yrs old and be capable of caring for the child in the absence of the child's parent.

If the Nursery is unable to identify the person with the details provided by the parent, unfortunately the Nursery will still not be able to release the child from its care.

## **Statutory Framework for the Early Years Foundation Stage 2021**

### **Section 3 - The safeguarding and welfare requirements – Managing Children’s Behaviour**

3.53. Providers are responsible for managing children’s behaviour in an appropriate way.

3.54. Providers must not give or threaten corporal punishment to a child and must not use or threaten any punishment which could adversely affect a child’s well-being. Providers must take all reasonable steps to ensure that corporal punishment is not given by any person who cares for or is in regular contact with a child, or by any person living or working in the premises where care is provided. Any early year’s provider who fails to meet these requirements commits an offence. A person will not be taken to have used corporal punishment (and therefore will not have committed an offence), where physical intervention was taken for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child’s behaviour if necessary. Providers, including childminders, must keep a record of any occasion where physical intervention is used, and parents and/or carers must be informed on the same day, or as soon as reasonably practicable.

We aim to present all children with a code of behaviour. We promote the development of a sense of right and wrong by teaching your child the appropriate way to act and discouraging unacceptable behaviour.

Sometimes it is necessary to help children understand their own boundaries in certain situations, explaining why we do not accept certain behaviours.

We believe that all children have a right to feel valued, respected, and safe. For this to happen in practice, we have a responsibility to behave in ways that enable all of us to feel free to explore and learn without fear of being hindered or hurt. This policy provides guidelines on how to support this vision; it recognises that learning self-regulation and socially appropriate behaviour is a developmental process and that modelling positive behaviour at all times and managing challenging behaviour appropriately and competently, we can provide for the needs of the individual as well as ensuring the safety and wellbeing of everyone at Carmena Christian day nursery.

There are 5 characteristics that we are aiming to develop which underpin good behaviour.

1. Confidence
2. Communication
3. Co-operation
4. Curiosity
5. Concentration

### **Promoting Positive behaviour**

For children to follow and co-operate with routines and “expected behaviour” we need to promote positive behaviour by:

- Being a good role model
- Being consistent
- Positive reinforcement always
- Giving children a chance to change their behaviour
- Using positive body language- do not stand over children, come down to their level

etc.

Young children usually misbehave because they have not yet learnt how to react to feelings and needs in acceptable ways. The most common needs and feelings that can trigger

unacceptable behaviour are - attention, boredom, anxiety, fear, anger, curiosity, independence and anticipation.

- Respect and recognition - to value and celebrate our own and other contributions and uniqueness, and to show consideration for our own feelings and the feelings of others.
- Freedom and responsibility - to enable children and adults to explore and express themselves freely in an environment which supports decision making and opportunities to consider the consequences of our words and actions
- Inclusion - to provide access to learning for all, considering everyone's needs, background and ability, working together to share the same vision and work together the same goal.
- Honesty - to empower everyone to communicate openly and honestly in their interactions with each other.
- Safety and trust - to help everyone to feel able to express their concerns and fears in an appropriate way and to thrive physically and emotionally in their learning. At no time during disciplining your child would staff use physical punishment, e.g., smacking, shaking or slapping and it is our belief that using negative words like "no" and "naughty" are unhelpful and leave no room for movement.

If a child presents us at any time with unacceptable behaviour, staff will approach the situation in the following way:

- Intervene at the time of conflict to establish the cause of upset.
- Talk to the children involved to gauge their feelings and reactions to the situation.
- Ask each child how they feel and how the other must be feeling so that both may realise that it is not just one person involved.
- In younger children who are not yet able to reason diversionary tactics, distraction would be used at this time.
- Where possible staff will anticipate and defuse difficult situations before disagreements arise those children might find hard to handle.

### **Achieving positive behaviour**

Our setting believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. Our designated Behaviour Management Officer is CHRISTINA SOMMER.

Children need to learn to consider the views and feelings, needs and rights, of other 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.

If all the above have been tried consistently and there is still a need for modification of behaviour, the following methods will apply:

- Whilst reassuring the child that it is the behaviour which is unacceptable and not the child, firm guidance will be given should the unacceptable behaviours arise again.

- At all times praise is freely given to the child at the slightest sign of positive change in behaviour.
- During this period the Manager will talk with the parent/career to inform them of the situation and to ask if they are experiencing similar difficulties.
- Advice will be given if it is needed regarding help from outside agencies. e.g., SENDco, Health Visitor, GP.
- A record will be kept of incidents which occur, and daily written observations made to learn what the trigger cause was.
- We will use ABC (Antecedent, Behaviour, Consequence) forms to ascertain if there is a pattern, trigger, frequency, what happens before and after.

Biting is fairly, common amongst young children and it is one of the things that concerns adults the most. Evidence suggests that up to a quarter of all very young children will bite others at some stage. We understand this is a difficult situation for parents whether it is your child that has been bitten or your child being responsible for biting.

Biting is often very painful and frightening for the child who is bitten. It can also be frightening for the child who bites, because it upsets the child and makes adults very angry.

Biting can make the child who bites feel very powerful because of the strong reaction that it brings. This power can be frightening for the children because they need to feel secure that their feelings can be controlled. It happens for different reasons with different children and under different circumstances. The first step in learning to control it is to look at why it may be happening.

Carmena Christian day nursery follow the HPA guidance for the management of human bites in childcare settings.

## **1. Why children bite**

Children bite for many reasons, and we aim to handle any biting incident with respect and sensitivity for all involved. It is the nursery's policy to deal with each biting incident on a case basis making sure that parents/carers involved are kept up to date with what is happening, but at the same time respecting the confidentiality of the children involved.

Whilst biting is more common at nursery or in other group situations than at home, a biting incident is not negative reflection on the biter, the staff or the nursery. We have very clear behavioural expectations at the nursery and children are expected and encouraged to share, wait their turn, be respectful and play happily together.

### **Exploration:**

Babies and toddlers learn by touching, smelling, hearing and tasting. If you give a baby a toy, one of the first places it goes to is the mouth. "Tasting" or "mouthing" objects is something that all children do. Young children do not always understand the difference between gnawing on a toy and biting someone.

### **Teething:**

Children begin teething around the ages of four to seven months. Swelling gums can be tender and can cause a great deal of discomfort. Babies sometimes find relief from this discomfort by chewing on something. Sometimes the object they chew is a real person! Children this age do not fully understand the difference between chewing on a person or a toy.

### **Cause and effect:**

Around the age of 12 months, babies become interested in finding out what happens when they do something. When they bang a spoon on the table, they discover that it makes a loud sound. When they drop a toy from their cot, they discover that it falls. They may also discover that when they bite someone, they get a reaction.

### **Attention:**

Older toddlers may sometimes bite to get attention. When children are in situations where they feel that they are not receiving enough attention they often find a way to make others sit up and take notice. Being ignored is not fun! Biting is a quick way to become the centre of attention – even if it is negative attention.

**Imitation:**

Older toddlers love to imitate others. Watching others and trying to do what they do is a great way to learn things. Some children see others bite and decide to try it out themselves.

**Independence:**

Toddlers are trying so hard to be independent – “mine” and “me do it” are favourite words. Learning to do things independently, making choices, and needing control over a situation are part of growing up. Biting is a powerful way to control others. If you want a toy or want a playmate to leave you alone or move out of your way, it is a quick way to get what you want.

**Frustration:**

Young children experience a lot of frustration. Growing up is a struggle. Drinking from a cup is great yet nursing or sucking from a bottle is also wonderful. Sometimes it would be nice to remain a baby! Toddlers do not always have good control over their bodies. A loving pat sometimes turns into a push. Toddlers cannot always express themselves. They sometimes have trouble in asking for things or requesting help.

They have not yet learned how to interact with others. At times, when they are unable to find the words to express their feelings, they resort to hitting, pushing, or biting.

**Stress:**

A child's world can be stressful too. A lack of interesting things to do, or insufficient interaction with adults is stressful situations for children. Children also experience traumatic events in their lives, such as bereavement, moving to a new home, or even starting a new nursery. Biting is one way to express feelings and relieve tension. Young children are not always able to fully understand what they are feeling, they just act.

**2. What we can do**

Use the who, what, when and where method to pinpoint the problem:

- Who was involved?
- What happened before or after? How was the situation handled?
- When did the biting occur?
- Where did it happen?

**Try prevention:**

If you determine that the biting occurs as the result of exploration or teething, you may want to provide the child with a teething ring.

If the child seems to bite when tired or hungry, you may want to look at your daily routine to be sure that s/he is getting enough sleep and nourishment.

Try to keep group play to short periods and small groups. Watch for situations where two children might want the same toy. For example, if the biting occurs when two children are fighting over a toy telephone, you may want to purchase a second one or perhaps try to distract them before a potential biting situation arises. It is not always possible to make very young children share. Toddlers do not necessarily have the skills to negotiate or understand another child's perspective.

Children in this situation need close adult supervision, especially if they are known to bite. However even the best supervision, unless it is one-to-one, will not prevent some children from getting bitten.

If attention seems to be the main reason for biting, try to spend time with the child and praise them when they are doing more positive things. If the child is experiencing a stressful family or care giving situation, you will want to make everyday life as supportive and normal as possible. Predictable meals and bedtimes and extra time with a loving adult can help.

Often, experiences like rolling, squishing, and pounding play dough or relaxing, splashing and playing in water are a great way to relieve tension.

### **Parent/career involvement**

Working in partnership with our parents/carers is integral to the success of this behaviour policy. For it to work in practice, their contribution is vital.

We will achieve this by:

- Sharing the expectation of behaviour through informal and formal discussions with individuals and group of parents/carers.
- Talking to individual parents/carers about all aspects of all their child's behaviour daily, as well as at regular parent meetings
- Being fair, non-judgmental, and consistent when discussing children's behaviour with parents/carers
- Providing extra support for parents/carers to help manage children's challenging behaviour e.g., through outside agencies

We hope parents/carers will feel able to:

- Inform us of any relevant changes to their circumstances which may affect their child's behaviour, e.g., new baby, moving to a new house, bereavement, divorce, separation, or hospitalization etc.
- Re-enforce expectations of positive behaviour by talking to their child at home
- Actively support staff by implementing positive behaviour strategies.

### **Strategies with children who engage in inconsiderate behaviour**

- We require all staff, volunteers, and student 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, acknowledge 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 avoid creating situations in which children receive adult attention only in return for inappropriate behaviour
- When children behave in inappropriate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately



- We never send children out of the room by themselves, nor do we use a “naughty chair” or a “time out” strategy that excludes children from the group, we do however use “reflective time” and “calming time”
- We never use physical punishment, such as smacking or shaking. Children are never threatened with these and we will not tolerate any parent or carer shouting, disciplining or humiliating their child
- We do not use techniques intended to single out and humiliate individual children
- We use physical restraint, such as holding, only to prevent physical injury to children or adults and or serious damage to property. Any physical is recorded on a spreadsheet.
- Details of such an event (what happened, what action was taken and by whom, and the name of the witness) are brought to the attention of the managers and are recorded in the child’s personal file. The child’s parent is informed on the same day
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitude by means of explanations rather than personal blame.
- We do not shout or raise our voices in a threatening way to respond to children inconsiderate behaviour
- Antecedent, behaviour, and consequence (ABC) charts are extensively used to find the trigger and pattern to a child’s behaviour to prevent further occurrence.

### **Children under 3 years**

- When children under three behave in inappropriate 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 inappropriate 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 promoting understanding
- If tantrums, biting, or fighting are frequent, we try to find out the underlying causes- such as a change or upheaval at home, or frequent change of carers. Sometimes a child has not settled in well and their behaviour may be the result of “separation anxiety”
- We focus on ensuring a child’s attachment figure in the setting, their key person, is building a strong relationship to provide security to the child

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

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 using the strategies above.

- We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard to 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 violently dramatic strategies, blowing up, shooting, etc. And that these often refer to “goodies and baddies” and as such offer opportunities for us to explore concepts of right and wrong
- We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of the “teachable moments to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

Carmena Christian day nursery follows the principles of the Early Years Foundation Stage Framework (EYFS) which emphasises on planning for the individual needs of the developing child. We deliver an inclusive learning programme and provide a stimulating environment that fosters active learning. The fundamental British values support the characteristics of effective learning identified in the Foundation Phase. We appreciate that all children are unique and are constantly learning. We work in partnership with parents and teach children to be strong and independent and provide rich playful learning opportunities so that they can develop and progress. Our children are encouraged to be independent learners and have good communication skills so that they can work with others.

## **Fundamental British Values**

We actively promote the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance (for those with different faiths and beliefs) across the setting and they are included within The United Nations Convention of the rights of the child 1989. (UNCRC) We have a wide range of resources and plan activities that reflect and value the diversity of children's experiences and actively challenge gender, cultural and racial stereotyping. We help the children gain an understanding of people, families, and communities beyond their immediate experience. We promote positive behaviour and have an Equal Opportunities policy.

Through our Fundamental British values policy which promotes children's wellbeing and is embedded in our day to day work we promote equality, diversity and tolerance and respect for all cultures, faiths, and lifestyles. Each day the children are taught the difference between right and wrong and learn to take turns and share. Staff would challenge negative attitudes and stereotypes and the children are taught about the world in which they live and are developed to understand life in modern Britain.

Many of our activities present opportunities for exploring and promoting each of the British values. We do our utmost to protect children against extremist and violent views by identifying the risk of being drawn into radicalisation and providing a safe inclusive learning environment that supports spiritual, moral, social, and cultural development through the promotion of fundamental British values.

We ensure that children have respect for all, and we support children to gain a positive sense of themselves. We encourage the children to speak up during circle time and learn to listen to what their friends are saying. Children are involved in the planning process to show that their opinions matter and that they are valued. By reading books on communities from around the world and sometimes having a country as our topic we are educating the children that people have different ways of life and are a valuable part of our multicultural world.

The aim of our policy is to prevent a child from being drawn into terrorism by being radicalised or support extremism in later years. We hope that by teaching children these British values from a young age they will grow into adults who are tolerant and accepting. We recognise that the

United Kingdom is a multicultural and multi faith diverse society and we teach the children that it is possible to live together peacefully, and that each person is a valuable part of our multicultural world. Our diversity has created a strong bond and promoting British values is about encouraging the children to share a set of values that promote tolerance, respect and community cohesion. Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Extremism is defined in the 2011 'Prevent strategy' as vocal or active opposition to fundamental British values including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

We believe that by developing a sense of belonging to our country and supporting our core values we can prevent radicalisation and we are of the opinion that it would be unacceptable of us to:

Actively promote intolerance of other faiths, cultures, and races.

- Fail to challenge gender stereotypes.
- Isolate children from the wider community.
- Fail to challenge behaviours that are contrary to British Values.

### **Democracy: Making decisions together**

Children have the right to participate in making decisions about things that concern them and they have a right to an education. We live within a democracy of which the ideals promote a shared belief in fairness and equality and a right to participate in important decision making. Arising from these ideals is an emphasis on shared responsibility, mutual respect and the wider community. By exploring feelings with the children, we are helping them to empathise with others. Young children play and explore and being able to do so in a democratic environment where everyone can share and take turns and work together will be more rewarding.

We encourage children to talk about their feelings and value each other's views. The children know that their views count, and we make decisions together. Through the day the children will be given opportunities for thinking, questioning, sharing, and taking turns. Children are taught to share time, space and resources with others through the games that we play and circle time. Children understand that they need to take turns and how important it is to share so that everyone has an equal opportunity to learn and play. The children will be asked to suggest solutions and come up with ideas for how to resolve differences.

- When children become older siblings, we discuss how important their role is within the family.
- Children can choose which area they would like to play in.
- When planning for the next topic the children state what they would like to learn from the topic.
- Children are asked what new resources they would like and asked for ideas for the menu.
- Children's and parent's comments are included on the learning records.

- Parents are given an opportunity to voice their opinions via our FAMILY app or through face-to-face meetings.
- We have monthly staff meetings and staff are given the opportunity to put their ideas forward.
- Circle time gives children the opportunity to speak but to also listen to others.
- The nursery promotes positive behaviour.
- Snack demonstrates how everyone is entitled to a fair share.
- Books are read to children on various issues and topics and then they will be asked to reflect on the story.
- Children can make numerous choices through the day from what they would like for breakfast to which area they would like to play in.
- Team games are played to encourage teamwork and cooperation.
- Children are asked to help to care for the garden so that they learn the importance of shared responsibility.

### **Rule of Law: Understanding that rules matter**

Children have the right to say what they want and the right to freedom of association, but they also have a responsibility to ensure that they do not stop others enjoying their rights. British citizens are expected to abide by the rule of law; this means being able to follow rules, distinguish between right and wrong and understand the consequences of negative and illegal actions in terms of how they impact upon other individuals and society. Following the rule of law involves being able to pay attention, listen and understand what is expected. Children who can listen to and follow instructions will be more likely to succeed both in terms of learning and meeting behavioural expectations.

Children need to learn to understand how they feel and why; if they can do this, they will be able to manage their feelings and regulate their behaviour. Children will be taught to think for themselves, and they need to understand why something is wrong. They will be encouraged to consider the consequences of their actions for themselves as well as to empathise with others and think about how their actions affect those around them.

The children are taught how to manage their feelings and behaviour and why rules are made and what the consequences are if they are broken. All members of staff have received training in promoting positive behaviour. The “people who help us” topic helps children to develop respect for the police and to empathise with victims of crime. Children will be taught that it is better to communicate with each other instead of letting events take over resulting in misunderstandings, disagreements and hurt feelings.

- The children are involved in drawing up a list of rules.
- The rules are on display in the setting.
- Children are aware that the rules apply to everyone, i.e., everyone is expected to help tidy up and put things away.
- We have regular routines so that the children understand what is expected of them.
- Children are taught to distinguish right from wrong from a very young age.
- Children are reminded of the rules at the beginning of each day.
- Parents are encouraged to use the same rules at home.

- Staff will speak to a parent at the end of the day if there are any concerns or behavioural issues.
- Children are spoken to about any negative behaviour, and it is explained to them how they have made another child or staff member feel.
- We often have “people who help us” as a topic and we undertake local visit to the fire station etc.
- Children are taught about the role of the police officer; they are people who try to keep us safe and tackle crime.
- Children are always praised for anything positive that is done.
- We play games that involve listening to and following instructions.
- Stories are used to introduce children to good role models and children are asked to empathise with the characters.
- Stories that have moral messages are read to the children.
- Children are taught to say no don't do that instead of lashing out or pushing.

### **Individual Liberty: Freedom for all**

The UNCRC supports children's rights to think and believe what they choose along with choosing their own religion. It also states education should promote children's individual personalities, talents and abilities and help them develop self-respect. People in Britain have a right to personal freedom, meaning they are free to make their own choices, voice personal opinions and portray their individual identity without fear. Children will be encouraged to talk about their likes and dislikes and respect that not everyone likes the same things.

Children will be encouraged to develop a positive sense of themselves and to discuss how they are feeling. Their self-esteem will be developed, and they will appreciate that it is fine to be different and that making mistakes is part of the learning. We will teach children to communicate so that they will be able to express themselves as well as listening to others.

- Children learn to become independent by serving their own breakfast and snack.
- During snack they cut their own fruit and spread their own butter.
- Children are encouraged to go to the toilet by themselves from around the age of two if they are happy to do so.
- Children will put on their own coats and shoes if they are able to and encouraged to learn to do so.
- Children are given the opportunity to evaluate a task or topic as are the staff.
- Circle time provides the ideal opportunity for the children to talk about themselves, their families and how they are feeling.
- Children are encouraged to make choices.
- An abundance of resources is available for children to explore on their own as part of “free play”.
- Children are given the choice of completing a focused task or to continue playing freely.
- Many of the activities undertaken outside will contain an element of risk taking i.e. riding bikes, climbing, balancing.

- Photos of the children learning through play are on display throughout the nursery and put into topic books.
- Staff are constantly praising the children and celebrate their achievements to increase their self-esteem.
- Children can express themselves non-verbally through art, role play, dance, and music.
- Games are played where children can practice their listening skills.
- “Show and tell” provides the opportunity for children to develop their communication skills.
- Children are encouraged to ask questions.
- Emotion cards in use during circle time to give the children the opportunity to speak about how they are feeling.
- Different genres of music are played throughout the day in all rooms.
- The children are involved in charitable campaigns such as children in need and Christmas jumper day.
- After a story has been read; there will be an opportunity to reflect on the characters and the moral of the story.
- We will involve children in conversations and debates that gets them thinking and questioning.

### **Mutual Respect and Tolerance: Treat others as you want to be treated**

Britain is a diverse society where people of different races, faiths and beliefs and cultural backgrounds should expect to live and work together peacefully. To ensure a respectful and tolerant society of the future children must learn not only to accept and respect difference but appreciate the value of diversity and the rich opportunities it presents. We promote respect for human rights and fundamental freedoms and teach children to respect their own and other cultures and support sexual equality.

The nursery creates an inclusive environment where everyone is valued, and differences portrayed positively. We work with our parents and have good links within the community. We appreciate that some families are the same and some are different due to faith, communities, and tradition. We teach children to be kind to everyone and that it is good to share. Children will be made to feel proud of their cultural heritage and familial background. Children will be encouraged to explore similarities and differences between themselves and others, so they grow up understanding and appreciating difference.

- All children are welcomed into the nursery including children with disabilities or from ethnic minorities including those with different faiths and beliefs.
- Staff read books to the children which challenge stereotypes such as “my family, my world” and “it is ok to be different” and other stories from around the world.
- Children are encouraged to share toys.
- We often discuss the importance of looking after the environment and being green.
- There are multi-cultural toys in place such as jigsaws, books, and dolls.
- Children are encouraged to assist less able children if they require it when completing tasks or sporting activities.

- Children are given the opportunity to dress up in different clothes that celebrate different cultures and gender.
- We celebrate significant dates such as Easter and Christmas.
- Children will be encouraged to make and send Christmas cards to their friends and family.
- We celebrate world festivals and events such as The Chinese New Year.
- We try different foods from around the world.
- Children are introduced to art and music from different cultures.
- We engage with the wider community to promote a sense of belonging in the community and explain peoples job roles.
- We visit “people who help us” within the community.
- We will endeavour to demonstrate that we listen to children’s and parent’s views and take them into account when planning activities, developing environments and reviewing children’s progress.
- Within the topics planned we will educate the children on a range of faiths, religions and cultures and they will grow up understanding and respecting difference instead of fearing it.
- Our displays will reflect the diversity of British Society and include people of different races, faiths, beliefs, cultures, genders, ages, sexualities and with disabilities.

### **Our aims**

- Promoting equality, diversity and British values will be at the heart of our work and will be demonstrated through our practices.
- We would tackle any instances of discrimination and would be alert to potential risks from radicalisation and extremism.
- To provide an exceptional range of resources and activities that reflects and values the diversity of children’s experiences.
- Staff would actively challenge cultural and racial stereotyping to help children gain an understanding of people, families, and communities beyond their immediate experience.
- To give children a wide range of experiences that promotes an understanding of people, families, and communities beyond their own.
- To teach children the language of feelings.
- To give children the opportunity to reflect on differences and negative behaviour.
- To actively support a chosen charity within the United Kingdom and abroad.



Carmena Christian Day Nursery is securely monitored by a CCTV surveillance system. The Nursery Manager/Owner is responsible for the operation of the system for ensuring compliance with this policy.

We recognise that the use of CCTV has become a common feature of our daily lives and while its use is generally accepted, CCTV operators have certain duties and responsibilities to those whose images are caught on camera.

The nursery complies with the Information Commissioners CCTV Code of Practice to ensure it is used responsibly and safeguards both trust and confidence in its continued use.

The use of CCTV and the associated images is covered by the Data Protection Act 1998. This policy outlines the nursery's use of CCTV and how it complies with the Act and is associated with the Nursery's Data Protection policy, the provisions of which should always be adhered to.

**The System** comprises of fixed position cameras, a monitor, digital hard drive recorder and 1 public information sign. Cameras are located at strategic points on the premises. No camera is hidden from view, and all will be prevented from focusing on areas of private accommodation. Signs are prominently placed at the entrance and exit points of the site to inform staff, children, parents, and visitor that a CCTV installation is in use. The digital recorder and single effectiveness of the limited system it is not possible to guarantee that the system will detect every incident taking place on the site.

### **Purpose of the System**

The system has been installed by the nursery with the primary purpose of monitoring

- a) Safety and security for children, parents and staff.
- b) Security of premises and equipment.
- c) Increased learning opportunities for Early Years children and staff.
- d) Act as a deterrent to vandalism within the nursery,
- e) Offer parents a complete openness about the setting's operations and allow them to feel at ease knowing that they are leaving their child in safe hands,
- f) Round the clock security monitoring, acting as a deterrent for burglars, fly tippers, intruders etc,
- g) Support staff in providing evidence should a child protection issue arise/or disputes amongst staff should they occur,
- h) Able to be used as a teaching aid to maintain good standard and practice,
- i) Will allow us to view welcomed and un-welcomed guest,
- j) To be able to monitor visitors in the setting i.e., students on college courses or work experience, and
- k) Assist external organisations to detect unauthorised activity within the nursery.

The system **will not** be used to provide images for the world-wide-web or record any sound.

### **Recording**

Digital recordings are made using a digital video recorder operating in real mode, monitoring the site continuously 24 hours a day. Images will normally be retained for between 5 to 7 days from the date of the recording and they will then automatically overwritten.

### **Access**

Viewing of the recorded images of CCTV will be restricted to the Nursery Manager within the office, also to those staff who need to have access in accordance with the purpose of the system. Out of nursery hours, the owners will have access to CCTV images via secure remote access to assist in maintaining the security of the premises. This is not a “webcam” facility; parents will not have access to view recordings.

# CHILD PROTECTION & SAFEGUARDING POLICY

## **Statutory Framework for the Early Years Foundation Stage 2021**

### **Section 3 - The safeguarding and welfare requirements – Child Protection**

3.4 Providers must have and implement a policy, and procedures, to safeguard children. These should be in line with the guidance and procedures of the relevant local safeguarding partners (LSP). The safeguarding policy and procedures must include an explanation of the action to be taken when there are safeguarding concerns about a child and in the event of an allegation being made against a member of staff and cover the use of mobile phones and cameras in the setting. To safeguard children and practitioners online, providers will find it helpful to refer to 'Safeguarding children and protecting professionals in early years settings: online safety considerations'.

### ***Introduction***

As an Ofsted regulated nursery, we comply with the local child Safeguarding procedures, and it is our duty to record and report to children services any concerns regarding the possible abuse of children in our care (emotional, physical, sexual or neglect). If an allegation is made against a member of staff in the nursery, the correct procedure if followed (see allegation against a member of staff policy & procedure)

Our prime responsibility is the welfare and well-being of children in our care. As such it is our duty to the children, parents/carers, and staff to act quickly and responsibly in any instance that may come to our attention. All staff will work as part of a multi-agency team where needed in the best interest of the child.

### **The Legal framework for this policy**

- Children act (2004/1989)
- Working together to safeguard children (2014)
- Safeguarding Vulnerable Groups Act (2006)
- Counter-Terrorism Act and Security Act (2015)
- Multi-Agency Practise Guidelines
- Female Genital Mutilation Act 2003
- Serious Crime Act 2015

Safeguarding and promoting the welfare of children is defined as:

- *Protecting children from maltreatment.*
- *Preventing impairment of children's **mental and physical health**.*
- *Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and*
- *Taking action to enable all children to have the best outcomes.*

Here at Carmena Christian day nursery 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.

***Safeguarding children is everybody's responsibility.***

*All staff, students and visitors are made aware of and asked to adhere to, this policy.*

Safeguarding is a much wider subject than the elements covered within this single policy, therefore this document should be used in conjunction with other policies and procedures including:

- Safer Recruitment and Selection Policy
- Confidentiality Policy
- Data Protection Policy
- Notifications to Ofsted procedure
- Carmena Christian Day Nursery disciplinary policy
- Complaints Policy
- First Aid Policy
- Whistleblowing policy and procedure
- Mobile phones, cameras, and Smart Watches policy
- Health & Safety
- Prevent Duty Policy
- Promoting positive behaviour etc. *(This is not an exhaustive list)*

Legal framework and definition of safeguarding:

- Section 10 of the Children Act 1989 and 2004
- Under section 40 of the Childcare Act 2006 (amended 2018)
- Safeguarding Vulnerable Groups Act 2006
- Section 175 of the Education Act 2002
- Children and Social Work Act 2017
- The Statutory Framework for the Early Years Foundation Stage (EYFS) 2021
- Working Together to Safeguard Children 2018
- Keeping Children Safe in Education 2020
- Data Protection Act 2018
  
- What to do if you're worried a child is being abused 2015
- Counterterrorism and Security Act 2015.
- Inspecting Safeguarding in Early years, Education and Skills settings 2019
- Prevent Duty 2015
- Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers, July 2018

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

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

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

## **Policy intention**

To safeguard children and promote their welfare we will:

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

The nursery staff 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. Staff working on the frontline with children and families are often the first people to identify a concern, observe changes in a

child's behaviour or receive information relating to indicators of abuse. 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 Wandsworth local authority services for Children's Social Care, family support, health professionals including health visitors or the police. All staff will work with other agencies in the best interest of the child, including as part of a multi-agency team, where needed.

The nursery aims to:

- Keep the child at the centre of all we do, providing sensitive interactions that develops and build children's well-being, confidence, and resilience. We will support children to develop an awareness of how to keep themselves safe, healthy and develop positive relationships
- Ensure staff are trained right from induction to:
  - understand the safeguarding and child protection policy and procedures
  - 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 (peer on peer) through bullying or discriminatory behaviour.
- Be aware of the increased vulnerability of children with Special Educational Needs and

Disabilities (SEND), isolated families and vulnerabilities in families, including the impact of toxic trio on children and Adverse Childhood Experiences (ACE's).

- Ensure that all staff feel confident and supported to act in the best interest of the child; maintaining professional curiosity around welfare of children and share information and seek the help that the child may need at the earliest opportunity.
- Ensure that all staff are familiar and updated regularly with child protection training and procedures and kept informed of changes to local and national procedures.
- Make any child protection referrals in a timely way, sharing relevant information as necessary in line with procedures set out by the Wandsworth MULTI-Agency Safeguarding Hub (MASH)
- Ensure that information is shared only with those people who need to know to protect the child and act in their best interest.
- Keep our setting safe online, we refer to 'Safeguarding children and protecting professionals in early years settings (February 2019): online safety considerations and use appropriate filters, checks and safeguards, monitoring access at all times and maintaining safeguards around the use of technology by staff, parents and visitors in our setting.
- Ensure that children are never placed at risk while in the care of nursery staff.
- Identify changes in staff behaviour and act on these
- 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 including the Wandsworth local authority.
- Ensure parents are fully aware of our safeguarding and child protection policies and procedures when they register with the nursery and are kept informed of all updates when they occur.
- Regularly review and update this policy with staff and parents where appropriate and make sure it complies with any legal requirements and any guidance or procedures issued by Wandsworth Council.

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

Our practice is informed in many ways, but we rely heavily on the following guidance:

- What to do if you're worried a child is being abused, advice for practitioners (2015)
- Working Together to Safeguard Children (2018)
- Safeguarding children and protecting professionals in early years settings: online safety guidance (2019)

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

The signs and indicators listed below may not necessarily indicate that a child has been abused 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:

Emotional states:

- Fearful
- Withdrawn
- Low self-esteem.

### **Behaviour:**

- Aggressive
- Oppositional habitual body rocking. Interpersonal behaviours
- Indiscriminate contact or affection seeking
- Over-friendliness to strangers including healthcare professionals
- Excessive clinginess, persistently resorting to gaining attention
- Demonstrating excessively 'good' behaviour to prevent parental or carer disapproval
- Failing to seek or accept appropriate comfort or affection from an appropriate person when significantly distressed
- Coercive controlling behaviour towards parents or carers
- Lack of ability to understand and recognise emotions
- Very young children showing excessive comforting behaviours when witnessing parental or carer distress.

### **Physical abuse**

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

All children can suffer injuries during their early years as they explore and develop. If an explanation of how a child received their injury doesn't match the injury itself or if a child's injuries are a regular occurrence or there is a pattern to their injuries, then we will report our concerns.

### **Sexual abuse**

Sexual abuse involves forcing, or enticing, a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online and technology can be used to facilitate offline abuse. Adult males do not solely perpetrate sexual abuse; women can also commit acts of sexual abuse, as can other children.

Action must be taken if a staff member witnesses an occasion(s) where a child indicates sexual activity through words, play, drawing, has an excessive preoccupation with sexual matters; or has an inappropriate knowledge of adult sexual behaviour, or language, for their developmental age. 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.

If a child is being sexually abused staff may observe both emotional and physical symptoms.

Emotional signs:

- Being overly affectionate or knowledgeable in a sexual way inappropriate to the child's age
- Personality changes such as becoming insecure or clingy
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Sudden loss of appetite or compulsive eating • Being isolated or withdrawn
- Inability to concentrate
- Lack of trust or fear of someone they know well, such as not wanting to be alone with a carer
- Becoming worried about clothing being removed • Suddenly drawing sexually explicit pictures or acting out actions inappropriate for their age
- Using sexually explicit language. Physical Signs:
- Bruises
- Bleeding, discharge, pains or soreness in their genital or anal area
- Sexually transmitted infections
- Pregnancy

Any concerns about a child or family will be reported to Wandsworth MULTI-Agency Safeguarding Hub (MASH) children's social care team.

### **Emotional abuse**

Working Together to Safeguard Children (2018) defines emotional abuse as 'the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development'. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Signs and indicators may include:

- Physical, mental and emotional development lags
- Sudden speech disorders
- Overreaction to mistakes
- Extreme fear of any new situation
- Neurotic behaviour (rocking, hair twisting, self-mutilation)
- Extremes of passivity or aggression
- Appear unconfident or lack self-assurance.

Action will 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. Children may also experience emotional abuse through witnessing domestic abuse and alcohol and drug misuse by adults caring for them.

### **Neglect**

Working Together to Safeguard Children (2018) defines Neglect as '**the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development**'.

Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- a. Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- b. Protect a child from physical and emotional harm or danger
- c. Ensure adequate supervision (including the use of inadequate caregivers)
- d. Ensure access to appropriate medical care or treatment.

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

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. In addition, neglect may occur through pregnancy as a result of maternal substance abuse.

Action will be taken if the staff member has reason to believe that there has been any type of neglect of a child.

### **Coronavirus (COVID-19), lockdown and domestic abuse**

We know, for some children and families, home might not be a safe place and staying there will be extremely challenging. Some may already be experiencing domestic abuse or worried an adult's behaviour is changing and escalating.

If you and your family are in immediate danger, call 999. If you're unable to talk press 55 after dialling. **It is okay to leave your home during lockdown if you're experiencing abuse.** The police can also remove the person harming you from your home.

What is domestic abuse?

Domestic abuse is any type of controlling, bullying, threatening or violent behaviour between people in a relationship. It can seriously harm children and young people and witnessing domestic abuse is child abuse. It's important to remember domestic abuse:

- can happen inside and outside the home
- can happen over the phone, on the internet and on social networking sites
- can happen in any relationship and can continue even after the relationship has ended
- both men and women can be abused or abusers.

## Types of domestic abuse

Domestic abuse can be emotional, physical, sexual, financial or psychological, such as:

- kicking, hitting, punching or cutting
- rape (including in a relationship)
- controlling someone's finances by withholding money or stopping someone earning
- controlling behaviour, like telling someone where they can go and what they can wear
- not letting someone leave the house
- reading emails, text messages or letters
- threatening to kill someone or harm them
- threatening to another family member or pet.

## Signs of domestic abuse

It can be difficult to tell if domestic abuse is happening and those carrying out the abuse can act very different when other people are around. Children and young people might also feel frightened and confused, keeping the abuse to themselves.

Signs that a child has witnessed domestic abuse can include:

- aggression or bullying
- anti-social behaviour, like vandalism
- anxiety, depression or suicidal thoughts
- attention seeking
- bed-wetting, nightmares or insomnia
- constant or regular sickness, like colds, headaches and mouth ulcers
- drug or alcohol use
- eating disorders
- problems in school or trouble learning
- tantrums
- withdrawal.

## Effects of domestic abuse

Living in a home where domestic abuse happens can have a serious impact on a child or young person's mental and physical wellbeing, as well as their behaviour. And this can last into adulthood.

What's important is to make sure the abuse stops and that children have a safe and stable environment to grow up in.

## **Adult sexual exploitation**

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

## **Breast ironing/flattening**

Breast ironing also known as "breast flattening" is the process where young girls' breasts are ironed, massaged and/or pounded down using hard or heated objects 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.

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.

Any concerns about a child or family, will be reported to Wandsworth MULTI-Agency Safeguarding Hub (MASH) team in the same way as other types of physical abuse.

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

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

- Witchcraft and spirit possession, demons or the devil acting through children or leading them astray
- 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.

### **Child sexual exploitation (CSE) including Grooming**

#### What is child sexual exploitation?

Child sexual exploitation (CSE) is a type of sexual abuse. When a child or young person is exploited, they're given things, like gifts, drugs, money, status and affection, in exchange for performing sexual activities. Children and young people are often tricked into believing they're in a loving and consensual relationship. This is called grooming. They may trust their abuser and not understand that they're being abused.

Children and young people can be trafficked into or within the UK to be sexually exploited. They're moved around the country and abused by being forced to take part in sexual activities, often with more than one person. Young people in gangs can also be sexually exploited.

Sometimes abusers use violence and intimidation to frighten or force a child or young person, making them feel as if they've no choice. They may lend them large sums of money they know can't be repaid or use financial abuse to control them.

Anybody can be a perpetrator of CSE, no matter their age, gender or race. The relationship could be framed as friendship, someone to look up to or romantic. Children and young people who are exploited may also be used to 'find' or coerce others to join groups.

## Types of child sexual exploitation

CSE can happen in person or online. An abuser will gain a child's trust or control them through violence or blackmail before moving onto sexually abusing them. This can happen in a short period of time.

When a child is sexually exploited online they might be persuaded or forced to:

- send or post sexually explicit images of themselves
- film or stream sexual activities
- have sexual conversations.

Once an abuser has images, video or copies of conversations, they might use threats and blackmail to force a young person to take part in other sexual activity. They may also share the images and videos with others or circulate them online.

Gangs use sexual exploitation:

- to exert power and control
- for initiation
- to use sexual violence as a weapon.

Children or young people might be invited to parties or gatherings with others their own age or adults and given drugs and alcohol. They may be assaulted and sexually abused by one person or multiple perpetrators. The sexual assaults and abuse can be violent, humiliating and degrading.

## Signs of child sexual exploitation

Sexual exploitation can be difficult to spot and sometimes mistaken for "normal" teenage behaviour. Knowing the signs can help protect children and help them when they've no one else to turn to.

## Signs of sexual abuse and grooming

- Unhealthy or inappropriate sexual behaviour.
- Being frightened of some people, places or situations.
- Being secretive.
- Sharp changes in mood or character.
- Having money or things they can't or won't explain.
- Physical signs of abuse, like bruises or bleeding in their genital or anal area.
- Alcohol or drug misuse.
- Sexually transmitted infections.
- Pregnancy.

## Other things you might notice

- Having an older boyfriend or girlfriend.
- Staying out late or overnight.
- Having a new group of friends.
- Missing from home or care or stopping going to school or college.
- Hanging out with older people, other vulnerable people or in antisocial groups.
- Involved in a gang.
- Involved in criminal activities like selling drugs or shoplifting.

They may not know where they are, because they've been moved around the country, and seem frightened, confused or angry.

A child might know they're being sexually exploited. They might be worried or confused and less likely to speak to an adult they trust. If you're worried about a child and want to talk to them, we have advice on having difficult conversations.

### **Child Criminal Exploitation (CCE)**

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country forced to shoplift or pickpocket, or to threaten other young people. 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; and
- Children who regularly miss school or education or do not take part in education.

If staff have any concerns regarding CSE or CCE, they will be reported in the usual way.

### **Contextual safeguarding**

As young people grow and develop, they may be vulnerable to abuse or exploitation from outside their family. These extra-familial threats might arise at school and other educational establishments, from within peer groups, or more widely from within the wider community and/or online.

As part of our safeguarding procedures, we will work in partnership with parents/carers and other agencies to work together to safeguard children and provide the support around contextual safeguarding concerns.

### **County Lines**

The National Crime Agency (NCA) describe 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 seen in different cars/taxis driven by unknown adults
- Young people seeming unfamiliar with your community or where they are
- Truancy, exclusion, disengagement from school
- An increase in anti-social behaviour in the community
- Unexplained injuries
- 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 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.

If staff have any concerns regarding county lines or cuckooing, they will be reported in the usual way.

### **Extremism – the Prevent Duty**

Under the **Counter-Terrorism and Security Act 2015** we have a duty to safeguard at risk or vulnerable children under the Counter-Terrorism and Security Act 2015 to have “due regard to the need to prevent people from being drawn into terrorism and 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).

Children can be exposed to different views and receive information from various sources. Some of these views may be considered radical or extreme. Radicalisation is the way a person comes to support or be involved in extremism and terrorism. It's a gradual process so young people who are affected may not realise what's happening.

Radicalisation is a form of harm. The process may involve:

- Being groomed online or in person
- Exploitation, including sexual exploitation
- Psychological manipulation
- Exposure to violent material and other inappropriate information
- The risk of physical harm or death through extremist acts

## **Fabricated illness**

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. The parent or carer may seek out unnecessary medical treatment or investigation; they may exaggerate a real illness and symptoms or deliberately induce an illness through poisoning with medication or other substances or they may interfere with medical treatments. Fabricated illness is a form of physical abuse, and any concerns will be reported, in line with our safeguarding procedures.

## **Female genital mutilation (FGM)**

FGM can also be known as Female Genital Cutting. FGM is a procedure where the female genital organs are injured or changed and there is no medical reason for this. It is frequently a very traumatic and violent act for the victim and can cause harm in many ways. The practice can cause severe pain and there may be immediate and/or long-term health consequences, including mental health problems, difficulties in childbirth, causing danger to the child and mother; and/or death (*definition taken from the Multi-Agency Statutory Guidance on Female Genital Mutilation*).

The 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.

FGM is child abuse and is illegal in the UK. It can be extremely dangerous and can cause:

- Severe pain
- Shock
  
- Bleeding
- Infection such as tetanus, HIV and hepatitis B and C
- Organ damage
- Blood loss and infections
- Death in some cases

Any concerns about a child or family, will be reported to the children's social care team at Wandsworth MULTI-Agency Safeguarding Hub (MASH) team in the same way as other types of physical abuse. We have 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.

## **Non-recent Abuse**

Non-recent child abuse, sometimes called historical abuse, is when an adult was abused as a child or young person under the age of 18. Sometimes adults who were abused in childhood blame themselves or are made to feel it's their fault. But this is never the case: there's no excuse for abuse.

You might have known you were abused for a very long or only recently learnt or understood what happened to you. Whether the abuse happened once or hundreds of times, a year or 70 years ago, whatever the circumstances, it is still an abuse and it is never too late to report this.

The impact of child abuse can last a lifetime. Abuse can have a huge effect on your health, relationships and education and can stop you from having the childhood and life you deserve. You might find it harder to cope with life's stresses, getting a job or being the type of

parent, you want to be. You may also develop mental health problems and drug or alcohol issues.

The effects can be short term but sometimes they last into adulthood. If someone has been abused as a child, it's more likely that they'll suffer abuse again. This is known as revictimization.

## **Online Safety**

We take the safety of our children very seriously and this includes their online safety. The internet can be a great place for children and young people to play, learn and connect. But it can also put them at risk of online abuse.

### What is online abuse?

Online abuse is any type of abuse that happens on the internet. It can happen across any device that's connected to the web, like computers, tablets and mobile phones. And it can happen anywhere online, including:

- social media
- text messages and messaging apps
- emails
- online chats
- online gaming
- live-streaming sites.

Children can be at risk of online abuse from people they know or from strangers. It might be part of other abuse which is taking place offline, like bullying or grooming. Or the abuse might only happen online.

### Types of online abuse

Some of the signs of online abuse are similar to other abuse types:

- cyberbullying
- emotional abuse
- grooming
- sexual abuse
- child sexual exploitation.

Children and young people might experience different types of online abuse, such as:

- Cyberbullying or online bullying is any type of bullying that happens online. Unlike bullying that takes place offline, online bullying can follow the child wherever they go and it can sometimes feel like there's no escape or safe space.
- Emotional abuse is any type of abuse that involves the continual emotional mistreatment of a child, and this can happen both on and offline.
- Grooming is when someone builds a relationship with a child so they can sexually abuse, exploit or traffic them. Children and young people can be groomed online or face-to-face by a stranger or by someone they know.
- Sexting - Sexting is when someone shares sexual, naked, or semi-naked images or videos of themselves or others or sends sexual messages. It's online abuse if a child or young person is pressured or coerced into creating or sending these types of images.
- Sexual Abuse - Sexual abuse is when a child or young person is forced or tricked into sexual activities. Sexual abuse can happen online - for example, a child could be forced to make, view or share child abuse images or videos or take part in sexual activities on conversations online.



- Child sexual exploitation is a type of sexual abuse. When a child is sexually exploited online, they may be persuaded or forced to create sexually explicit photos or videos or sexual conversations.

### Signs of online abuse

A child or young person experiencing abuse online might:

- spend a lot more or a lot less time than usual online, texting, gaming or using social media
- seem distant, upset or angry after using the internet or texting
- be secretive about who they're talking to and what they're doing online or on their mobile phone
- have lots of new phone numbers, texts or email addresses on their mobile phone, laptop or tablet.

### Effects of online abuse

Online abuse can have long-lasting effects on children and young people. It can lead to:

anxiety

- self-harm
- eating disorders
- suicidal thoughts.

### Who's at risk

Any child who uses the internet can be at risk of online abuse. It's important parents are aware of the risks and talk to their child about staying safe online.

### 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 we do for adults abusing children and will take advice from the appropriate bodies on this area; to support

for both the victim and the perpetrator, as they could also be a victim of abuse. We know that children who develop harmful sexual behaviour have often experienced abuse and neglect themselves.

### Trafficking

Child trafficking and modern slavery are child abuse. Many children and young people are trafficked into the UK from other countries like Vietnam, Albania and Romania. Children are also trafficked around the UK.

Trafficking is where children and young people are tricked, forced or persuaded to leave their homes and are moved or transported and then exploited, forced to work or sold. Children are trafficked for:

- sexual exploitation
- benefit fraud

- forced marriage
- domestic slavery like cleaning, cooking and childcare
- forced labour in factories or agriculture
- committing crimes, like begging, theft, working on cannabis farms or moving drugs.

Trafficked children experience many types of abuse and neglect. Traffickers use physical, sexual and emotional abuse as a form of control. Children and young people are also likely to be physically and emotionally neglected and may be sexually exploited.

### Signs of child trafficking

Knowing the signs of trafficking can help give a voice to children. Sometimes children won't understand that what's happening to them is wrong. Or they might be scared to speak out.

It may not be obvious that a child has been trafficked, but you might notice unusual or unexpected things. They might:

- spend a lot of time doing household chores
- rarely leave their house or have no time for playing
- be orphaned or living apart from their family
- live in low-standard accommodation
- be unsure which country, city or town they're in
- can't or are reluctant to share personal information or where they live
- not be registered with a school or a GP practice
- have no access to their parents or guardians
- be seen in inappropriate places like brothels or factories
- have money or things you wouldn't expect them to
- have injuries from workplace accidents
- give a prepared story which is very similar to stories given by other children.

### Effects of child trafficking

Trafficking can have both short and long term effects and the impact can last a lifetime.

Children and young people who've been trafficked might:

- not understand what's happened to them is abuse - especially if they've been groomed
- believe they're in a relationship with their abuser and unaware they're being exploited
- think they played a part in their abuse or have broken the law
- feel very guilty or ashamed about the abuse they've suffered.

Being kept captive or living or working in poor conditions can have a serious impact on a child's mental and physical health. They might also be suffering from the effects of abuse and neglect.

Children may feel distressed and alienated if they've been separated from their families, friends, communities and cultures.

They'll often have had no access to education or opportunity for social and emotional development.

Children exploited for domestic servitude and forced labour can suffer physical injuries, develop problems with their emotional health and be denied access to an education.

Children trafficked for sexual exploitation are at high risk of prolonged periods of sexual violence, physical injuries, sexually transmitted infections and, for girls, multiple pregnancies.

### Who's at risk

Any child is at risk of child trafficking.

Human trafficking happens due to:

- inequalities between countries, such as different education or employment opportunities
- poverty
- the effects of war
- the demand for cheap or free labour or a workforce who can be easily controlled and forced into criminal activity
- low levels of education
- lack of equal opportunities, discrimination or marginalisation.

### Report child trafficking

Children who are trafficked are intentionally hidden and isolated from the services and communities who can identify and protect them. If we are worried about a child, we will take the following steps to keep them safe.

Contact the police on 999.

Contact Wandsworth MULTI-Agency Safeguarding Hub (MASH) team or the local authority the child resides in.

Contact the Modern Slavery Helpline to get help, report a suspicion or seek advice on 0800 012 1700. There is also an online form.

### Up skirting

Up skirting involves taking a picture of someone's genitals or buttocks under their clothing without them knowing, 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 following our reporting procedures.

### Reporting Procedures

All staff have a responsibility to report safeguarding or child protection 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 Designated Safeguarding Lead (DSL). In the absence of the DSL, they will be reported to the Deputy Designated Safeguarding Lead (DDSL).
- Any signs of marks/injuries to a child or information a child has given will be recorded and stored securely
- For children who arrive at nursery with an existing injury, a form will be completed along with the parent's/carers explanation as to how the injury happened. Staff will have professional curiosity around any explanations given. Any concerns around existing injury's will be reported

- If appropriate, any concerns/or incidents will be discussed with the parent/carer and discussions will be recorded. Parents will have access to these records on request in line with GDPR and data protection guidelines.

If there are queries/concerns regarding the injury/information given, then the following procedures will take place

### **Designated Safeguarding Lead / Deputy Safeguarding Lead**

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 Lead(s) (DSL), there is always at least one designated person on duty during the opening hours of our setting. The designated person 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 will liaise with the Wandsworth 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 of the staff team with regular safeguarding updates.

The Designated Safeguarding Lead (DSL) at the nursery are: **Mrs. Herbrina Roberts. Miss Kerisha Brady will act as** Deputy Designated Safeguarding Lead (DDSL) in her absence.

### **The role of the Designated Safeguarding Lead:**

Ensure Carmena's safeguarding policy and procedures are reviewed and developed in line with current guidance; and develop staff understanding of our settings safeguarding policies

- Take the lead on responding to information from the staff team relating to child protection concerns
- Provide advice, support and guidance on an on-going basis to staff, students and volunteers.
- To identify children who may need early help or who are at risk of abuse
- To help staff to ensure the right support is provided to families
- To liaise with the local authority and other agencies with regard to child protection concerns
- Ensure our setting is meeting the requirements of the EYFS Safeguarding and welfare requirements
- To ensure policies are in line with the local safeguarding procedures and details
- Disseminate updates to legislation to ensure all staff are kept up to date with safeguarding practices
- To manage and monitor accidents, incidents and existing injuries; ensuring accurate and appropriate records are kept
- Attend meetings with the child's key person
- Attend case conferences and external safeguarding meetings, as requested, by external agencies.

### **Responding to a spontaneous disclosure from a child**

If a child starts to talk openly to a member of staff about abuse they may be experiencing, then staff will:

- Give full attention to the child or young person
- Keep body language open and encouraging

- Be compassionate, be understanding and reassure them their feelings are important using phrases such as 'you've shown such courage today'
  - Take time and slow down: show respect, pause, do not interrupt the child – let them go at their own pace
  - Recognise and respond to their body language
  - Show understanding and reflect back
  - Make it clear you are interested in what the child is telling you
  - Reflect back what they have said to check your understanding – and use their language to show it's their experience
  - Reassure the child that they have done the right thing in telling you. Make sure they know that abuse is never their fault
- Never talk to the alleged perpetrator about the child's disclosure. This could make things a lot worse for the child. *(Information taken from NSPCC)*

Any disclosure will be reported to the Designated Safeguarding Lead and will be referred to the MASH team immediately, following our reporting procedures

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

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

- Child's name
- Child's address
- Age of the child and date of birth
- Date and time of the observation or the disclosure, location
- Exact words spoken by the child (word for word) and non-verbal communication
- 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).

(See appendix 1)

These records should be signed by the person reporting this and the Designated Safeguarding Lead 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. It is not our role to investigate, it is the role of statutory services to complete this.

Staff involved in a safeguarding case may be asked to supply details of any information/concerns they have with regard to a child. We here at Carmena expect 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.

Staff must not make any comments either publicly or in private about the supposed or actual behaviour of a parent, child 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 to happen. 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, students and volunteers are bound by confidentiality and any information will not be discussed out of work, or this will become a disciplinary matter.

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.

### **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.

### **Record Keeping**

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 and 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.

Carmena keeps appropriate records to support the early identification of children and families that would benefit from support. Factual records are maintained in a chronological order with parental discussions. Records are reviewed regularly by the DSL to look holistically at identifying children's needs.

## **Monitoring children's attendance**

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

We ask parents to inform the nursery prior to their children taking holidays or days off, and all incidents of sickness absence should be reported to the nursery the same day so the nursery management are able to account for a child's absence.

This should not stop parents taking precious time with their children, by keeping us informed parents can help us to meet our statutory requirements and let us know that children are safe.

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 emergency contacts numbers listed 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 updated. If contact cannot be established then we would assess if a home visit is required to establish all parties are safe. If contact is still not established, we would assess if it would be appropriate to contact relevant authorities in order to 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 MASH to ensure the child remains safe and well.

## **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.

## **Staffing and volunteering**

Our policy is to provide a secure and safe environment for all children. We follow safer recruitment practices including obtaining references and all staff employed to work with children will have enhanced criminal record checks from the Disclosure and Barring Service (DBS) before being able to carry out intimate care routines or have unsupervised contact with children.

We will obtain enhanced criminal records checks (DBS) for volunteers in our setting. Volunteers and visitors will never have unsupervised access to children.

All staff will attend child protection training and receive initial basic child protection training during their induction period. This will include the procedures for spotting signs and behaviours of abuse and abusers/potential abusers, recording and reporting concerns and creating a safe and secure environment for the children in the nursery. During induction staff will be given contact details for our local authority children's social care team's, the local safeguarding children partnership and

Ofsted to enable them to report any safeguarding concerns, independently, if they feel it necessary to do so.

Ongoing suitability of staff is monitored through:

- regular supervisions
- peer observations
- annual declaration of staff suitability
- safeguarding competencies
- regular review of DBS

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

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

An allegation against a member of staff/student/volunteer/supply staff or any other person may relate to a person who has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

The allegation should be reported to the senior manager on duty. If this person is the subject of the allegation, then this should be reported to the **DSL or Deputy Manager** instead.

We will follow Wandsworth Safeguarding Children Partnership information about how to report an allegation and we would also inform Ofsted immediately in order for this to be investigated by the appropriate bodies promptly.

### **This includes:**

- 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 local authority children's social care team yourself directly
- Wandsworth children's social care team will be informed immediately for advice and guidance
- A full investigation will be carried out by the appropriate professionals (Wandsworth children's social care team, Ofsted) to determine how this will be handled
  - We will follow all instructions from the Wandsworth children's social care team 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 local authority children's social care team support and advice
  - Our nursery reserves the right to suspend any member of staff during an investigation, Legal advice will be sought to ensure compliance with the law.



- All enquiries/external investigations/interviews will be documented and kept in a locked file for access by the relevant authorities
- Founded allegations will be passed on to the relevant organisations including the Wandsworth children's social care team and where an offence is believed to have been committed, the police will also be informed.
- 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 along with notifying the Disclosure and Barring Service (DBS) to ensure their records are updated.
- All safeguarding records will be kept until the person reaches normal retirement age or for 10 years if that will be longer, from the date of the allegation. 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
- Unfounded allegations will result in all rights being reinstated
- A return-to-work plan will be put in place for any member of staff returning to work after an allegation has been deemed unfounded. Individual support will be offered to meet the needs of the individual staff member and the nature of the incident; this may include more frequent supervisions, coaching and mentoring and external support.

#### The Nursery safeguards children and staff by:

- Providing adequate and appropriate staffing resources to meet the needs of all children.
- Informing applicants for posts within the nursery 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.
- Giving staff members, volunteers and students regular opportunities during supervisions and having an open-door policy 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.
- Requesting DBS checks or we use the DBS update service (with staff consent) to re-check staff's criminal history and suitability to work with children at regular intervals.
- Abiding 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 our setting are suitable to do so.
- Ensuring we receive at least two written references BEFORE a new member of staff commences employment with us.
- Ensuring all students will have enhanced DBS checks completed before their placement starts.
- Volunteers, including students, do not carry out any intimate care routines and are never left to work unsupervised with children.
- Abiding by the requirements of the Safeguarding Vulnerable Groups Act 2006 and the
- Childcare Act 2006 (amended 2018) in respect of any person who is dismissed from our employment or resigns in circumstances that would otherwise have led to dismissal for reasons of child protection concern will be reported to the Disclosure and Barring Services (DBS).
- Having procedures for recording the details of visitors to the nursery and take security steps to ensure that that no unauthorised person has unsupervised access to the children.
- Ensuring all visitors/contractors are supervised whilst on the premises, especially when in the areas the children use.
- Staying vigilant 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.

- Ensuring that staff are aware not to contact parents/carers and children through social media on their own personal social media accounts and they will report any such incidents to the management team to deal with.
- Ensuring all staff are aware of the signs to look for of inappropriate staff behaviour, this 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.
- Ensuring all staff will receive regular supervision meetings where opportunities will be made available to discuss any issues relating to individual children, child protection training, safeguarding concerns and any needs for further support or training.
- Having peer on peer and manager observations in our setting to ensure that the care we provide for children is at the highest level and any areas for staff development are quickly identified. 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. Concerns are raised with the designated lead and dealt with in an appropriate and timely manner.
- Ensuring 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.

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.

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 **Designated Safeguarding Lead** at the earliest opportunity.

### **Early help services**

When a child and/or family would benefit from support but do not meet the threshold for our 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 relate 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.

### **Contact telephone numbers**

#### Wandsworth Safeguarding Children Partnership (WSCP)

Child at risk of harm, contact:

Wandsworth MULTI-Agency Safeguarding Hub (MASH)

0208 871 6622

MASH@wandsworth.gov.uk

Wandsworth Out of Hours Team

0208 871 6000

Early Help Assessment (EHITS) Early Help IT System

earlyhelpsystems@wandsworth.gov.uk

Making a referral to the Wandsworth MASH: <https://wandsworth-self.achieve.com/service>

NSPCC 0808 800 5000 [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

Childline 0800 1111

Ofsted 0300 123 1231

Emergency police 999

Non-emergency police 101

Government helpline for extremism concerns 020 7340 7264

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

## Appendix 1: Keeping yourself safe when responding to disclosures (the 6 R's – what to do if...)

### 1. Receive

- Keep calm
- Listen to what is being said without displaying shock or disbelief
- Take what is being said to you seriously
- Note down what has been said

### 2. Respond

- Reassure the child that they have done the right thing in talking to you
- Be honest and do not make promises you cannot keep e.g. "It will be alright now"
- **Do not promise confidentiality**; you have a duty to refer
- Reassure and alleviate guilt if the child refers to it e.g., "you're not to blame"
- Reassure the child that information will only be shared with those who need to know

### 3. React

- React to the child only as far as is necessary for you to establish whether you need to refer the matter, but do not interrogate for full details
- **Do not** ask leading questions; "Did he/she....?" Such questions can invalidate evidence.
- **Do** ask open "TED" questions; Tell, explain, describe
- Do not criticise the perpetrator; the child may have affection for him/her
- Do not ask the child to repeat it all for another member of staff
- Explain what you must do next and who you must talk to

### 4. Record

- Make some brief notes at the time on any paper which comes to hand and write them up as soon as possible
- Do not destroy your original notes
- Record the date, time, place, any non-verbal behaviour, and the words used by the child. Always ensure that as far as possible you have recorded the actual words used by the child
- Record statements and observable things rather than your interpretations or assumptions

### 5. Remember

- Contact the designated safeguarding lead (DSL)
- The DSL may be required to make appropriate records available to other agencies

### 6. Relax

- Get some support for yourself, dealing with disclosures can be traumatic for professionals



# CHILDHOOD ILLNESS POLICY

## POLICY FOR CHILDHOOD ILLNESSES

At Carmena Christian day nursery, we promote the good health of children attending nursery and take the necessary steps to prevent the spread of infection.

This policy has been devised to ensure that children who become unwell at nursery are treated sensitively and with respect. It also helps us to help us to protect other children from illness and the spread of infection.

If a child requires medicine, we will obtain information about the child's needs to this (see Administration of Medication Policy)

The Manager will not allow for admittance of children onto the premises who appear to be suffering from an infectious or contagious illness or disease. Carmena Christian day nursery follows the guidance from the Health Protection Agency; however, we do reserve the right to refuse children into nursery if they have an illness that is contagious and will have an impact on the wellbeing of the rest of the children and staff. Please do not bring children who are unwell into the nursery as they will be sent home upon arrival.

Parents/carers are required to inform the nursery where they can be reached in the event of an accident/sudden illness. However, on occasions it may be impossible to contact a parent/carer in an emergency, we will make every effort to contact every named person on the child's emergency contact list, failing this, parents/carers are required to provide the Manager with signed permission for the setting to act in their absence.

If a child becomes seriously ill or injured during his/her attendance at the nursery, the nursery reserves the right to call for emergency assistance and, if necessary, remove him/her to hospital and give permission for emergency treatment to be administered. If we must take your child to hospital because of an illness or accident, we will do our utmost to inform you immediately (using the details on your Application Form). It is therefore vital that this information is kept up to date and that you inform us of your timetable/whereabouts. Please inform the Manager of any changes to these details as soon as possible. Please inform us as soon as possible if your child will be absent for a long period due to illness.

Local Authority regulations state that parents/carers are required to give the following information to the Manager: name, address and date of birth of each child; name, home address and place of work with respective telephone numbers of the parents/carers of each child ( where possible, we ask that a copy of the parent/carers current timetable should be left with the Manager to ensure that contact can be made in an emergency); name, address and telephone number of each child's doctor and the state of immunisation and infectious diseases suffered by each child.

All accidents are reported in an *Accident Report Book* which is kept in the Nursery Office. Parents/carers will be notified of any accidents via an accident/ incident form via FAMLY. Parents are required to confirm by the acknowledgment option.

Please ensure you have taken the following precautions: –

<b>CONDITION</b>	<b>RECOMMENDED PERIOD TO BE KEPT AWAY FROM NURSERY</b>	<b>COMMENTS</b>
<b>RASHES</b>		
ATHLETE'S FOOT	None	Treatment is recommended
CHICKENPOX	Five days from onset of rash or until all lesions have scabbed over	(Vulnerable children and female staff pregnancies)
COLD SORES (HERPES SIMPLEX)	None	Avoid kissing and contact with sores
GERMAN MEASLES (RUBELLA) *	Six days from onset of rash	Preventable by MMR immunization
HAND, FOOT AND MOUTH	Possible exclusion may be necessary- this will be decided at the discretion of the nursery manager	Contact HPU if outbreak
IMPETIGO	Until lesions are crusted/healed, or 48hrs after antibiotic treatment	Antibiotics
MEASLES *	Four days from onset of rash	Preventable by MMR vaccination
MOLLUSCUM CONTAGIOSUM	None	None
RINGWORM	Not usually required	Treatment is required
ROSEOLA (INFANTUM)	None	None
SCABIES	Return after treatment	Treatment is required
SCARLET FEVER*	Return after 24 hrs after antibiotic treatment	Treatment is required
SLAPPED CHEEK/FIFTH DISEASE. PARVOVIRUS B19	None- possible exclusion- decided at the discretion of the manager	(Vulnerable children and female staff pregnancies)
SHINGLES	Exclude if rash weeping and not covered	Can cause chickenpox
WARTS AND VERRUCAE	None	Must be covered
<b>DIARRHOEA &amp; VOMITING</b>		
DIARRHOEA/VOMITING	48 hrs from last episode	

E COLI TYPHOID */PARATYPHOID * ENTERIC FEVER SHINGELLA (DYSENTERY)	48 hrs from last episode	May exclude for longer period for under 5's due to young child's hygiene practices. May require microbiologic clearance Consult HPU for advice
CRYPTOSPORIDIOSIS	48 hours from last episode	Exclude from water play for 2 weeks
<b>RESPIRATORY INFECTIONS</b>		
FLU *	Until recovered	Vulnerable children
COVID-19 (CORONAVIRUS)	10 days isolation for the child or anyone living in the same household that tests <b>POSITIVE</b> . If someone who has not tested positive and has been advised to isolate, then begins to show symptoms the 10 days isolation starts again from the day of symptoms starting. Anyone living with the child or confirmed positive case will have to continue to isolate for the full 10 days Anyone Showing symptoms can return to the setting after a negative test result and not had symptoms for 48 hours or has followed the appropriate isolation period).	In the case of a positive result within the setting. Any child or staff member in that child's "bubble" that has had direct contact within 48hours of the child showing symptoms or 48 hours from the test date (If Asymptomatic) will have to isolate for 10 days. SYMPTOMS: <ul style="list-style-type: none"> <li>• Continuous cough</li> <li>• High Temperature</li> <li>• Loss of taste or smell</li> </ul> NOTIFY OFSTED & LOCAL AUTHORITY ENVIRONMENTAL HEALTH.
TUBERCULOSIS *	Always consult HPU	
WHOOPING COUGH *	Five days from antibiotic or 21 days from onset of illness (no antibiotics)	Local HPU will organize contact tracing
<b>OTHER INFECTIONS</b>		
CONJUNCTIVITIS	Possible exclusion- this will be decided at the discretion of the manager	Treatment, if outbreak consult HPU
DIPHTHERIA *	Exclusion is essential, consult HPU	All Family contacts must be excluded, HPU will organize contact tracing
GLANDULAR FEVER	None	None

HEAD LICE	None	Treatment if live lice
HEPATITIS A*	Exclude seven days after onset of jaundice or seven days after symptoms	If outbreak of Hep A, local HPU will advise
HEPATITIS B *, C*, HIV/AIDS	None	Hep B and C and HIV are bloodborne not infectious on casual.
MENINGOCOCCAL MENINGITIS * / SEPTICAEMIA *	Until recovered	Meningitis C preventable by vaccination, no need to exclude siblings. HPU to advise
MENINGITIS * BACTERIA	Until recovered	Hib and pneumococcal meningitis preventable by vaccination, no need to exclude siblings. HPU to advise
MENINGITIS VIRAL *	None	No need to exclude siblings
MRSA	None	Good hygiene, handwashing and environment clean. HPU advise
MUMPS *	Exclude for five days after onset of swelling	Preventable by vaccination
THREADWORMS	None	Treatment is recommended for child and family
TONSILLITIS	None	No antibiotics, usually due to virus

- **DENOTES A NOTIFIABLE DISEASE**

If your child is unwell, please read the following guidance and seek treatment where necessary or keep your child off nursery (please call nursery to advise).

If your child is sent home sick, you will be given advise on when they may return.

There are no exceptions to the exclusion period and any parent attempting to return their child to nursery will be advised as such. If a parent persists and leaves their child within the exclusion period, the nursery will contact the HPA and Local Authority who will notify Social Services.

**Measures of high temperature**

If you suspect a child has a temperature the following steps must be followed:

- Take the child's temperature using the head scanner thermometer.
- Notify parent of temperature
- Record the temperature on a monitoring form
- Attempt to reduce body temperature slowly – removing excess layers of clothing, opening a window, etc.
- Ensure the child is drinking water



- As a general rule, a temperature in children under 5 over 37.5C is a fever
- The child's temperature should be taken in regular intervals
- If the temperature hasn't reduced, parents will be asked to come and administer calpol or take their child home
- High temperatures can be extremely danger and cause convulsions.
- In emergency cases the manager will authorize administering emergency calpol to reduce a high fever when children become very poorly, this is dependant of the parents given permission and agreeing to collect their child immediately.

### **Transporting children to hospital- Procedure**

If a child becomes extremely unwell and in an emergency situation, it is our procedure to call for an ambulance immediately. Parents will be contact straight away and arrangements will be made to meet the parents at the hospital or at the nursery if they are close enough to reach the nursery in time.

In the event that a parent is not able to get to the nursery in time for the ambulance to transport the child to hospital, a senior member of staff will accompany the child and collect registration forms, relevant medication sheets, medication and any other items the child may need.

### **Febrile Convulsions, anaphylactic shock and other fit or seizure**

If a child has any of the above an ambulance must be called immediately and the same steps taken as above.

Anaphylaxis is a medical emergency that may require resuscitation measures. Administration of epinephrine (auto-injector) may be necessary.

### **COVID-19**

Temperatures will be taken upon arrival and monitored throughout the day.

Any child showing a high temperature or develop a Cough throughout the day whilst at the setting will be asked to be collected immediately, the child will be removed away from the other children and staff with 1 adult wearing the appropriate PPE until the child is collected.

It is the parent / careers responsibility to be open and honest with the setting and keep your child at home if they or anyone in the same household is showing any of the following symptoms: HIGH TEMPRETURE, CONTINUOUS COUGH, LOSS OF TASTE OR SMELL.

The child will then have to isolate for 10 days of symptoms developing and anyone that lives within the same household will have to isolate for 10 days unless tested and has a Negative test result. Isolation **MUST** continue until results are back. Can only return if not had symptoms for 48 hours prior. If someone who has not tested positive and has been advised to isolate, then begins to show symptoms the 10 days isolation starts again from the day of symptoms starting.

In the case of a **POSITIVE** result within the setting, any child or staff member in that child's "bubble" that has had direct contact within 48 hours of the child or member of staff showing symptoms or 48 hours from the test date (If Asymptomatic) will have to isolate for 10 days unless advised differently by track and trace, evidence may be required as proof of appropriate return.

Any parent / career failing to inform the setting of anyone living in the household with symptoms, a positive case or being exposed to COVID-19 and has been advised to isolate from track and trace but continues to attend will be at risk of immediate termination of contract at Carmena Christian day nursery.



# CLEAR DESK POLICY

## Scope

This policy applies to all employees of Carmena Christian day nursery and its affiliates.

As an Early Years childcare provider setting, we have access to children and family's personal data.

A clear desk policy is the best way to avoid unauthorised access to physical records which contain sensitive or personal information and will protect physical records from fire and/ or flood damage.

A clear desk policy involves the removal of the physical records which contain sensitive personal information to a secure cupboard or drawer. It does not mean that the desk must be cleared of all its contents.

At the end of each day, all confidential and personal data must be filed securely away in the office in the locked cupboard. This applies to IPAD's, documentations which may hold children, staff and parent personal data.

All employees of Carmena **must** ensure.

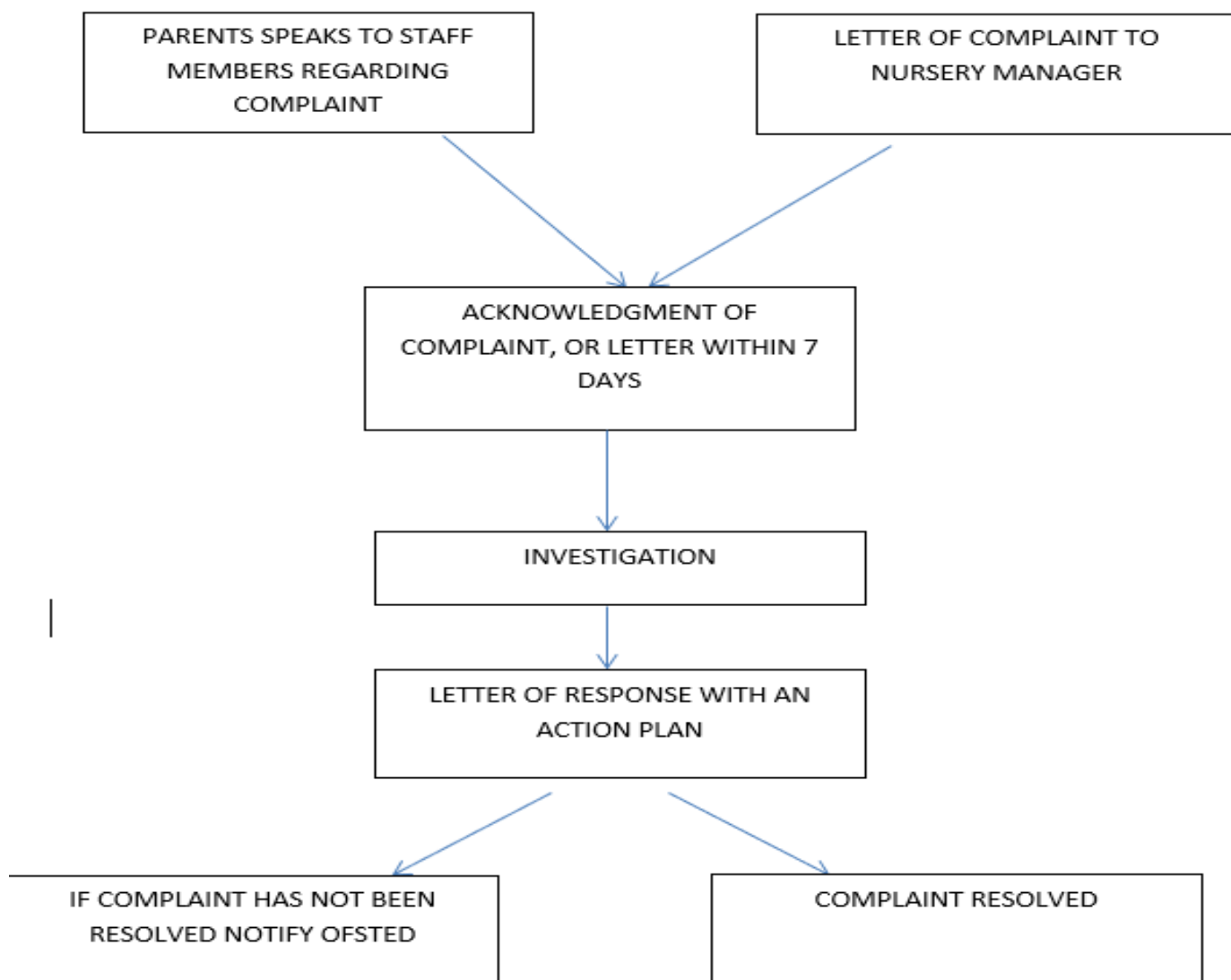
1. All sensitive/confidential information in hardcopy or electronic form is secure in their work area at the end of the day and when they are expected to be gone for an extended period.
2. Computer workstations must be shut completely down at the end of the workday.
3. Any Restricted or Sensitive information must be removed from the desk and locked in a drawer when the desk is unoccupied and at the end of the workday.  
File cabinets containing Restricted or Sensitive information must be kept closed and locked when not in use or when not attended.
4. Keys used for access to Restricted or Sensitive information must not be left at an unattended desk.
5. iPads must be either locked away in filing cabinet.
6. Passwords may not be left on sticky notes posted on or under a computer, nor may they be left written down in an accessible location.
7. Printouts containing Restricted or Sensitive information should be immediately removed from the printer.
8. Upon disposal Restricted and/or Sensitive documents should be shredded in the shredder bin.
9. Whiteboards containing Restricted and/or Sensitive information should be erased.



# COMPLAINTS PROCEDURE

The outcome of all complaints is recorded in the Summary Complaints Record file and is available for parents and OFSTED inspectors on requests.

The outcome of all complaints is recorded in the Summary Complaints Record file and is available for parents and OFSTED inspectors on requests.



OFSTED's Complaints & Enforcement Team can be contacted by phone or in writing to:

**Complaint Investigation Enforcement Team 0300 123 1231**

**OFSTED**

**THE NATIONAL BUSINESS UNIT, THE ROYAL EXCHANGE BUILDINGS, 5<sup>TH</sup> 6<sup>TH</sup> & 7<sup>TH</sup> FLOORS,**

**PICCADILLY GATE, STORE STREET, MANCHESTER M1 2WD**

## **Statutory Framework for the Early Years Foundation Stage 2021**

### **Section 3 - The safeguarding and welfare requirements – Complaints**

*3.75 Providers must put in place a written procedure for dealing with concerns and complaints from parents and/or carers, and must keep a written record of any complaints, and their outcome.*

*Childminders are not required to have a written procedure for handling complaints, but they must keep a record of any complaints they receive and their outcome. All providers must investigate written complaints relating to their fulfilment of the EYFS requirements and notify complainants of the outcome of the investigation within 28 days of having received the complaint. The record of complaints must be made available to Ofsted or the relevant childminder agency on request.*

*3.76 Providers must make available to parents and/or carers details about how to contact Ofsted or the childminder agency with which the provider is registered as appropriate, if they believe the provider is not meeting the EYFS requirements. If providers become aware that they are to be inspected by Ofsted or have a quality assurance visit by the childminder agency, they must notify parents and/or carers. After an inspection by Ofsted or a quality assurance visit by their childminder agency, providers must supply a copy of the report to parents and/or carers of children attending on a regular basis.*

## **Making a complaint**

Whilst aiming to achieve the highest standard of care and education for children attending Carmena Christian day nursery, and to foster a positive partnership with families, we recognise that on occasion circumstances may lead to a parent/carer wishing to make either a formal or informal complaint.

Our setting believes that children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. We welcome suggestions on how to improve our setting and will give prompt and serious attention to any concerns about the running of the setting. We anticipate that most concerns will be resolved quickly by an informal approach to the appropriate member of staff. If this does not achieve the desired result, we have a set of procedures for dealing with concerns. We aim to bring all concerns about the running of our setting to a satisfactory conclusion for all the parties involved.

Any parent who has a concern about an aspect of the settings provision talks over first, his/her concerns with the setting leader. Hopefully, this will be resolved, if not, then please fill out a complaint form and hand in the complaint in writing to the office/management. A meeting will be arranged after the complaint has been investigated in full and will discuss the outcome. If you are still not satisfied with the outcome, then another meeting with all managers and a witness of your choice will be arranged. Written records will be taken at the meeting and all presents will sign. If we can still not resolve the situation, then an external mediator will be invited (acceptable on both sides). Throughout this process, the discussions will be kept confidential. A final meeting will be called with the mediator to reach a decision on the action to be taken to deal with the complaint. Written records will be taken, and all present will sign. receives a copy. At any stage of this process, parents are within their rights to approach Ofsted directly. Ofsted's complaints & Enforcement Team can be contacted by phone or in writing at the address above.

The outcome of all complaints is recorded in the summary Complaints record file and is available for parents and OFSTED inspectors on requests.

In the event of a parent/carer wanting to complain about a member of staff or an incident at Carmena Christian day nursery, we would follow the following guidelines.

- Speak to a member of staff or directly to management giving as much information as possible.
- If it is discussed with a member of staff, then they will report the complaint to the manager/owner and complete a complaint form immediately.
- The manager/owner will confirm receipt of this within 24 hours
- The complaint will then be investigated, and an action plan will be drawn up to address the issue.
- Once made aware of the complaint, the manager must record the complaint and file away. Should parents feel they cannot speak to a member of staff; the complaint can be written and sent to the manager/owner direct.

## **DUTIES AS AN EMPLOYER AND EMPLOYEE**

Employers have a duty of care to their employees. They should ensure they provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended.

It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in the nursery is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

## **PROCEDURE FOR ALLEGATION AGAINST A MEMBER OF STAFF**

1. Notify a member of management
2. Allegation to be discussed with the **Local Authority Designated Officer (LADO)**  
Advice – LADO@wandsworth.gov.uk on 07974 586 461. Discussion to include nature, content and context of the allegation and agree a course of action. Information such as previous history, whether the child or their family have made similar allegations and the individuals current contact with children.
3. If the person is deemed to be an immediate risk to children or there is evidence of a criminal offence, the police will be involved immediately.
4. The initial sharing of information may lead to a decision that no further action is to be taken in regard to the individual facing the allegation or concern; in which case this decision and a justification for it should be recorded by both the case manager and the LADO, and agreement reached on what information should be put in writing to the individual concerned and by whom. The case manager should then consider with the LADO what action should follow both in respect of the individual and those who made the initial allegation.
5. The case manager should inform the accused person about the allegation as soon as possible after consulting the LADO. It is extremely important that the case manager provides them with as much information as possible at that time. However, where a strategy discussion is needed, or police or children's social care services need to be involved, the case manager should not do that until those agencies have been consulted and have agreed what information can be disclosed to the accused. Employers must consider carefully whether the circumstances of a case warrant a person being suspended from contact with children at the nursery or whether alternative arrangements can be put in place until the allegation or concern is resolved. All options to avoid suspension should be considered prior to taking that step. (Please see further information on suspension below).
6. If the allegation is not demonstrably false or unfounded, and there is cause to suspect a child is suffering or is likely to suffer significant harm, a strategy discussion should be convened in accordance with working Together to Safeguard Children. If the allegation is about physical

contact, the strategy discussion or initial evaluation with the police should take into account that teachers and other school and early years staff are entitled to use reasonable force to control or restrain pupils in certain circumstances.

7. Where an investigation by the police or children's social care services is unnecessary, or the strategy discussion or initial valuation decides that is the case, the LADO should discuss the next steps with the case manager. In those circumstances, the options open to the setting depend on the nature and circumstances of the allegation and the evidence and information available. This will range from taking no further action to dismissal or a decision not to use the person's services in future. Suspension should not be the default position: an individual should be suspended only if there is no reasonable alternative.
8. In some cases, further enquiries will be needed to enable a decision about how to proceed. If so, the LADO should discuss with the case manager how and by whom the investigation will be undertaken.



# Parents



## **Ofsted registers and inspects childcare for children aged from birth to 17 years.**

Registered childcare providers and childminders have to meet requirements that relate to welfare and safety, the people providing the care and the organisation of the childcare. Childcarers registered on the Early Years Register, who care for children aged from birth until 1 September following a child's fifth birthday, also have to meet requirements for children's learning and development.

### **What you can tell us**

- Is the childcare good?
- Can it be made better?
- Do you have any concerns?

If you want to tell us anything about your child's childcare, you can ring

**0300 123 1231**

Or you can write to us at:  
Applications, Regulatory and  
Contact (ARC) Team  
Ofsted  
Piccadilly Gate  
Store Street  
Manchester M1 2WD

If you would like more information about Ofsted's role as the regulator of childcare, you can visit our website:  
[www.ofsted.gov.uk/early-years-and-childcare](http://www.ofsted.gov.uk/early-years-and-childcare)

If you would like information about the availability of childcare in your local area, please visit the following link to find your local Family Information Service (FIS):  
<http://findyourfis.familyandchildcaretrust.org/kb5/findyourfis/home.page>

## **Safeguarding and Welfare Requirement: Information and Records**

Confidential information and records about staff and children must be held securely and only accessible and available to those who have a right or professional need to see them.

### **Policy statement**

*‘Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case.’*

*Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (HMG 2015)*

During the day, the Nursery’s staff will meet confidential information. To ensure that all those using and working in the nursery can do so with confidence, we will respect confidentiality in the following ways.

- Parents/carers will have ready access to files and records of their own children – but not any other child.
- Staff will not discuss individual children with people other than the parents/carers of that child.
- Information given by parents/carers to nursery staff will not be passed on to third parties.
- Personnel issues will remain confidential to the people involved.
- Any anxieties/evidence relating to a child’s personal safety will be kept in a confidential file and will not be shared within the nursery except for the child’s key worker and Manager the DSL (designated safeguarding lead)
- The nursery will comply with all requirements of the Data Protection Act and in conjunction with the Information Commissioners Office.
- Staff may see or hear information regarding a child, this information should not be divulged outside of the setting.
- Children’s individual abilities and behaviour should not be discussed with anyone other than the parent unless it involves another child.
- Please appreciate how upsetting it would be to hear another parent passing on comments about your child.

Any staff member found to be discussing individual children with anyone other than for the purpose of curriculum planning or nursery management, with people other than the parents or carers of the child be suspended without pay immediately and face disciplinary procedure. This includes discussions with ex-employees.



Information given by parents or carers to the nursery will not be passed on to other adults without permission except in exceptional circumstance when the safety of the child or staff is at risk.

Issues relating to staff employment, whether paid or unpaid, will remain confidential to the people directly involved with personnel issues.

Anxieties or evidence relating to the child's welfare will be shared with other professionals on a 'need to know' basis only and will not be open for discussion amongst staff in general terms.

Although we cannot always promise not to pass on information (especially if we believe the child to be in danger) we will do so in a manner totally appropriate and essential for the wellbeing of the child and in consideration of those involved.

Some parents/carers sometimes share information about themselves with other parents/carers as well as staff, the nursery cannot be responsible if information shared beyond those parents/carers whom the person has 'confided' in.

If parents are experiencing difficulties, the nursery manager is available and may be able to offer guidance on where to go for help or advice.

*In accordance with the:*

*The National Standards 2001,*

*The Children's Act 1989,*

*The Data Protection Act 1998,*

*EYFS Principles 2008 revised 2012, Human Rights Act 1998*

*General Data Protection regulations (GDPR) 2018*

THIS POLICY WAS REVIEWED ON 02/11/2021

# CONTROL OF SUBSTANCES HAZARDOUS TO HEALTH

## ***Statutory Framework for the Early Years Foundation Stage 2021***

### ***Section 3 - The safeguarding and welfare requirements Safety and Suitability of Premises, Environment and Equipment.***

*Safety 3.56. Providers must take reasonable steps to ensure the safety of children, staff and others on the premises in the case of fire or any other emergency and must have an emergency evacuation procedure.*

## **Policy Statement**

Carmena Christian Day 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.

The Control of Substances Hazardous to Health Regulations 2002 (COSHH) (as amended 2004) apply to substances found in the workplace which are hazardous to health. The regulations require employers to keep a record of substances that could be hazardous to health, where they will be stored safely, how they will be used and for what purpose, as well as what to do if they contact skin, eyes or are ingested. In a nursery setting, this mainly applies to cleaning chemicals and those used for general maintenance but may also apply to products used by the children such as crayons and paint.

This policy has been developed using the HSE guidance document "COSHH: A brief guide to the Regulations: What you need to know about the Control of Substances Hazardous to Health Regulations 2002 (COSHH)". All nursery management teams, and nursery-based health and safety officers must have a copy of this document as a point of reference when implementing this procedure.

## **Why COSHH matters**

Using chemicals or other hazardous substances at work can put people's health at risk, so the law requires employers to control exposure to hazardous substances to prevent ill health. They have to protect both employees and others who may be exposed by complying with the Control of Substances Hazardous to Health Regulations 2002 (COSHH) (as amended).

## **Hazardous substances**

Examples of hazardous substances include:

- substances used directly in work activities (e.g. adhesives, paints, cleaning products);
- substances generated during work activities (e.g. fumes from soldering and welding);
- naturally occurring substances (e.g. grain dust);
- biological agents such as bacteria and other micro-organisms.
-

## Effects of hazardous substances

Examples of the effects of hazardous substances include:

- skin irritation or dermatitis as a result of skin contact;
- asthma as a result of developing allergy to substances used at work;
- losing consciousness as a result of being overcome by toxic fumes;
- cancer, which may appear long after the exposure to the chemical that caused it;
- infection from bacteria and other micro-organisms (biological agents).

## What COSHH requires

To comply with COSHH you need to follow these eight steps:

1. Assess the risks
2. Decide what precautions are needed
3. Prevent or adequately control exposure
4. Ensure that control measures are used and maintained
5. Monitor the exposure
6. Carry out appropriate health surveillance.
7. Prepare plans and procedures to deal with accidents, incidents and emergencies
8. Ensure employees are properly informed, trained and supervised

It is the responsibility of the nursery health and safety officer to ensure that the above steps are followed in relation to all COSHH products.

## Procedures:

- Our staff implement the current guidelines of the Control of Substances Hazardous to Health Regulations (COSHH).
- We keep a record of all substances that may be hazardous to health - such as cleaning chemicals, or gardening chemicals if used and where they are stored.
- Hazardous substances are stored safely away from the children, in a lockable, clearly labelled COSHH cupboard.
- We carry out a risk assessment for all chemicals used in the setting. This states what the risks are and what to do if they have contact with eyes or skin or are ingested. The COSHH product risk assessments are saved here:
- We keep all cleaning chemicals in their original containers and when needed decant to other empty containers which are clearly labelled.
- Environmental factors are taken into account when purchasing, using and disposing of chemicals.

- All members of staff are vigilant and use chemicals safely.
- Members of staff wear protective gloves when using cleaning chemicals.
- Members of staff must follow manufacturer's instructions and only use cleaning products for their intended purpose.
- Members of staff must not mix cleaning products together.
- Antibacterial spray (in labelled containers) are the only cleaning products allowed in rooms when children are present. These must be stored out of reach from the children at all times, on a clearly labelled high shelf, or in a labelled lockable cupboard.
- Anti-bacterial cleaning agents can only be used in the toilets, nappy changing area and food preparation areas. Anti-bacterial sprays are not used when children are nearby due to the risk of inhalation.
- We keep the chemicals used in the setting to the minimum in order to ensure health and hygiene is maintained. We do not use bleach.
- Nursery health and safety officers are responsible for ensuring, through training and support, that all staff and anyone else who needs to know, knows how to safely use COSHH products, what the dangers are, and how to access the COSHH safety data sheet and COSHH risk assessment.

### **Sterilising products**

- We use Milton solution to sterilise baby bottles, children cups dummies and water bottles
- We will only use ready-diluted sterilising solutions to spray surfaces if there is an infectious outbreak in the setting. This will only be used to deep clean and must only be used away from children and with express consent from the nursery manager.
- The ready-diluted sterilising surface spray must be stored in the locked
- cleaning cupboard and not in the rooms so the children are not able to access the product.
- All staff using the ready-diluted sterilising surface spray must read and sign the risk assessment and COSHH data sheets before use to ensure they comply with the procedures.
- Sterilising spray may only be used with the consent of the nursery manager.

### **Cleaning chemicals - approved list**

Carmena Christian Day Nursery staff must only use cleaning chemicals supplied by the nursery manager. The nursery health and safety officer is responsible having clearly marked health and safety folders in each classroom and the kitchen, which include up to date COSHH safety data sheets and risk assessments and are readily available to employees.

These products **must** remain in the kitchen, in a labelled, locked cupboard and their use in rooms other than the kitchen will lead to disciplinary procedures being implemented.

The use of cleaning products not included in the above lists will lead to disciplinary procedures being implemented.

## Procedures

- Contractors using pesticides should have a British Pest Control Association (BPCA) qualification.
- Store products containing chemicals securely in a cool, dry, dark place, capable of retaining spills. Don't store far more than you need.
- Reduce skin contact- staff should wash off splashes immediately.
- Ensure that staff follow instructions for use by reading the label and make up solutions for immediate use only. Make sure they are aware of the general guidelines:
  - Add liquid concentrate to diluting liquid never the other way round, unless the instructions say so.
  - Make a thin paste of powders with a small amount of diluting liquid, then dilute as for liquids.
- Put the cap back on the container immediately and wipe the outside clean.

## Special care

- Contact with many chemicals can lead to dermatitis. Some can also damage the eyes.
- Some products may cause asthma - check the safety data sheet.
- Avoid products that contain hydrofluoric acid.
- Take special care using caustic soda (sodium hydroxide). This can erupt when mixed with water. Splashes in the eye can cause blindness.
- Never add any other chemical to concentrates that contain bleach (sodium hypochlorite solution). This can cause a dangerous gas (chlorine) to be given off.

## Maintenance, examination and testing

- Wash out mixing equipment after use. Dispose of waste liquid safely.

## Personal protective equipment (PPE)

- Follow the instructions on product labels.
- Provide protective gloves - single use nitrile gloves are acceptable. If you must use latex gloves, use only 'low protein, powder free' gloves.
- Throw away single use gloves every time they are taken off.
- Provide protective goggles to protect eyes when using products that can cause burns (eg acids, caustics).
- Skin creams are important for skin protection and help in washing contamination from the skin. These are not 'barrier creams'. After work creams help to replace

skin oils.

## **Training and supervision**

- The health and safety officer is responsible for ensuring that nominated staff are trained to safely decant and dilute concentrated cleaning chemicals safely, in line with the Control of substances hazardous to health procedure. A list of those who have received training should be maintained (see below).
- This should include:
  - Informing staff about the risks of using the product - see products labels or Section 15 of the safety data sheet.
  - If products can cause skin or eye damage, plan how to give first aid.
  - Working in the right way and using the controls correctly is important for exposure control.

## **Legal framework**

- Health and Safety at Work Act (1974)
- Management of Health and Safety at Work Regulations (1999)
- Control of Substances Hazardous to Health Regulations (COSHH) (2002)

## **Further guidance**

- Health and Safety Law: What You Need to Know (HSE Revised 2009)
- Health and Safety Regulation ... A Short Guide (HSE 2003)
- Working with Substances Hazardous to Health: What You Need to Know About COSHH (HSE Revised 2009)
- Health and Safety Executives leaflet 'SR2 Diluting Chemical Concentrates' (2018)



# (COVID-19) EPIDEMIC AND PANDEMIC POLICY

## Infection Control at Carmena Christian Day Nursery. (Covid-19) 2020.

### Statement of Intent

Carmena Christian day nursery intend to use this policy to provide precautionary measures to minimize transmission risks of disease in the setting during an epidemic or pandemic.

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 Organization (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 policy will be reviewed regularly in line with the government guidelines.

As early years providers we ensure to offer a continuum of extremely 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 encountering 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 if they do not conflict with this policy.

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 and resources)
- Minimising general contact and mixing (creating bubbles)
- The use of Protective and Personal Equipment (PPE)
- Testing

### Focus/ Areas of Consideration / Recommendations

#### Children - Attendance

- Only children who are symptom free or have completed the required isolation period should attend the setting.
- Staff will be taking temperatures of children on arrival and risk assessing with regular health questionnaires for returning children Physical distancing/ grouping.
- It is the parent / careers responsibility to be open and honest with the setting and keep your child at home if they or anyone in the same household is showing any of the following symptoms: HIGH TEMPRETURE, CONTINUOUS COUGH, LOSS OF TASTE OR SMELL or has had a positive test result or been contacted by track at trace.

### ***Physical Distancing/grouping***

- Children and staff are kept in separate “bubbles” this is the child’s or staff members designated rooms within the setting, this will also involve the outdoor area. These small groups or ‘bubbles will not mix at any point during the day.
- Children in small groups should have the same staff team caring for them wherever possible to limit the amount of people meeting each other.
- Care routines including provision of meals, nappy changing, and toileting should be within the space allocated to each ‘bubble’ and thoroughly deep cleaned after every use.
- The use of communal internal spaces should be restricted as much as possible and outdoor spaces should be utilised as much as possible and used by ‘bubbles’ in different areas during the day.
- Sunscreen should be applied by the parents / carers before the child arrives at the setting. T shirts covering shoulders and leggings would be preferable to minimise how much top up of the preschool 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 on entry and continuously throughout the day, coughing/ sneezing 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 because of Covid-19 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.
- Children will have access of fresh drinks of water throughout the day if they are thirsty, staff will monitor this to ensure no cross contamination of beakers.

### **Workforce Attendance**



- Staff should only attend preschool if they are symptom free, have completed the required isolation period or achieved a negative test result. All staff and their household are eligible for testing if they display symptoms.
- Temperature of staff will be taken on arrival and risk assessing with regular health questionnaires for returning staff.
- Staff hours, days they work, and length of day may change in order to meet childcare demands and considerations within this policy.

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

- Staff to be informed of measures in place and any new or updated policies and procedures.
- Wherever possible staff should remain with the small group of children, the 'bubble' of children who they are allocated to and not meet other groups.
- Staff have been advised by the government not to wear PPE such as facemasks during their day but should continue 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 also be worn if a 2 meter distance cannot be maintained.
- 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 unless they are developing symptoms themselves.
- Social distancing must 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 may be required to oversee specific rooms or areas including the outdoors to minimise their contact with surfaces etc. This includes potentially working from one table if tabletop toys are available. 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, staff will ensure the safety of the children is maintained through continuous risk assessments.
- Staff members should avoid physical contact with each other including handshakes, hugs etc.
- Staff to wear fresh, clean clothes for each session.
- Advise staff to remove their work clothes before they enter their home and take a shower immediately to remove any germs they may have picked up.

### ***Training***

- Where possible, meetings and training sessions will be conducted through virtual conferencing.
- All staff members will 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.
- All staff to complete the COVID-19 Training online.

### **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.
- Drop off and collection timings will be staggered to avoid a queue of families waiting to drop off or collect.
- When parents are waiting to drop off or collect their child, physical distancing should be maintained in a safe area sticking to government social distancing policies.
- Measures will be put in place to minimise contact between the parent and other children and staff members.
- Parents will not be allowed the setting; they must stay 2 meters away from staff

#### ***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 the setting of their circumstances and if they plan to keep their child away.
- Although handovers are kept to minimum, we encourage parents and staff to have continuous communication via the Family APP or phone calls throughout the day.
- Any parent meetings can be arranged via zoom at a convenient time for both the key person and parent/ guardian.

#### ***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 setting operational hours where possible, if this is not possible the area will be cleared of children, staff and the visitor will be asked to wear appropriate PPE. Any Visitors MUST sign a COVID-19 disclaimer and have their temperature taken upon arrival. Any Visitor that refuses to comply will be denied access to the setting.
- All visitors are required to scan the QR code that are Located on each point of entry via the track and trace App.
- Parents and carers should not enter the premises, unless necessary in an emergency.

## **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.
- Outings from the setting will continue to local parks and outside walks but will be restricted in more confined areas to ensure mixing with members of the public does not happen.
- Staff to Provide a change of clothes before they start their shift if traveling to work Via public transport.
- If children travel on public transport or taxis, parents will be responsible for removing their outer clothing which will not enter the premises.

## **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 individuals.
- 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.
- A professional cleaner will come into the setting daily once all children and staff have left the building and complete a vigorous deep clean.
- Every Friday evening once all children and staff have left the cleaner will use the disinfectant to disinfect each room to ensure walls floors and all other surfaces are completely germ free.

### ***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, lid, and foot pedal.

### ***Laundry***

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

### ***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 setting.
- 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***

- Government guidance is that PPE is not required for general use in early years settings to protect against COVID- 19 transmission.

- 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 shows symptoms, staff should wear a face mask, visor, disposable gloves, and apron if a 2-meter distance cannot always be maintained. PPE should be disposed of following government guidelines

### ***Premises Building***

- Keep windows open where possible to ensure good levels of ventilation. If doors are opened ensure the children safety is maintained at all times.

### ***Resources***

- Children should not be permitted to bring items from home into the setting unless 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 setting 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 setting 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 washing.
- In case the supply of food is interrupted, procedures must be implemented to ensure the appropriate food alternatives are sourced and normal food safety and hygiene processes are followed.

### ***Responding to a suspected case***

- In the event of a child developing suspected coronavirus symptoms whilst attending the setting, they should be collected as soon as possible and isolate at home in line with the current NHS guidance.
- 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 developing suspected coronavirus symptoms whilst working at the nursery, they should return home immediately and isolate at home in line with the NHS guidance. They should also follow current testing advice for themselves and their household.

***In the event of a positive case, outbreak, or closure.***

- Parents/ carers are responsible to notify a member of the management team at the earliest point of receiving a positive test result.
- If a "bubble" has been exposed a member of the management team will then notify all families within that 'bubble' as early as possible to notify of closures or to arrange immediate collection of their child.
- Additional cleaning will be arranged for that 'bubble' to ensure minimal spread of the virus.
- Staff will continue to contact the parents and families via the Family app with activities, videos, progress reports and wellbeing checks or to answer any questions and offer support.
- The manager will notify Ofsted, environmental health, and the local authority as well as gain advice from the London coronavirus cell and DFE (department for education).

***Procedure***

The child will have to isolate for 10 days of symptoms developing and anyone that lives within the same household will have to isolate for 10 days unless tested and has a Negative test result. Isolation **MUST** continue until results are back.

In the case of a **POSITIVE** result within the setting please see table below for isolation periods.

THIS POLICY WAS REVIEWED ON 08/12/2020

## CORONAVIRUS DECLARATION FORM

If during your visit you experience any of the COVID symptoms, you must immediately notify your host or a member of the nursery team.

We are collecting and processing this personal data in accordance with our privacy policy and on the basis of it being necessary for the purposes of our legitimate interests in protecting the health of our staff and visitors.

**Have you, or any of your household, received a positive test for COVID-19 within 10 days of the proposed visit?**

Yes

No

**Are you, or any of your household, displaying symptoms of COVID-19?**

- *new continuous cough;*

- *a high temperature;*

- *a loss of, or change in, your normal sense of taste or smell (anosmia).*

Yes

No

**Can you please confirm that you have carried out a lateral flow test within 48 hours of visiting the nursery setting and have received a negative result?**

Yes

No

*I agree to comply with all applicable government guidance on social distancing and self-isolation during my visit and any site rules issued by Carmena Christian day nursery including wearing a facemask at all times, unless medically exempt.*

Agree

Nursery Guidance

**Wash your hands as soon as you arrive on site, or, use hand sanitiser which is available at all entrances. Please maintain good hand and respiratory hygiene and adhere to two metre social distancing throughout your visit.**

**Face coverings are required to be worn when moving around the nursery buildings and where social distancing cannot be maintained. Disposable face coverings will be available at the nursery, if required.**

Name:.....

Date:.....

# What to do in the event of Suspected Cases of COVID-19

**CHILD / STAFF BECOMES UNWELL WITH COVID-19 SYMPTOMS IN SETTING**

## **SETTING ACTION:**

1. Arrange for child/staff to go home
2. Isolate in a well-ventilated room, if possible, whilst waiting to be collected. Each individual unwell person to be isolated from other unwell individuals.  
**If supervised, keep 2m away.  
If less than 2m, PPE to be worn.**
3. Advise to stay at home (at least 10 days from start of symptoms) and arrange for a test make an appointment
4. Household members to self-isolate for 14 days or until negative test result received
5. Advise to share test result with the setting

## **MAIN SYMPTOMS:**

- **New continuous cough**  
(coughing a lot for more than an hour, or 3 or more coughing episodes in 24 hours)
- **Fever** (temperature of 37.8 or higher)
- **Loss of sense of taste or smell** (anosmia)

## **SETTING RECEIVES TEST RESULT FROM PARENT/STAFF**

- **Negative result:**  
Child/Staff can return to setting if well and no symptoms (no raised temperature for 48 hours)
- **Positive Result:**  
Follow "Confirmed Case" flow chart
- **Void/Unclear Result:**  
Continue to self-isolate and arrange retesting

**SETTING IS NOTIFIED OF SYMPTOMATIC CHILD / STAFF**

## **SETTING ACTION:**

1. Ensure child/staff does not attend setting
2. Advise to stay at home (at least 10 days from start of symptoms) and arrange for a test make an appointment
3. Household members to self-isolate for 14 days or until negative test result received
4. Advise to share test result with the setting



# What to do in the event of Confirmed Case of COVID-19

## SETTING INFORMED OF POSITIVE TEST (STAFF / CHILD)

### ACTIONS BY THE SETTING

Carry out on-site risk assessment to identify potential contacts during the infectious period.  
Contact DfE Helpline on **0800 046 8687** if you need advice or support.



## Wandsworth Council

020 8871 6000

The Town Hall, Wandsworth High Street, London, SW18 2PU

- **Identify infectious period for the individual who has tested positive** (48 hours prior to displaying symptoms / or date of test - whichever first, and 10 days after that date.)
  - **Identify Contacts within this period;**
    - Direct contact:**
      - Anyone who lives in the same household as a case.
      - Anyone who has had face to face contact with a case, for any length of time, including being coughed on or talked to.
      - Anyone who has been within 1 meter of a case for one minute or longer.
    - Proximity contact:**
      - Anyone who has been within two meters of a case for more than 15 minutes.
      - Anyone who has travelled in a small vehicle with a case.
  - **Contact the London Coronavirus Response Cell (LCRC) on 0300 303 0450 or email [LCRC@phe.gov.uk](mailto:LCRC@phe.gov.uk) if following criteria is met;**
    - 10% (or more) of primary bubble is affected within 14 days.
    - 5 or more secondary students are affected in one school year within 14 days.
    - 3 or more primary/secondary bubbles are affected.
    - 10% (or more) of staff are affected within 14 days.
    - There have been any hospitalisations.
    - You are a special school.
  - **Send Communications to Parents**
    - Use relevant letter templates on HES portal to:
      - Make all parents aware of a positive case in the setting.
      - Inform the parents of the children who have been identified as close contacts that they need to self-isolate.
- See below for Specific Advice for Different Phases.

Family 1: Mum, Dad, Child 1 and Child 2			
Mum	Child 1	Child 2	Dad
			
<b>DAY 1:</b> Mum gets ILL with symptoms of coronavirus.	DAY 1 – Child 1 has to isolate as a direct contact of symptomatic person (Mum)	DAY 1 - Child 2 has to isolate as a direct contact of symptomatic person (Mum)	DAY 1 – Dad has to isolate as a direct contact of symptomatic person (Mum)
DAY 2	Child 1 gets ILL with symptoms of Covid-19. DAY 2 of isolation now becomes Day 1 of illness and a new 10 day isolation period begins.	DAY 2	DAY 2
DAY 3	DAY 2	DAY 3	DAY 3
DAY 4	DAY 3	DAY 4	DAY 4
DAY 5	DAY 4	DAY 5	DAY 5
DAY 6	DAY 5	DAY 6	<b>DAY 6 Now becomes DAY 1 : Dad is ASYMPTOMATIC but has POSITIVE Covid-19 test</b>
DAY 7	DAY 6	DAY 7	DAY 2
DAY 8	DAY 7	DAY 8	DAY 3
DAY 9	DAY 8	DAY 9	DAY 4
DAY 10	DAY 9	DAY 10	DAY 5
Isolation ends	DAY 10	DAY 11	DAY 6
	Isolation ends	DAY 12	DAY 7
		DAY 13	DAY 8
		DAY 14	DAY 9
		Isolation ends	DAY 10
			Isolation ends

Family 2: Friend is a contact of Child 1 in their class bubble at school	
Friend of Child 1	Parent of Friend
	
Friend still in school	
DAY 1 Friend notified that Child 1 became sick; Last contact with Child 1 was within 48 hours, so must isolate	No need for Parent to isolate as they have not had direct contact with the positive case
DAY 2	
DAY 3	
DAY 4	
DAY 5	
DAY 6	
DAY 7	
DAY 8	
DAY 9	
DAY 10	
DAY 11	
DAY 12	
DAY 13	
DAY 14	
Isolation ends	

Any parent / career failing to inform the setting of anyone living in the household with symptoms, a positive result or being exposed to COVID-19 and has been advised to isolate from track and trace but continues to attend will risk immediate termination of their contract with Carmena Christian day nursery for putting other children, staff and families at risk.



# COVID-19 RISK ASSESSMENT

## Carmena Christian day nursery reopening – COVID-19 Site Operating Procedures

These guidelines are intended to assist Carmena Christian day nursery in implementing precautionary measures to reduce the spread of COVID-19 disease in our setting. These guidelines are based on Public Health England and Department for Education guidance for educational settings and their key workers. The fundamental principle of this procedure is to ensure physical distancing between identified groups and to implement good hygiene practices. The way we will design the day as small communities of children and subdivided of our rooms will greatly assist our ability to create physical distance between groups and cluster children into specific cohorts or ‘bubbles’.

Focus	Assessment Area	Assessment Actions
	<b>Attendance</b>	<ul style="list-style-type: none"> <li>● Only children who are symptom free or have completed the required isolation period will attend the setting.</li> <li>● We will be taking temperatures of children on arrival and will ask parents to monitor their children’s temperatures and complete weekly health questionnaires for returning children.</li> <li>● We will be allocating stagger ‘bubbles’ drop off and pick up times.</li> </ul>
<b>Children</b>	<b>Physical distancing/grouping</b>	<ul style="list-style-type: none"> <li>● Children will be organised into small groups/‘bubbles’, these small groups or ‘bubbles’ will not mix during the day.</li> <li>● All care routines including provision of meals, nappy changing, and toileting will be within the space allocated to each ‘bubble’ wherever possible.</li> <li>● The use of communal internal spaces will be restricted as much as possible.</li> <li>● Our outdoor spaces will be used by different ‘bubbles’ at different times of the day.</li> <li>● A secure distance between the beds and cots will be facilitated within the sleep room.</li> </ul>
	<b>Wellbeing and education</b>	<ul style="list-style-type: none"> <li>● Children will be supported in age-appropriate ways to understand the steps they can take to keep themselves safe including regular hand washing and sneezing into a tissue.</li> <li>● Children will be supported to understand the changes and challenges they may be encountering because of Covid-19.</li> <li>● Key Workers will also ensure they are aware of children’s attachments and their need for emotional support at this time.</li> </ul>
<b>Workforce</b>	<b>Attendance</b>	<ul style="list-style-type: none"> <li>● Staff will only attend the nursery if they are symptom free, have completed the required isolation period or achieved a negative test result.</li> <li>● We will be taking temperatures of staff on arrival and risk assess with a regular health questionnaire for returning staff.</li> <li>● Any staff members who travels to work via public transport or is dropped off by car by someone has been asked to bring a change of</li> </ul>

		<p>clothes (work top) - on entering the nursery staff are to immediately change to prevent cross contamination and reduce the risk of spreading infection.</p>
	<b>Physical distancing/group</b>	<ul style="list-style-type: none"> <li>● Staff will remain with the small group of children, the 'bubble' of children who they are allocated to and not come into contact with other groups.</li> <li>● Social distancing will be maintained during breaks. This will be achieved through a range of strategies including the staggering of breaks and subdivision of spaces allocated to team breaks.</li> <li>● Staff members will avoid physical contact with each other including handshakes, hugs etc. Where possible, meetings and training sessions will be conducted through virtual conferencing</li> </ul>
	<b>Training</b>	<ul style="list-style-type: none"> <li>● All staff members will receive appropriate instruction and training in infection control and the standard operating procedure and risk assessments within which they will be operating</li> <li>● All staff members have completed staff training in "Prevent Covid-19"</li> </ul>
<b>Parents</b>	<b>Physical distancing</b>	<ul style="list-style-type: none"> <li>● Only parents who are symptom free and or have completed the required isolation periods will be able to drop off or collect their child</li> <li>● We will limit drop off and pick up to 1 parent per family and stagger the timings for groups 'bubbles' within allocated times.</li> <li>● We will be asking parents to drop off and pick up at the nursery main entrance to avoid parents entering the nursery unnecessarily. Parents will ring the doorbell (which will be cleaned regularly) where a member of staff will collect your child before helping them put their shoes and coats on.</li> <li>● If parents are kept waiting while dropping off or collecting their child, physical distancing will be maintained in a safe area.</li> </ul>
	<b>Communications</b>	<ul style="list-style-type: none"> <li>● Regular updates on our "Family" app will continue to be as clear and informative as usual.</li> <li>● Verbal handovers will be time restricted to ensure we do not have a queue of parents and children</li> </ul>
<b>Visitors</b>	<b>Visits</b>	<ul style="list-style-type: none"> <li>● Attendance to the setting will be restricted to children and staff as far as practically possible and visitors will not be permitted to the nursery unless essential (e.g., essential building maintenance). Where essential visits are required, these will be made outside of the usual nursery operational hours where possible.</li> </ul>
<b>Travel</b>	<b>Travel associated with our operations</b>	<ul style="list-style-type: none"> <li>● Wherever possible staff and parents will travel to the nursery alone, using their own transport.</li> <li>● If public transport is necessary, current guidance on the use of public transport must be followed.</li> <li>● Parents will be asked not to leave travel accessories including buggies, car seats, scooters on the premises, but rather in the external buggy area outside</li> <li>● Outings into the local community will be restricted during this phase of reopening.</li> </ul>

- Staff who travel to work via public transport have been reminded to follow current guidance on the use of public transport, wearing face coverings where social distancing cannot be obtained.
- Staff have also been asked to bring a change of tops to change into immediately upon arrival of the nursery to prevent the spread of infection/cross contamination.

● All children and staff **must** wash their hands upon arrival at the nursery using the provided hand washing stations at the entrance of each nursery.

● Children and staff members will be encouraged to wash their hands frequently

**PROPER HAND-WASHING PROTOCOL**

HAND-WASHING IS A CORNERSTONE OF OUR REOPENING PLAN. WHEN IN DOUBT, WASH THOROUGHLY AND OFTEN, USING LIQUID SOAP AND WATER. HAND SANITIZER THAT IS 70% ETHANOL OR STRONGER IS OUR SECOND PREFERENCE.

**WE WILL WASH OUR HANDS:**

- Upon arrival in the morning, and re-entering the building throughout the day
- Whenever one's hands are visibly dirty
- After using the toilet
- After coughing or sneezing into one's hands, or into a disposable tissue
- Before eating
- When going from one room to another.
- After physical contact with others.
- Before and after preparation of food
- After handing any post or parcels delivered to the nursery (gloves will be used to take these in also)

All members of staff have also been given their own hand sanitisers that can be clipped onto their uniform for easy access during the day.

**Hand Washing**

**Hygiene and Health & Safety**

● We have an enhanced cleaning schedule that will be implemented that includes furniture, surfaces and children's toys and equipment (see below for further information).

● Toilets will be cleaned twice daily using standard cleaning products and sprayed with disinfectant after each use.

● All high-contact surfaces, including touch points and hand washing facilities, tables, door handles, faucets and light switches will be disinfected twice daily.

● Toys will be cleaned at the end of each day, and any toys that are not easily disinfected will be put away until the end of the coronavirus pandemic.

● Staff electronics such as tablets, phones and computers will be disinfected before and after use.

● Cleaning takes place whenever there's a break in the action — in the middle of the day, while children are eating or napping, or at the end of the day, once the children have gone home.

**Cleaning**

	<b>Laundry</b>	<ul style="list-style-type: none"> <li>● Laundry, such as bedding, will be only used by one child, and washed every day.</li> <li>● Items such as towels, flannels and bedding must not be shared by children</li> </ul>
	<b>Risk assessment</b>	<ul style="list-style-type: none"> <li>● All activities will be risk assessed and due consideration given to any adaptations to usual practice.</li> <li>● This may include, but not be limited, to the suspension of some learning experiences involving materials which are not easily washable such as malleable materials, sand, water etc.</li> <li>● All children will have snacks served in their bowl to eliminate sharing of food.</li> </ul>
	<b>PPE</b>	<ul style="list-style-type: none"> <li>● Government guidance is that PPE is not required for general use in early years settings to protect against COVID- 19 transmission.</li> <li>● PPE will continue to be worn as normal for nappy changing and the administration of first aid.</li> <li>● PPE will also be used by staff who may be caring for any child who has displayed symptoms and waiting collection. These will include disposable aprons, masks, face shields, disposable gloves.</li> <li>● We have collated a “selfcare box” which contains masks, aprons, paper towels, gloves, face shield, anti bac wipes, hand sanitiser etc. This will be checked regularly using an inventory list with anything taken out marked down, dated, time, signed by a manager, reason for use and number of stock left.</li> </ul>
<b>Premises</b>	<b>Building</b>	<ul style="list-style-type: none"> <li>● We will be keeping windows open where possible to ensure ventilation</li> </ul>
	<b>Resources</b>	<ul style="list-style-type: none"> <li>● Children will not be permitted to bring items from home into the nursery unless absolutely essential for their wellbeing.</li> <li>● All resources required for play and learning experiences of children will be regularly washed and/or sterilised.</li> <li>● Equipment used by staff such as stationary, tablets etc. will be allocated to individual staff members where possible and cleaned regularly.</li> <li>● The use of soft toys or toys with intricate parts that are otherwise hard to clean have been boxed up.</li> <li>● We will remove soft furnishings, sand/ water/ any malleable play will not be accessible to children during this period.</li> <li>● All learning areas have been adapted to only allow a certain number of children to play, i.e. “2 children can play here”</li> <li>● Resources in areas have been boxed up in clear boxes so children are still able to choose, and we are able to ensure they are cleaned thoroughly</li> </ul>
<b>Supplies</b>	<b>Procurement &amp; monitoring</b>	<ul style="list-style-type: none"> <li>● We will ensure an adequate supply of essential supplies and contingency plans are in place to minimise the impact of any shortages of supplies.</li> <li>● 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 our operational needs. When stocks are low, other</li> </ul>

options may be considered, such as the use of washable tabards. These items will be washed at a high temperature and separate to any other nursery washing.

- In the case the supply of food is interrupted, procedures will be implemented to ensure the appropriate food alternatives are sourced and normal food safety and hygiene processes are followed.

**Responding  
to a  
suspected  
case**

**Procedure**

- In the event of a child developing suspected coronavirus symptoms whilst attending the setting, they will be collected as soon as possible and isolated at home in line with the NHS guidance.
- Whilst waiting for the child to be collected they will be moved, if possible, to a room where they can be isolated behind a closed door (with appropriate adult supervision) if this is not possible, the child will need to be moved to an area which is at least 2 meters away from the rest of the setting. A window will be opened for ventilation.
- If the child needs to use the toilet in the time, they are waiting to be collected they will use a separate bathroom, if possible. The bathroom will be cleaned and disinfected before used by anyone else.
- The staff member responsible for the child during this time will be a staff member from their 'bubble'. The staff member will wear appropriate PPE including a face mask while waiting with the child.
- In an emergency, the manager/supervisor is to call 999 if the child becomes seriously ill or injured.
- The person responsible for cleaning the area will wear appropriate PPE.
- The member of staff who has been in contact with the child displaying symptoms does not need to go home unless they develop symptoms themselves. The member of staff will adhere to strict hand washing routines as usual (20 seconds)
- In the event of a staff member developing suspected coronavirus symptoms whilst working at the nursery, they will return home immediately and isolate at home in line with the NHS guidance. Staff members will be able to be tested for Covid-19 if displaying symptoms.



## **Statutory Framework for the Early Years Foundation Stage 2021**

### **Section 3 - The safeguarding and welfare requirements –Health**

*3.48. Where children are provided with meals, snacks, and drinks, they must be healthy, balanced, and nutritious. Before a child is admitted to the setting the provider must also obtain information about any special dietary requirements, preferences, and food allergies that the child has, and any special health requirements. Fresh drinking water must be always available and accessible. Providers must record and act on information from parents and carers about a child's dietary needs.*

**IMPORTANT NOTE – It is everyone's responsibility to check at all stages of the food preparation, plating and provision that it meets the dietary requirements of each child's individual care plan. Failure to carry out the appropriate checks and take personal responsibility for errors may result in serious illness or even a child fatality. Failure to follow this policy / procedure may result in disciplinary procedures being followed.**

In addition to this, allergen ingredients information laws which came into effect in December 2014 requires early years settings (along with other food businesses) to provide allergen ingredients information for the food and drink they provide. This information helps to ensure that appropriate meals and snacks can be provided for children with allergies.

### **AIM**

- To protect all children whilst attending Carmena Christian day nursery who have a dietary or medical condition.
- To ensure best practice when providing food and drinks for children with allergies, intolerances, and other special dietary requirements.

A **dietary requirement** is one that cannot be selected freely from the main choices available. This could be due to an allergy, intolerance, or other medical need; or because children are following a religious or cultural diet; or a vegetarian or vegan diet.

A **medical need** is a condition that requires ongoing medication and intervention from a healthcare professional.

### **AN OVERVIEW OF SPECIAL DIETS**

#### **Food allergies, intolerances, and other special diets for medical reasons**

**Food allergies** are when the body's immune system reacts unusually to a specific food because it mistakenly perceives it as a threat. In children, common food allergies are to milk, eggs, peanuts, nuts, fish, and shellfish. Symptoms can include itching in the mouth, throat or ears, a raised itchy red rash (hives), swelling of the face, around the eyes, lips, tongue and roof of the mouth and vomiting. In the most serious cases, a severe allergic reaction (anaphylaxis, which can include breathing difficulties, light headedness and feeling like you are going to faint) can be life-threatening.

There is no cure for food allergies, so people with allergies need to avoid the foods to which they are allergic. It is important that children with suspected food allergies see their GP for referral to an allergy clinic for a formal diagnosis. Children with severe allergies may be given a device known as an auto-injector pen (e.g., epi-pen) containing a dose of adrenaline to be used in emergencies, the details of which should be included as part of an 'allergy' management plan



**Food intolerances** are different from food allergies. Symptoms tend to appear more slowly, often several hours after eating the food. Symptoms can often include diarrhoea, bloating and stomach cramps. Unlike food allergies, food intolerances are not life-threatening.

**Coeliac disease** is not an allergy or intolerance. It is an autoimmune disease, where eating gluten triggers the immune system, damaging the lining of the gut and affecting other parts of the body. Symptoms can include bloating, diarrhoea, nausea, wind, constipation, tiredness, headaches, mouth ulcers, sudden weight loss, hair loss and anaemia.

People with coeliac disease cannot eat foods containing gluten. Gluten is a protein found in wheat, barley, rye, and oats (unless specified as gluten free oats). Examples of foods containing gluten include bread, pasta, flour, breakfast cereals, cakes, biscuits, and pastry. Gluten can also be found in many other processed foods, such as soups, sauces, and sausages. Traces of gluten can also be found in food where gluten is not an ingredient, because of cross-contamination from gluten containing foods.

**Other medical diets** can include where children need to follow high energy or fat diets, or food with a modified texture to make it easier for them to chew and swallow. We may need to seek advice from a health professional where medical diets are required.

**Religious and cultural diets.** As we cater for a diverse range of children from different backgrounds, children from minority ethnic or religious communities may follow specific dietary customs and may exclude or prepare food in a particular way.

**Vegetarian and vegan diets.** Vegetarians do not eat meat, poultry, fish, shellfish, or animal products such as lard or gelatine. There are three main types of vegetarians:

- Lacto-ovo-vegetarians eat both dairy products and eggs; this is the most common type of vegetarian diet.
- Lacto-vegetarians eat dairy products but not eggs.
- Vegans do not eat dairy products, eggs, or any other products derived from animals (e.g., honey). Seek advice from a dietitian if a vegan diet is requested.

Here at Carmena, we include a vegetarian option every day as part of our five a day.

### **Procedures for managing children with allergies**

- Request information from the child's parent/carer, so we are aware of the child's dietary requirements before they start at our setting. (
  - *If a special diet is requested for medical reasons, we will request written confirmation of the allergy/medical need from the child's GP, dietitian or other medical professional to make sure children are not having foods removed from their diet without a diagnosed medical need.*))
- We will work with the child's parent/ carer (and medical professionals if required) to write and agree a clear plan of how to manage the child's special dietary requirement.
  - This includes:
    - details of their child's special dietary requirements and a clear list of the foods which can and can't be eaten
    - how meals and snacks will be provided (e.g., whether appropriate meals will be identified or adapted from the existing menu, or whether suitable foods will be prepared or supplied separately)
    - precautions to take during activities involving food e.g., craft/ messy play
    - the action to take in the event of an emergency (e.g., allergic reaction), including names, dose and administration of prescribed medication, and the staff trained to administer it.

- We are to ensure that all staff are fully informed (and fully understand) about individual children's dietary requirements, and how these are being met, so they can ensure appropriate food is provided.
  - Ensure this information is easily available for all staff, for example by displaying details and photos of children with special dietary requirements in the kitchen, and where food is served to the children in the playrooms.
  - We will consider whether staff need training to understand different special diets and how to ensure children are provided with food appropriate for their needs.
- We will ensure that the food we provide reflects the written recipes and allergen information.
  - Follow standard recipes, having a process in place to update ingredients and allergen information when products are changed or reformulated, and cross-contamination is avoided with good hygiene (effective cleaning practices) as well as separation and labelling of ingredients.
- We will ensure that staff know how to deal with a severe allergic reaction.
  - Know the warning signs to look out for; it is not always clear, as symptoms may be like other serious conditions, but warning signs include difficulty breathing, swollen lips or mouth, or collapsing.
  - If the above happens, staff are encouraged not to move the child. Call 999 immediately, describe what is happening and explain you think they may be having a serious allergic reaction or anaphylaxis.
  - If the child has a written allergy plan in place, follow the procedure described in it for emergencies. If they carry an adrenaline pen, retrieve it, and administer it as described in their plan.

All allergies and intolerances which are medically diagnosed or investigated are requested to be supported by a medical report (or letter from a healthcare professional). On the rare occasion whereby, a child is subject to a first-time reaction the setting will liaise with parents and medical professionals until an official diagnosis is made.

## **Training**

It is the Nursery Manager's responsibility to ensure that all staff are trained in the dietary requirements procedure before serving food. All training records are documented on staff training records.

## **Food from home**

Parents are not permitted to bring food from home unless for exceptional circumstance, whereby a healthy packed lunch is permitted, as we need to be able to trace all food to point of source and be fully aware of all the ingredients in our foods to support and protect children with allergies.

The only other exception is:

- During black history month, parents are welcome to bring in food, which has been clearly labelled and shared amongst the parents
- Birthday cakes, which must be shop bought, in date and be labelled clearly showing any allergens. Parents may opt in or out of their child receiving a piece of cake.

## **Staff Food**

Staff are not permitted to bring any of their own food or drink (except water) into the rooms, and they must also ensure that food to be consumed is not shared with the children and is eaten in the designated areas.

## Further guidance and resources

- Allergy UK. Children's allergy protocol for school and childcare settings [www.allergyuk.org/childcarers-and-teachers/allergy-protocols](http://www.allergyuk.org/childcarers-and-teachers/allergy-protocols)
- Anaphylaxis Campaign. Anaphylaxis in the early years setting factsheet [www.anaphylaxis.org.uk/what-is-anaphylaxis/knowledgebase/anaphylaxis-in-the-early-years-setting-factsheet](http://www.anaphylaxis.org.uk/what-is-anaphylaxis/knowledgebase/anaphylaxis-in-the-early-years-setting-factsheet)
- BSACI template allergy management plans can be downloaded from [www.bsaci.org/about/download-paediatric-allergy-action-plans](http://www.bsaci.org/about/download-paediatric-allergy-action-plans)
- Children's Food Trust Voluntary Food and Drink Guidelines for Early Years Settings in England – A Practical Guide [www.childrensfoodtrust.org.uk/eatbetterstartbetter](http://www.childrensfoodtrust.org.uk/eatbetterstartbetter)
- Children's Food Trust Eat Better, Start Better practical guidance [www.childrensfoodtrust.org.uk/eatbetterstartbetter](http://www.childrensfoodtrust.org.uk/eatbetterstartbetter)
- Children's Food Trust Food customs of different religious and cultural groups [www.childrensfoodtrust.org.uk/specialdiets/resources](http://www.childrensfoodtrust.org.uk/specialdiets/resources)
- Coeliac UK information about coeliac disease [www.coeliac.org.uk/home/](http://www.coeliac.org.uk/home/)
- Department for Education. Statutory framework for the Early Years Foundation Stage [www.gov.uk/government/publications/early-years-foundation-stage-framework--2](http://www.gov.uk/government/publications/early-years-foundation-stage-framework--2)
- Food Standards Agency resources to support businesses to provide allergen information [www.food.gov.uk/allergen-resources](http://www.food.gov.uk/allergen-resources)
- NHS Choices information about food allergies [www.nhs.uk/conditions/food-allergy/Pages/Intro1.aspx](http://www.nhs.uk/conditions/food-allergy/Pages/Intro1.aspx)
- Vegan Society information on vegan diets [www.vegansociety.com/](http://www.vegansociety.com/)
- Vegetarian Society information on vegetarian diets [www.vegsoc.org/](http://www.vegsoc.org/)

## The Children's Food Trust

The Children's Food Trust aims to reduce childhood obesity and malnutrition and enhance educational performance through improving the food our children eat in early years settings, schools and beyond.

We work with health and education commissioners in local authorities, and directly with early years settings, schools, parents, and children across the country. We run the UK's biggest network of cooking clubs, and, under our previous name of the School Food Trust, we were directly responsible for developing and introducing the national food and nutrition guidelines in both schools and early years settings. We make a difference and would be pleased to help you

**Statutory Framework for the Early Years Foundation Stage 2021**

**Section 3 - The safeguarding and welfare requirements – Child Protection**

3.4 To safeguard children and practitioners online, providers will find it helpful to refer to 'Safeguarding children and protecting professionals in early years settings: online safety considerations'.

**RATIONALE:**

Technology particularly the internet plays an increasingly important part in our society today. Children experience this both directly and indirectly, at home children may watch their parents/carers ordering online, banking and sending emails. They may have also seen older family members use the internet for entertainment, such as playing games or downloading music.

There are many benefits for young children learning via the internet. It can be a useful source of information for staff to, helping staff to research activities in response to children's interests. It offers access to a vast range of resources providing children with more opportunities to learn. For example, staff can download samples of music from other cultures, pictures of castles or short videos of mini beasts to support and enhance children's learning. The internet offers a wide variety of games at various levels, to allow for differentiation. These can offer new ways to stimulate children's interest and motivate them towards learning.

However, there are also some potential problems, including unsuitable sites, aggressive advertising, pop up windows showing adult content and links to other sites. The internet contains vast amounts of information on virtually every subject imaginable. Just as a library has sections which appeal to different readers, not all the information on the internet may be suitable for young readers. Some of the content may be unreliable or misleading.

**AIMS:**

The policy guidelines which follow are designed to promote safe use of the internet by young children at Carmena Christian Day Nursery.

- To ensure internet access enhances the pupils' learning experiences
- To ensure internet access is used appropriately
- To provide staff with a clear procedure for accessing the internet

**E-safety** concerns safeguarding children, young people and staff in the digital world.

**E-safety** emphasises learning to understand and use new technology in a positive way.

Education on risk and responsibility is part of the '**duty of care**' that applies to everyone working with children at Carmena.

**PROCEDURE:**

- Permission should be obtained from parents before using the internet with their child.
- Staff must supervise young children's use of the internet.
- Children will only be able to access the internet under adult supervision
- Staff should check the content of websites before using them with young children. Sites should be appropriate for age and stage of development.
- Staff should check the source of the information.

- Computers have filtering software installed to block unsuitable content; this should be checked at each visit.
- No children will have direct access to email within the nursery

All staff at Carmena Christian Day Nursery need to understand the significance of e-safety which highlights the importance of safeguarding children and keeping them safe which is of paramount importance. E-safety reflects the importance it places on the safe use of information systems and electronic communications.

All staff will be made aware of the potential risks of using social networking sites e.g., Facebook, Twitter and the importance of considering the materials they post and how publishing unsuitable materials may affect their professional status.

The Internet is an unmanaged, open communications channel. All staff need to protect themselves from legal challenge and ensure they work within the boundaries of professional behaviour. They must ensure that they:

- comply with current legislation
- use the internet in an acceptable way
- do not create unnecessary business risk to Carmena Christian Day Nursery by the misuse of the internet

In particular the following is deemed unacceptable use or behaviour of staff:

- visiting internet sites that contain obscene, hateful, pornographic or otherwise illegal material
- using the internet to send offensive or harassing materials to others
- publishing defamatory and/or knowingly false materials Carmena Christian Day Nursery, your colleagues and/or our customers on social networking sites

Inappropriate use of the internet or networking site can have a negative impact upon staff productivity and the reputation of the Carmena Christian Day Nursery. Where it is believed that a staff member has failed to comply with this policy, they will face the Disciplinary Procedure. If they are found to have breached the policy, they will face a disciplinary penalty ranging from a verbal warning to dismissal.

Staff should be aware that despite the best endeavours to ensure security, it may still be possible that some unsuitable content could be accessed. Any breaches of this security should be reported immediately to management, so this can be investigated, and the problem rectified.

## **POLICY**

There are a lot of chat rooms on the Internet and a lot of ways of providing the facility with different portals and software. Some are dedicated to particular interests, hobbies, and current affairs and some are just simply for chatting.

- Children are logged on to the websites, that are appropriate to their development and do not contain any inappropriate language or content.
- The use of social networks is not allowed.
- When the equipment is being used the children are expected to be sensible and careful to avoid any accidental damage.
- If staff members notice anything that is offensive on the websites it will be reported immediately to management who will investigate the matter, the children will be logged off the site.
- If the rules are broken children will be taken off the computers/netbooks.
- No personal information about the children will be displayed on the computers.

- Images of the children will not be uploaded on to computers unless prior permission is received from parents.
- Staff will ensure that children are not exposed to unsuitable material on the internet and ensure that any films or material shown to children are age appropriate

This policy is to be implemented alongside the camera and mobile phone policy at the nursery and will be reviewed annually.

# EMERGENCY POLICY

## **Statutory Framework for the Early Years Foundation Stage 2021**

**Section 3 - The safeguarding and welfare requirements** – Safety and suitability of premises, environment and equipment

### **Safety**

3.56 *“Providers must take reasonable steps to ensure the safety of children, staff and others on the premises in the case of fire or any other emergency and must have an emergency evacuation procedure. Providers must have appropriate fire detection and control equipment (for example, fire alarms, smoke detectors, fire blankets and/or fire extinguishers) which is in working order. Fire exits must be clearly identifiable, and fire doors must be free of obstruction and easily opened from the inside”.*

The Nursery will ensure to always have access to a landline telephone or a mobile phone which is always fully charged.

Up to date lists of the following telephone numbers: parents of the children and emergency contact numbers, the children’s doctor’s surgery and nearest hospital with accident and emergency department are always readily available to hand and can be found on our FAMLY app.

In the event of an emergency all appropriate staff have received the required 12 hours paediatric first aid training.

A full updated First Aid Kit is available and when needed a travel first aid kit.

### EMERGENCY ACTION PLAN

1. Contain the emergency without harm to child or staff (e.g., in case of fire- use a fire blanket)
2. Check the safety of all the children and remove them from the immediate area- never leave them unattended.
3. If necessary, dial 999 for emergency services or doctor/111 for NHS
4. If necessary, administer emergency first aid
5. Contact the children’s parents or emergency contact.



# ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

At Carmena Christian day nursery we value the contribution which ethnic minority children make through bringing their culture and language to enrich our nursery environment.

## **Aims:**

We aim to provide the means for ethnic minority children to have access to a broad and balanced curriculum and achieve their full academic potential. We will make every effort to enable children to interact socially and to ensure their wellbeing. We will seek to provide parents with clear information about the nursery and its procedures and to establish mutual respect for culture and values.

## **To achieve these aims the nursery will:**

- ensure that the nursery is welcoming
- assess individual children for cognitive level, education background and linguistic repertoire
- establish communication links with home and family and to identify cultural and religious background
- provide appropriate emotional and academic support
- ensure that the setting reflects the culture of all the children, and that every child's culture and language is valued
- monitor and assess progress regularly to check that the pupils have the opportunity to achieve their full potential for learning
- liaise contacts with pre-school and transfer schools, when possible, to exchange information about the child's linguistic and cognitive ability, what support has been given and how parental partnership has developed.
- keep all staff informed by providing opportunities for information sharing/gathering.

## **All practitioners will:**

- be made aware of and be sensitive to cultural needs of children
- include reflection on other cultures as normal part of the curriculum
- promote language awareness throughout the school
- display pictures reflecting different cultures

## **Your child's key person will:**

- provide each child with a 'buddy' or mentor on entry to the setting and for as long as is deemed necessary.
- ensure that bilingual pupils are assessed to determine their cognitive level and linguistic repertoire.



- ensure that differentiated work, 'suited to the child's intellectual ability is provided, being mindful of the particular level of English usage.

**The SENco will:**

- access the English language performance and progress of EAL pupils
- support EAL pupils in gaining access to the curriculum
- work in partnership with form teachers and support staff to tailor curriculum content and delivery to the needs of all the pupils in class
- make the curriculum accessible through the provision of differentiated materials

**Practitioners should note the following points when supporting pupils with EAL**

Learning an additional language is a long-term process. While social fluency may be acquired within two years, it may take EAL pupils' years to gain the skills and understanding to participate fully in an educational system, in-line with mother tongue speakers of English.

At Carmena Christian day nursery we believe that language learning is most successful, for both EAL speakers and early bilingual learners where:

- it is taught within the context of the EYFS curriculum
- oral language is central to all curriculum work
- the informed contribution of parents to their children's education is seen as vital to the children's progress Nursery ethos
- recognise the child's mother tongue – this doesn't mean they have "no" language, they have a different language/s;
- make your classroom socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities.
- boost the pupils' self-esteem – remember, they have the potential to become bilingual adults, but it takes time to become fluent in an additional language, with a good command of the range of language needed for academic success; Identifying pupils'; strengths
- pupils from other language backgrounds have a wide variety of cultural, linguistic, and educational experiences; see the cultural differences brought by the pupil to the class as a bonus and use this in your teaching.

**Expectations**

- have high expectations – expect pupils to contribute and to give you more than one-word answers.
- most bilingual pupils are capable of high achievement, even when they are beginners in English.
- the literacy goals in English are the same for all pupils; many bilingual pupils will also become literate in one or more other languages.

- the process of becoming literate in either a first or an additional language has both similarities and differences – knowledge of the particular features of the child’s mother tongue can help.

### **Teaching and learning strategies**

- ensure that EAL pupils are set appropriate and challenging learning objectives.
- recognise that EAL pupils need more time to process answers.
- talking about language and literacy with peers and adults is essential – it helps pupils to use their home language when talking about literacy, even when their goal is literacy in English.
- do not allow any racist comments or jokes to pass – these should be reported and dealt with according to the school discipline policy.
- give newly arrived young children time to absorb English (there is a recognised “silent period” when children understand much more English than they use – this will pass if their self-confidence is maintained).
- group children – to ensure that EAL pupils hear good models of English, wherever possible,
- use collaborative learning techniques – encourage children to work together in pairs and small groups, to discuss their work and possibly produce a joint piece of work; this is a valuable strategy for promoting learning for EAL pupils. It is beneficial to allow EAL pupils to work together when possible, so that they can discuss their work in their mother tongue before using English.

### **Assessment**

Children learning EAL need to be assessed in relation to the Early Years Foundation Stage Curriculum standards and expectations as early as possible.

Learning an additional language is a long-term process. While social fluency may be acquired within two years, it may take EAL pupils from 5-7 years to gain the skills and understanding to participate fully in an educational system, in-line with mother tongue speakers of English.



# EQUALITY AND DIVERSITY POLICY

## Statement of Intent

Carmena Christian day nursery is committed to providing equality of opportunity and anti-discriminatory practise for all children and families. We are committed to safeguarding and promoting the welfare of children, young people and adults at all times and expect everyone working within the setting to share this commitment.

## Links to The Early Years Foundation Stage statutory framework EYFS key themes and commitments:

### A Unique Child

- 1.2 Inclusive Practice
- 1.3 Keeping Safe Positive Relationships
- 2.3 Supporting Learning
- 2.4 Key person

### Enabling Environments

- 3.2 Supporting Every Child
- Learning and Development
- 4.4 Areas of Learning and Development

## We aim to:

- Provide a secure environment in which all children can flourish and thrive and in which all contributions are cherished.
- Include and value the contribution of all families to our understanding of equality and diversity.
- Improve our knowledge and understanding of issues of equality and diversity.
- Make inclusion a thread which runs through all of the activities of the nursery.
- Provide positive, non-stereotyping information about different ethnic groups and people with disabilities.

## The legal framework for this policy is:

- Race Relations Act 1976
- Race Relations Amendment Act 2000
- Sex Discrimination Act 1976,1986
- Children Act 1989 and 2004,2006
- The Equality Act 2006
- Disability Discrimination Act (DDA) 1995,2005
- Special Educational Needs and Disability Act 2001

## Methods:

- **Melanie Beckford** our named person who co-ordinates our Equality and Diversity policies and procedures.
- Our nursery is open to all members of the community. We advertise our service widely and reflect the diversity of members of our society in our publicity and promotional materials. We provide clear information in a clear and concise language, whether in written or spoken form.

- We welcome children from all backgrounds and cultures and never discriminate against a child or their families. We do not discriminate against a child with a disability or refuse a child entry to our nursery because of any disability.
- We are unprejudiced to diversity in individuals both children and adults, and therefore all types of persons may participate in an appropriate manner in our nursery.
- We make sure that all parents are aware of our equal opportunities policy.

### **Employment**

- Posts are advertised and all applicants are judged against explicit and fair criteria.
- Applicants are welcome from all backgrounds and posts are open to all.
- The applicant who best meets the criteria is offered the post, subject to references and checks by the Criminal Records Bureau. This is in accordance with requirements under the Safeguarding Vulnerable Groups Act 2006 for the vetting and barring scheme.
- This ensures fairness in the selection process.
- All job descriptions include a commitment to equality and diversity as part of their specifications.
- We monitor our application process to ensure that it is fair and accessible.

### **Training**

- We seek out training opportunities for staff and volunteers to enable them to develop practices which enable all children to flourish.
- Carmena provide training for all staff through external agencies to keep up to date with changes in legislation and good practice.
- We ensure that staff are confident and fully trained in administering relevant medicines and performing invasive care when these are required. There is always a paediatric first aider present in each room or on outings.
- We review our practices to ensure that we fully implement our policy for equality and diversity, and inclusion.

### **Curriculum**

The curriculum offered in the nursery encourages children to develop positive attitudes to people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking. Our environment is as accessible as possible for all visitors and service users. If access to the setting is found to treat children or adults less favourably, then we make reasonable adjustments to accommodate the needs of disabled children and adults.

### **We will do this by**

- Making the children feel valued and good about themselves.
- Ensuring that children have equality of access to learning.

- Making adjustments to the environment and resources to accommodate a wide range of learning, physical and sensory impairments.
- Making appropriate provision within the curriculum to ensure that each child receives the widest possible opportunity to develop their skills and abilities, e.g. recognising the different learning styles of boys and girls, if they use schemas, what their interests are.
- Differentiating the curriculum to meet children's special education needs.
- Reflecting the widest possible range of communities in the choice of resources.
- Avoiding stereotypes or derogatory images in the selection of materials.
- Celebrating a wide range of festivals.
- Creating an environment of mutual respect and tolerance.
- Helping children to understand that discriminatory behaviour and remarks are unacceptable.
- Ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities.
- Ensuring that children learning English as an additional language are supported in their learning.

### **Valuing diversity in families**

- We welcome the diversity of family life and work with all families.
- We encourage children to contribute stories of their everyday life into the nursery.
- We encourage parents/carers to take part in the life of the nursery and to contribute fully.
- For families who speak languages in addition to English, we will develop a means to ensure their full inclusion.
- We offer a flexible payment system for families of differing means.

### **Food**

- We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met.
- We help children to learn about a range of food, cultural approach to snack time and eating and respect the differences among them.

### **Monitoring and Reviewing**

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

This policy was adopted by the managers, staff, and contributions from parents.

THIS POLICY WAS REVIEWED ON 26/11/2020

## EARLY YEARS FOUNDATION STAGE POLICY

Carmena Christian day nursery follows the Early Years Foundation Stage statutory framework (2017), published 31st March 2021 and became effective from September 2021, Development Matters in the Early Years (revised July 2021), and the 'Every Child Matters' document in providing a curriculum for all children within the setting. A copy of the curriculum guidance is kept at the nursery for you to look at any time or alternatively available via the internet on Development Matters – Non-statutory curriculum guidance for the early year's foundation stage ([publishing.service.gov.uk](http://publishing.service.gov.uk))

### **Aims**

Our aim is to provide activities and experiences that will meet the diverse needs of all children and enable them to progress towards the Early Learning Goals, so that they are well prepared for when they start school or for when they attend another setting. Learning is encouraged through play and exploration and includes activities to incorporate each area of development.

### **Method**

- To provide the highest quality of education we follow the Intent/Implement/Impact format in our approach to childcare and education
- We coordinate child initiated and adult led activities to build on children's experiences and knowledge. Feedback from children's key workers, the children themselves and parents assist in developing plans for future activities and learning.
- Activities are planned around a theme, which runs half termly.
- Judgement is based on our professional knowledge and experience. We aim to do this through regular interactions with children and parents in a concise manner and aim to alleviate too much paper-based assessments.
- Our assessments reflect the revised age categories which are 0 – 3 years, 3 – 4 years and reception age
- Children are observed and monitored during daily activities. Findings are documented to assess each child's progress and to assist in future planning.
- We will assess each child's development by reference to the Development Matters document half termly and share any areas of concern with a parent and discuss future supportive strategies.
- Parents/carers are informed of the planned activities and learning through our FAMILY app.
- We strive to build positive links with the families of each child by keeping them regularly informed about their child's progress through their online learning journal and during informal meetings.
- Parental involvement is encouraged to support children's development at home and assist in some of our activities at the nursery (where restrictions allow). This may be through sharing ideas, materials and expertise in different areas.

### **The curriculum provided by the nursery:**

The curriculum consists of the planned activities that are organised to promote learning and development. It includes not only the formal requirements of the EYFS, but also the range of extra-curricular activities that the nursery organises to enrich the experience of the children. It also includes the 'hidden curriculum', where children learn through others, this includes life skills such as manners, table etiquette, spatial awareness, this helps children learn their social responsibilities and how they are expected to behave. We aim to teach children how to grow into positive, responsible, and independent individuals, who can work and co-

operate with others while developing knowledge and skills, so that they achieve their true potential.

The planning process is carried out...

1. **Long Term (yearly):** this is broken down half termly, illustrating the areas of learning and the aspects within them. This establishes the overall aims of the group, the learning opportunities.

2. **Short Term:** in the moment planning, which focuses on children's individual interests, where staff extend their knowledge, based on these.

We plan the play areas carefully and progressively, built on children's current knowledge and interests to support their next steps of learning, so that there is coherence and full coverage of all aspects of the seven areas of the Early Years Foundation Stage, these include:

- Personal, Social and Emotional Development (PSED)
  - Making relationships
  - Self-confidence and self-awareness
  - Managing feelings and behaviour
- Communication and Language
  - Listening and attention
  - Understanding
  - Speaking
- Physical Development
  - Moving and handling
  - Self and health care
- Literacy
  - Reading
  - Writing
- Mathematical Development
  - Numbers
  - Shapes, space and measures
- Understanding of the World
  - People and communities
  - The World
  - Technology
- Expressive arts and design
  - Exploring and using media and materials
  - Being imaginative

### **Personal social and emotional development (PSED)**

We aim to provide all children with support and experiences, taking into consideration their age and stage of development. This will enable them to develop a positive disposition to learning, a willing to try and 'can do' attitude, which will help them feel good about themselves and others. The EYFS states that "*personal social and emotional development involves helping children to develop a positive sense of themselves and others to form positive relationships and develop respect for others, to develop social skills, and learn how to manage their feelings, to understand appropriate behaviour in groups and to have confidence in their own abilities*". We believe that children's PSED underpins all their learning so aim to provide opportunities for children to effectively develop their PSED skills through.

- Respecting and celebrating differences; race, gender, specific needs, beliefs to promote a culture of understanding and tolerance
- Recognising and valuing experiences that all children bring from home and community and working in partnership with our families to promote a shared understanding of children's PSED
- Creating an environment that creates a feeling of belonging where all children feel safe and secure and able to trust the adults around them. The families feel confident that their children are being well cared for

- Enabling all children to become confident and independent learners who are able to persist and feel proud of their achievements through the recognition and celebration
- Helping all children to develop social skills and relationships based on cooperation and shared experiences
- Role modelling and promoting positive behaviour and being clear in our expectations by setting consistent rules and boundaries using resources such as the nursery rule book and children's rights booklet to reinforce this.

EYFS Curriculum for PSED covers various aspects of development including self-confidence and self-awareness, managing feelings and behaviours and social interaction. Our approach aims to provide opportunities for all children to develop their PSED skills.

- We plan and organise a stimulating environment, so children have the time and space to independently explore and engage in their own interests, whether in a group or alone and with the support of individual staff members
- We plan challenging activities to meet their needs and interests of all children and celebrate all achievements
- We allocate each child a keyperson and 'buddy' in their absence, who shares the responsibility for building constructive relationships, supporting development, and tracking progress to set new outcomes
- We build relationships with parents and carers in order to support their own child in the setting
- We set consistent standards of behaviour for all staff and adults and expect them to adhere to these to set a good example to children, taking in to account individual needs and expectations
- We have a daily routine that provides children with the opportunity to become independent and responsible for their own personal needs, i.e., handwashing, toileting, mealtime etiquette
- We praise and show appreciation for children's achievement and efforts
- We work closely with outside agencies to support children and families using advice and strategies to further support development
- We regularly review the impact of our practice on children's PSED as part of our mentoring process

Please see our SENCO, behaviour management policy and parent partnership policy for further details

### **Children with Additional Needs, including Able, Gifted and Talented**

- The curriculum in our setting is designed to provide access and opportunity for all children who attend, as stated in our SEND policy.
- We always provide additional resources and support for children with special needs.
- If a child has a special need, Carmena does all it can to meet these individual needs.
- We comply with the requirements set out in the SEND Code of Practice 0-25 years (2014, updated 2020) in providing for children with additional needs.
- If staff or a parent/carer raise a concern about a child, an assessment will be drawn up by the settings SEN & Disabilities coordinator to include resources and educational opportunities to meet the child's needs within the normal routine of the setting.
- Outside agencies may be consulted (with parent/carer agreement and consent) to advise and support the child where required.

If a child is excelling in specific areas, they will be offered additional strategies and support to extend/stretch their learning, this includes the use of open-ended questions also setting tasks which will encourage them to follow lines of thought independently

### **Developmental Learning Policy**

#### **Policy Statement**

Carmena Christian day nursery aims to support children's development and learning by guidance from the Early Years Foundation Stage. Our provision reflects the four themes: Unique Child, Positive Relationships, Enabling Environments and Learning and



Development and the sixteen commitments of the Early Years Foundation Stage. These are displayed in the setting and available on request.

The Early Years Foundation Stage: Themes and Commitments			
A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
<b>1.1 Child Development</b> Babies and children develop in individual ways and at varying rates. Every area of development – physical, cognitive, linguistic, spiritual, social and emotional – is equally important.	<b>2.1 Respecting Each Other</b> Every interaction is based on caring professional relationships and respectful acknowledgement of the feelings of children and their families.	<b>3.1 Observation, Assessment and Planning</b> Babies and young children are individuals first, each with a unique profile of abilities. Schedules and routines should flow with the child's needs. All planning starts with observing children in order to understand and consider their current interests, development and learning.	<b>4.1 Play and Exploration</b> Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development.
<b>1.2 Inclusive Practice</b> The diversity of individuals and communities is valued and respected. No child or family is discriminated against.	<b>2.2 Parents as Partners</b> Parents are children's first and most enduring educators. When parents and practitioners work together in early years settings, the results have a positive impact on children's development and learning.	<b>3.2 Supporting Every Child</b> The environment supports every child's learning through planned experiences and activities that are challenging but achievable.	<b>4.2 Active Learning</b> Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.
<b>1.3 Keeping Safe</b> Young children are vulnerable. They develop resilience when their physical and psychological well-being is protected by adults.	<b>2.3 Supporting Learning</b> Warm, trusting relationships with knowledgeable adults support children's learning more effectively than any amount of resources.	<b>3.3 The Learning Environment</b> A rich and varied environment supports children's learning and development. It gives them the confidence to explore and learn in secure and safe, yet challenging, indoor and outdoor spaces.	<b>4.3 Creativity and Critical Thinking</b> When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.
<b>1.4 Health and Well-being</b> Children's health is an integral part of their emotional, mental, social, environmental and spiritual well-being and is supported by attention to these aspects.	<b>2.4 Key Person</b> A key person has special responsibilities for working with a small number of children, giving them the reassurance to feel safe and cared for and building relationships with their parents.	<b>3.4 The Wider Context</b> Working in partnership with other settings, other professionals and with individuals and groups in the community supports children's development and progress towards the outcomes of Every Child Matters: being healthy, staying safe, enjoying and achieving, making a positive contribution and economic well-being.	<b>4.4 Areas of Learning and Development</b> The Early Years Foundation Stage (EYFS) is made up of six areas of Learning and Development. All areas of Learning and Development are connected to one another and are equally important. All areas of Learning and Development are underpinned by the Principles of the EYFS.

## Procedures

Children start to learn about the world around them from the moment they are born. The care and education offered by our setting helps children to continue to do this by providing activities and experiences that are age and stage appropriate. This is planned around the seven areas of development as mentioned above. The practice guidance also sets out in 'Development Matters' the likely stages of progress a child makes along their learning journey towards the early learning goals. Our setting has a regard for these matters when we assess children and plan for their learning. We carry out ongoing formative assessments (observations, discussions, and parental feedback) and half termly Summative assessments on children to ensure we are always fully aware of their stage of development and share this with their parents to help plan their next steps.

## Our approach to learning and development and assessment:

### ▪ Two-year-old provisions

We provide the highest quality of education and care for all the children at Carmena, we aim to offer a warm welcoming environment to all children and families and provide a caring atmosphere where children can learn and develop as they play. We review all our resources, equipment to ensure that they are suitable for 2 year olds and adapt activities accordingly.

### Two-year progress check

The Welfare Requirements states that parents and carers of children between 2 and 3 years old must have a short-written summary of their child's development from the setting where the child attends. This report includes the child's developmental stage within the prime areas of the EYFS; Personal, Social, and Emotional Development, Physical Development, and Communication and Language. We discuss and gain feedback from parents/carers, this can then be taken and used to inform the health team of children's developmental stage during

their health development check. Following this we can identify any areas of concern and agree appropriate support strategies. Where necessary if a child requires extra professional support, we will discuss this with the parents and take the necessary steps.

### **Children attending more than one setting**

In the case of children who are attending more than one setting, the progress check will normally be carried out by the child's keyperson, at the setting where the child spends the greatest amount of time each week.

#### **▪ Learning through play**

Play helps children to learn and develop through involvement and discussions. Carmena uses the EYFS to plan and provide a range of play activities, which help children progress in each of the learning areas of learning and development (whilst recognising the holistic nature in which children learn). We provide a balance of adult led and child-initiated activities to promote progression in all areas. The EYFS assists our planning, we look at children's individual needs to determine what activities and equipment to offer.

#### **▪ Language development**

We understand that language underpins all areas of children's learning, so place more focus on extending children's vocabulary during their time at our nursery. We ensure that we deliver a wide range of activities and facilities to fully support children's language development. For children with English as an additional language, we explore various methods to assist the child with multi language learning and development. Strategies are discussed with parents, and they are provided with resources and ideas to support language and development at home.

#### **▪ TV and Audio Viewing**

There may be times where television/videos may be included as an educational support tool or for topic specific viewing. Other times during festivals or celebrations, children may be invited to watch television for social involvement and entertainment. This will be limited to a maximum of 30 minutes per session with other activities also available for those not wanting to participate at this time. Televisions and iPads will not be used as a stand-alone means of occupying children whilst at the nursery.

#### **▪ Observations and assessments**

We assess how young children are learning and developing by frequent observations. We use this information to document their progress and inform the planning process. We believe that parents have the best knowledge of their children and regularly ask them to contribute to assessment by sharing information about what their child likes to do at home and how they as parents are supporting development.

We document child assessments and achievements to form part of children's online personal learning journeys. These can be readily accessed, and copies are printed and taken when a child moves on to another setting or when they start school.

#### **▪ Records of achievements**

Carmena keeps a record of children's individual achievements. We acknowledge parent partnership as an effective method of working together to record and celebrate children's achievements and to support future progression. Therefore, parents/carers are encouraged to inform us of children's home achievements by either verbally or via the children's home/setting care diaries or directly onto the online system as an observation. All children are allocated a Key person who works with parents/carers and children to collect information about children's needs, interests, activities, and achievements. This information will enable the key person to identify the child's next stage of progress. The key person along with the parent/carer will devise a strategy to support the child's next step of progression. In a keyperson's absence children will have a key buddy who will oversee children in their absence.

### ▪ **Working together**

In our setting, we strictly maintain a correct ratio of adults to children according to the Welfare Requirements. We often have more staff on site to call on if needed. We also occasionally have students and volunteers to complement these ratios. Occasionally ratios are increased where we have additional staff supporting children with special education needs and disabilities. This helps us to:

- give time and attention to each child
- talk with children about their interests and activities
- help children to experience and benefit from the activities we provide; and
- Allow the children to explore and be adventurous in safety.

The staff currently employed at the setting is shown on the 'Our Team' board displayed in the main hall. This gives an overview of each staff's roles and responsibilities and their current level and position within the nursery.

N.B. This EYFS Policy reflects the ethos, values, and practices of all our nursery policies. All relevant legislation and guidance have been adhered to in developing this policy.

### **Legal framework**

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- DfE (2021) 'Statutory framework for the early years foundation stage'
- DfE (2021) 'Development Matters'
- DfE (2021) 'Keeping children safe in education 2021'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2015) 'The Prevent duty'
- Early Education (2021) 'Birth to 5 Matters'
- UK Council for Internet Safety (2020) 'Education for a Connected World'

This policy operates in conjunction with the following nursery policies:

- Early Years Assessment Policy
- Early Years Teaching and Learning Policy

- Child Protection and Safeguarding Policy
- Photography Policy
- Allegations of Abuse Against Staff Policy
- Complaints Procedures Policy
- Equal Opportunities Policy: Pupils
- Special Educational Needs and Disabilities (SEND) Policy
- Online Safety Policy
- Administering Medication Policy
- Whole-School Food Policy
- Health and Safety Policy
- Fire Safety Policy
- Staff Drug and Alcohol Policy
- Safer Recruitment Policy
- Data Protection Policy
- Roles and responsibilities

THIS POLICY WAS REVIEWED ON 30/11/2021

## **Statutory Framework for the Early Years Foundation Stage 2021**

### **Section 3 - The safeguarding and welfare requirements – Safety**

*3.56. Providers must take reasonable steps to ensure the safety of children, staff and others on the premises in the case of fire or any other emergency and must have an emergency evacuation procedure. Providers must have appropriate fire detection and control equipment (for example, fire alarms, smoke detectors, fire blankets and/or fire extinguishers) which is in working order. Fire exits must be clearly identifiable, and fire doors must be free of obstruction and easily opened from the inside.*

### **Policy Statement**

Carmena Christian Day Nursery is committed to the safety and welfare of all the children in its care and that of its employees and visitors. This policy outlines Carmena's approach to being fully compliant with all relevant Fire Regulations and to follow the recommendations in the Department of Environments *Fire Safety in Pre-Schools* booklet.

This policy is underpinned by Child Care Act 1991 (Early Years Services) (Registration of School Age Services) Regulations 2018, the Fire Services Act 1981 (articles 18 and 19) and 2003, the Health, Safety and Welfare at Work Act 2005, the Building Control Act 1990 and the Fire Safety in Pre-Schools Guidelines 1999.

This policy is in compliance with articles 18 and 19 of the Fire Services Act 1981.

### **Introduction**

The prevention of fire is of vital importance. Most fires are caused by carelessness and ignorance. It is the responsibility of all personnel to become conversant with these instructions.

Upon outbreak of fire the saving and preservation of life takes precedence over the salvaging of property. A member of staff's first duty is to look after the children and this will mean the evacuation of the building. No attempt should be made to fight the fire until their safety is ensured, and then without exposing any person to risk.

**THE SAFETY OF THE CHILDREN AND ADULTS IN THE GROUP IS THE PRIME IMPORTANCE**

### **General Fire Safety**

Under current legislation there is an absolute duty for our nursery to have in place a detailed fire risk assessment and policy. It is the responsibility of Carmena to ensure that this is the case and that the assessment is regularly reviewed as with any other type of risk assessment.

The manager has overall responsibility for the fire drill and evacuation procedures. These should be carried out and recorded for each group of children every three months.

- Fire alarms and extinguishers are installed and are checked regularly. They meet BSEN standards.

- Fire drills/evacuation practices are undertaken at least once every 4 months.
- Fire drills/evacuation practices are always recorded and records are retained by the nursery.
- Fire doors are clearly marked, never obstructed and easily opened from inside
- Fire notices are displayed in the main corridors
- Escape routes are checked by members of staff every day.
- Fire Extinguishers are maintained and checked by Chubb every year.
- Alarms are tested by a Health & Safety Officer every 3 months.

### **Fire Risk Assessment**

An annual risk assessment will be made by the Health and Safety officers.

It will:

- Identify any person especially at risk in a case of fire, e.g. A person who is blind, deaf or disabled, and make plans to include their safe evacuation
- Review the evacuation plan and each rooms instructions for this
- Look at the past years records of fire practices etc
- Ensure the provision of adequate training
- Review the Fire Risk Assessment sheets
- Review the provision of instruction to students or visitors to the building

### **Staff training**

Every member of staff will receive instructions in fire precaution during induction. All members of staff will receive refresher training every 12 months.

Students and visitors will be instructed at the beginning of their attendance.

### **Testing of Fire Alarm System**

The fire alarm system will be tested weekly by the managers.

### **Emergency exits**

All emergency exits are to be kept clear and free from obstruction at all times.

### **General Fire Safety**

All staff will make it their responsibility to ensure:

- Their exit doors are unlocked when the first person arrives.
- The cleaner in charge generally locks the exits at night.
- Fire doors will not be propped open
- There is 1 metre clearance to the routes of exit doors

- Displays where possible will not be above heaters, and if this is unavoidable they will be securely fixed
- Combustible materials (paper, card, fabrics etc) are not stored near to sockets or lights
- Unnecessary lights or electrical appliances (Computers, printers, TV and video, fans, laminator toaster, etc) are to be switched off and where possible unplugged.
- All electrical items, plugs and cables are checked each year
- The building is maintained in a clean and tidy condition, free of combustible waste materials
- All waste bins are to be emptied at the end of each working day

### **Fire Detection**

Smoke alarms are fitted throughout the nursery premises and the designated Health & Safety co-ordinator will test the smoke alarms monthly and the results recorded.

### **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 must be kept in the Visitor's Book. These records must be taken out along with the Register in the event of a fire.

### **No smoking policy**

Children's health and wellbeing is of utmost importance for the children in our care. Smoking has proved to be a health risk and in accordance with childcare legislation, the nursery operates a strict no smoking policy within its buildings and grounds. Parents are respectfully requested to abstain from smoking whilst on the premises. This rule also applies to staff, students, carers and visitors etc. Staff accompanying children outside the nursery are not permitted to smoke e.g. whilst on an outing.

### **Fire drills**

Regular fire drills will be held, at least once every 3 months. Fire drills must be held on different days of the week and at different times, at both morning and afternoon sessions. When a fire drill is held it will be recorded in the fire log book and maintained to show –

- ❖ ***Dates and times of fire drill.***
- ❖ ***Number of adults and children present.***
- ❖ ***Time taken to evacuate the building.***
- ❖ ***Procedures taken and exit used.***
- ❖ ***Specific points requiring attention.***

***The building will generally be evacuated via the main front door, but fire drills must also include the rear fire doors***

***Fire drills may be prompted by 'Simulations' which could include – smoke alarm being triggered (children must first be aware of what makes the sound, in a safe environment such as circle time, so they are not unduly frightened).***

### **Fire equipment**

Fire extinguishers are tested and kept in good repair by a properly authorised firm once a year.

The water fire extinguishers are situated in the

The powder fire extinguisher is in the

The fire blanket is in the kitchen

All members of staff aware of the location of fire exits



## Advice on the procedure in the event of a fire

### Discovering a fire

1. If you discover a fire stay calm & operate the nearest fire alarm call point by breaking the glass.
2. Call the fire brigade by dialling 999.
3. If you hear the fire alarm, evacuate the premises immediately as detailed in the evacuation procedure for the nursery. DO NOT RUN.
4. Attempt to extinguish the fire with the nearest suitable fire appliance. (Staff must be aware that there are different extinguishers for different fires) DO NOT ATTEMPT if the fire has reached such proportions as to endanger life or escape.

### On hearing fire alarm

1. Close all doors and windows.
2. Check ALL rooms
3. Proceed to your assembly point and take the register.
4. Do not try to collect personal belongings on evacuating the building
5. Do not attempt to go back in and fight the fire
6. Do not attempt to go back in if any children or adults are not accounted for
7. Advise the fire services of anyone missing.

### THE MANAGER

1. Pick up the children's register and visitor book
2. Instruct the staff accordingly
3. Telephone emergency services: dial 999 and ask for the fire service
4. In a safe place clear of the building - conduct a head count and check the children against the register
5. Account for all adults including visitors.

### After the event

1. Do not re-enter the building until advised to do so by the senior fire service officer.
2. If the fire has been extinguished by nursery staff do not disturb any evidence which could indicate the cause of the fire.
3. Ensure that the premises are in safe working order before re-occupying.

### Know

1. Your means of escape, primary and secondary
2. The nearest fire alarm point
3. The nearest fire appliance and how it should be used
4. The assembly point

# **SAFE EVACUATION PROCEDURES**

## **DURING SESSION TIMES**

An appointed member of staff should escort all children from the building. Another staff member check all areas of the playrooms, collect the register and close windows and doors if possible.

Each Key-worker will be required to take responsibility for their own children who may have special needs.

## **ASSEMBLY POINT**

On the main forecourt at the front of the building

### **Toddler Room**

The children & adults in toddler room will need to exit via the French doors in toddler room/kitchen exit into the garden, through the side gate up to the assembly point.

### **Garden**

If children & adults are in the garden, they will need to exit through the side gate, up the path to re-join the rest at the assembly point.

### **Upstairs**

Children and adults upstairs will need to follow the red arrows down the stairs through the main entrance onto the forecourt.

### **Babyroom**

Babies and staff will require additional support depending on the flexibility of the babies. Some can be escorted through the main entrance onto the forecourt, others can be transported through the windows straight on the forecourt.

### **Other areas**

Staff, children or visitors using all other areas will exit by the nearest door onto the forecourt



# FIRST AID POLICY

**Statutory Framework for the Early Years Foundation Stage 2021**

**Section 3 - The safeguarding and welfare requirements – Accident and Injury**

3.51. Providers must ensure there is a first aid box accessible at all times with appropriate content for use with children.

## **INTRODUCTION**

At Carmena Christian day nursery we make every effort to ensure that all children are safeguarded and well cared for. The children are the centre of our focus in all decision-making and arrangements. The nursery sees adequate First Aid provision as vital in the daily process of caring for the children.

Paediatric first aid trained staff can take action to supply first aid treatment in the event of an accident involving a child or adult.

## **FIRST AIDERS**

All staff attend Paediatric first aid training every 3 years by an Ofsted approved training company. We always aim to have 100% of all members of staff (over 3 settings) fully paediatric first aid trained.

The first aid boxes are clearly visible and contained within each changing area and in the kitchen. They are regularly checked and restocked.

EYFS key themes and commitments

<b>A Unique Child</b>	<b>Positive Relationships</b>	<b>Enabling Environments</b>
1.3 Keeping safe 1.4 Health & well-being	2.2 Parents as partners 2.4 Key person	3.2 Supporting every child 3.4 The wider context

## **RECORD KEEPING**

Records of illnesses, accident and injuries, along with any first aid treatment, non-prescription/prescription medication or treatment given to a child, are kept and filed accordingly.

Parents are notified immediately if a child has an accident including a head injury or becomes unwell.

If an injury is classed as “non-serious” e.g. fell over in garden and scratched knees, the parents will be notified when they collect their children at the end of the session and will be given an accident form to sign describing the accident and the action/first aid given. In the case of a minor head injury, a phone call will be made to the parent as soon as possible were convenient after the child has received first aid.



# FOOD & DRINK POLICY

## **Statutory Framework for the Early Years Foundation Stage 2021**

### **Section 3 - The safeguarding and welfare requirements – Food & Drink**

3.48. Where children are provided with meals, snacks, and drinks, they must be healthy, balanced and nutritious<sup>56</sup>. Before a child is admitted to the setting the provider must also obtain information about any special dietary requirements, preferences, and food allergies that the child has, and any special health requirements. Fresh drinking water must be available and accessible to children at all times. Providers must record and act on information from parents and carers about a child's dietary needs.

### **Policy Statement**

We regard snack and mealtimes as an important part of the nursery day. Eating represents a social time for children and adults and helps children to learn about healthy eating. We promote healthy eating and at snack and mealtimes, we aim to provide nutritious food, which meets the children's individual dietary needs.

### **Procedures**

We follow these procedures to promote healthy eating in our pre-school:

- Before a child starts at Carmena Christian day nursery, we find out from parents about their children's dietary requirements and preferences, including any allergies, and any special health requirements. (See the Managing Children with Allergies Policy.)
  - We record information about each child's dietary needs on their Registration Form and parents sign this to signify that it is correct.
  - We regularly consult with parents to ensure that our records of their children's dietary needs - including any allergies - are up to date. Parents sign the up-dated Registration Form to signify that it is correct. However, it is ultimately the parent's responsibility to inform us if their child's dietary needs have changed since they originally completed the Registration Form.
  - We display current information about individual children's dietary needs on our "Dietary and Allergy Lists" so that all staff and volunteers are fully informed about them.
  - We implement systems to ensure that children receive only food and drink that is consistent with their dietary needs and preferences as well as their parents' wishes.
  - We provide nutritious vegetarian food for all snacks, avoiding large quantities of saturated fat, sugar and salt and artificial additives, preservatives and colourings.
  - We include a variety of foods from the four main food groups:
    - vegetarian protein alternatives.
    - dairy foods.
    - grains, cereals and starch vegetables; and
    - fruit and vegetables.
  - We include foods from the diet of each of the children's cultural backgrounds, providing children with familiar foods and introducing them to new ones.
- We are a permanent "nut-free zone". No nuts, anything containing nuts or nut products are allowed or used within the setting.
- Parents are made aware of the above so that no nuts, anything containing nuts or nut products are accidentally brought in, for example, for their child's packed lunch - see our separate "Packed Lunch Policy" - or for a birthday.
  - We are happy for children's birthdays to be celebrated and we encourage a healthy sharing option such as fruit or vegetables

- We take account of the Food Standard Agency (FSA) requirement to check whether the snacks we prepare or cooking activities we undertake contain any of the 14 listed allergens below:

Cereals containing gluten, crustaceans, molluscs, soya, milk, celery, mustard, sesame, sulphur dioxide, eggs, fish, lupin, peanuts and other nuts.

- We take account of the Food Standard Agency (FSA) requirement to inform parents that the snacks we provide or cooking activities we undertake may contain the 14 allergens listed above.
  - Through discussion with parents and research reading by staff, we obtain information about the dietary rules of the religious groups to which children and their parents belong, and of vegetarians and vegans, and about food allergies. We take account of this information in the provision of food and drinks.
  - We are especially vigilant where we have a child who has any known allergy.
  - To protect children with food allergies, we do not allow children to share or swap their food with one another
  - We require staff to show sensitivity in providing for children's diets and allergies. Staff do not use a child's diet or allergy as a label for the child or make a child feel singled out because of their diet or allergy.
  - We organise snack times so that they are social occasions in which children and staff participate.
  - We use snack times to help children to develop independence through making choices, serving food and drink and feeding themselves.
  - We provide children with utensils that are appropriate for their ages and stages of development and that take account of the eating practices in their cultures.
- We have fresh drinking water available and accessible to children at all times. We inform the children about how to obtain the water and that they can ask for water at any time during the day.
- We give parents who provide food for their children information about food options.
  - For children who drink milk, we provide whole/semi skimmed pasteurised milk. We also provide alternative milk based options. i.e. soya, oats etc.
  - We ensure that any circular shaped food such as grapes and sausages are cut into halves or quarters.

### **Packed Lunches**

- We inform parents of our policy on healthy eating;
- We inform parents that we are a permanent “nut-free zone”;
- inform parents of any other foods that we may not currently allow due to allergies;
- We encourage parents to provide sandwiches with a healthy filling, fruit, and milk-based deserts such as yoghurt or crème fraîche. We discourage sweet drinks and can provide children with water or milk;
- We discourage packed lunch contents that consist largely of crisps, processed foods, sweet drinks and sweet products such as cakes or biscuits. We reserve the right to return this food to the parent as a last resort;
- We ensure staff sit with children to eat their lunch so that the mealtime is a social occasion. Please see also our separate “Lunch Club Policy”.

### **Food Poisoning**

- We notify Ofsted of any food poisoning affecting two or more children looked after on the premises as soon as is reasonably practicable, but in any event within 14 days of the incident.

THIS POLICY WAS REVIEWED ON 16/11/2020



# FOOD SAFETY POLICY

## POLICY ON FOOD, ALLERGIES AND CULTURAL RESTRICTIONS

Carmena Christian day nursery is inspected by Environmental health annually or bi-annually to ensure health and hygiene standards are being met.

When preparing food, staff (kitchen or general) will observe current legislation regarding food hygiene and training by:

### Introduction

Carmena Christian day nursery is committed to ensuring that safe and healthy practices around the storage, preparation and service of food are maintained throughout the setting.

The setting has set high standards of personal hygiene for all members of staff involved in the handling and preparation of food. Any person showing signs of ill health will not be permitted to handle food.

We make use of the "Safer Foods, Better Business" pack and guidance published by the Food Standards Agency (FSA).

### Temperature control

It is the policy of Carmena Christian day nursery to ensure that any and all foods are stored according to safe food handling practises and at the correct temperature in order to prevent the growth and multiplication of food poisoning organisms, to reduce the rate of food spoilage and to ensure that food quality is maintained.

Fridge temperatures are checked and recorded on a daily basis to ensure the correct temperature is being upheld.

### Cleaning of Food Preparation Areas

Every week the fridge is thoroughly cleaned and all items in the fridge are checked for freshness, and all food past their use by or best before date are correctly disposed of.

- Shelves and drawers are removed and cleaned with warm soapy water
- The inside walls are cleaned from top to bottom with anti-bacterial cleaner
- The seals around the fridge are cleaned to ensure no spillages or stains
- Freezers are defrosted (on non-frost-free) and cleaned once a month following the same procedure.

All food preparation surfaces are wiped clean after use with anti-bacterial cleaner and disposable cloths.

All chopping boards are cleaned after use with warm soapy water, anti-bacterial cleaner and then

thoroughly rinsed.

The manager will ensure that appropriate controls are in place to prevent cross contamination and that these controls are documented accordingly.

At Carmena Christian day nursery, we believe that nutritious food and drink are essential for children's wellbeing.

During meal and snack times, we will always encourage children to gain an understanding of how food and water is an essential part of growing big and strong. Our aim is to meet the dietary and cultural requirements to promote children's healthy growth and development.

We will ensure that all meals and snacks are nutritious, healthy and balanced. Children's medical and personal dietary requirements are always known and respected (Parents/carers are required to provide details when their child is enrolled into the nursery). Multicultural diet is always offered, to make sure those children from all backgrounds encounter familiar tastes and that all children have the opportunity also to try new food. Dietary rules of religious groups, vegetarians/vegans are known and met in an appropriate way, making sure that they are always respected and valued within the setting.

When preparing food, staff (kitchen or general) will observe current legislation regarding food hygiene and training by:

- Always washing hands with anti-bacterial soap and hot water before and after handling food, using the toilet or changing nappies.
- Using clean, disposable cloths
- Ensuring the use of the correct colour coded chopping boards (e.g. red for raw met etc.)
- Not being involved in food preparation if they are unwell
- Wearing correct sterile clothing- hair net, apron, closed toe shoes etc.
- Holding a current Food Hygiene certificate.
- Making sure all fruit and vegetables are washed before being served.
- Avoid wearing jewellery, especially rings, watches and bracelets.
- Any cuts, spots or sores on the hands and arms must be covered completely with a waterproof dressing
- Fingernails should be kept short and clean, food handlers, including children should not wear nail varnish as this may contaminate food.

### **Allergies**

The nursery caters for children's specific dietary needs that may include allergies or food intolerances, or because of religious, cultural or ethical reasons.

Staff are made aware of children's specialist requirements through individual care plans and other information provided by parents.

To help us manager the risks associated with food allergies or intolerance the nursery has the following in place;

- Pre-entry information from parents
- Induction information from staff
- Food allergen risk assessment






- Excellent food hygiene practises (5\* rating)
- Written procedures for children with food related conditions.
- Place mats with child's name and food restrictions
- Red allergy plates and cups

**Temperature control**

It is the policy of Carmena Christian day nursery to ensure that any and all foods are stored according to safe food handling practises and at the correct temperature in order to prevent the growth and multiplication of food poisoning organisms, to reduce the rate of food spoilage and to ensure that food quality is maintained.

Fridge temperatures are checked and recorded on a daily basis to ensure the correct temperature is being upheld.

**Safe preparation of food**

<u>FOOD</u>	<u>Choking Hazard</u>		<u>Method of Preparation</u>
	<u>Cylindrical</u>	<u>Spherical</u>	
	✓		<b><u>ONLY SKINLESS OR SAUSAGE MEAT TO BE USED</u></b>
	✓		<b><u>Cylindrical foods should be cut length ways first and then sliced creating semi-circular pieces</u></b>
	✓		
		✓	<b><u>Spherical foods should be sliced into half then sliced again into quarters/ segments.</u></b>
		✓	



## Fruits

	<ul style="list-style-type: none"><li>● <u>Remove all peel and “stringy bits”</u></li><li>● <u>Ensure each segment is PIP free</u></li><li>● <u>Cut each segment into smaller 1/3's. This Prevents choking on large bits or skin.</u></li></ul>
	<ul style="list-style-type: none"><li>● <u>Ensure CORE &amp; PIP free</u></li><li>● <u>Ensure sliced ½ then ½ again CONTINUE to ½ each segment until FINLY cut into THIN Segments</u></li><li>● <u>PEEL SKIN FOR YOUNGER CHILDREN AND ANYONE ELSE WHO IT MAY BE APPROPRIATE FOR</u></li></ul>

### **Safe preparation of food for babies ALWAYS CHECK IN REGARDS TO:**

- Should their meals be blended?
- When should lumps be introduced? (How big are the lumps?)
- Has the parent introduced significant changes such as Lumps at home first and how did the child respond to the change?

### **Things to remember when feeding a baby.**

- Baby's should always sit up while eating ***and be supervised.***
- Do not hurry the child when eating—allow plenty of time for meals.
- Only put a small amount of food on the tray at a time.
- Avoid round, firm foods and large chunks (whole grapes, apple) (***see chart above***)
- Cylindrical foods should be to cut lengthwise. (***see chart above***)
- Avoid stringy foods like string beans and celery.
- Avoid commercial white bread products—they can form pasty globs in your baby's mouth.
- Offer only a few pieces of food at a time.
- Cut meat and poultry across the grain, and into tiny fingertip-sized pieces.
- Food pieces should be no larger than one-half inch in any direction. If in doubt, cut food into smaller pieces.

**ALL CHILDREN SHOULD HAVE FRESH WATER AVAILABLE TO THEM DURING MEALTIMES!**

THIS POLICY WAS REVIEWED ON 16/11/2020

# GENERAL DATA PROTECTION REGULATIONS (GDPR) POLICY



## **Statutory Framework for the Early Years Foundation Stage 2021**

### **Section 3 - The safeguarding and welfare requirements – Information and Records**

*3.69. Providers must maintain records and obtain and share information (with parents and carers, other professionals working with the child, the police, social services and Ofsted or the childminder agency with which they are registered, as appropriate) to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met. Providers must enable a regular two-way flow of information with parents and/or carers, and between providers, if a child is attending more than one setting. If requested, providers should incorporate parents' and/or carers' comments into children's records.*

*3.70. Records must be easily accessible and available (these may be kept securely off the premises). Confidential information and records about staff and children must be held securely and only accessible and available to those who have a right or professional need to see them. Providers must be aware of their responsibilities under the Data Protection Legislation and where relevant the Freedom of Information Act 2000.*

*3.71. Providers must ensure that all staff understand the need to protect the privacy of the children in their care as well the legal requirements that exist to ensure that information relating to the child is handled in a way that ensures confidentiality. Parents and/or carers must be given access to all records about their child, provided that no relevant exemptions – apply to their disclosure under the Data Protection Act 68.*

*3.72. Records relating to individual children must be retained for a reasonable period of time after they have left the provision.*

GDPR came into effect on 25 May 2018, and it replaced current the Data Protection Act (DPA) legislation. It is intended to provide greater transparency around the collection and use of data. The scheme will be governed by the Information Commissioner's Office (ICO).

GDPR states that personal data should be 'processed fairly & lawfully' and 'collected for specified, explicit and legitimate purposes' and that individual's data is not processed without their knowledge and are only processed with their 'explicit' consent.

Our nursery aims to ensure that all personal data collected about staff, children, parents, carers, visitors and other individuals is collected, stored and processed in accordance with the General Data Protection Regulation (GDPR) and the expected provisions of the Data Protection Act 2018 (DPA 2018) as set out in the Data Protection Bill. This policy applies to all personal data, regardless of whether it is in paper or electronic format. The six principles of GDPR are that data is:

1. Processed fairly, lawfully and in a transparent manner
2. Used for specified, explicit and legitimate purposes
3. Used in a way that is adequate, relevant and limited
4. Accurate and kept up to date
5. Kept no longer than necessary
6. Processed in a manner that ensures appropriate security of the data
- 7.

Under GDPR people will continue to have the right to a Freedom of Information request (FOI) – from bodies dealing with public money or a Subject Access Request (SAR) – anyone can request data from anyone else.

Our nursery policy meets the requirements of the GDPR and the expected provisions of the DPA 2018. It is based on guidance published by the Information Commissioner's Office

(ICO) on the GDPR and the ICO's code of practice for subject access requests. It also reflects the ICO's code of practice for the use of surveillance cameras CCTV and personal information.

## **Privacy Statement**

### **How we maintain your privacy –**

Carmena Christian day nursery management and all our staff are committed to protecting your privacy when you are browsing our website or volunteering information electronically, verbally or in hard copy. Please read the following statement which outlines how we protect your privacy and any information that you share with the nursery either through the website or in day to day communication with us.

### **Personal information and data –**

We collect the personal data that you provide to us on forms and electronic documents which you submit to us (including but not limited to registration, feedback, survey, and competition forms), and in e-mails which you send to us. The personal data we collect will in some instances be specifically used to respond to an enquiry raised by yourself, and, in other instances (as described above) are used to allow us to develop our site in a way that will enhance the on-line experience of the greatest number of users. We may also, from time to time, ask you for, or enable you to provide, additional information so that we can improve our service to you or make your visits to our site more rewarding. There will be no obligation on you to provide this information.

### **What we do with personal information –**

We do not sell, trade or rent your information to other parties unless we have first obtained your consent. If you do give us permission, we will only share information with organisations we have carefully selected and believe to be reputable. We may provide statistics about our customers; use patterns and related site information, but we will not supply any personal information. Your personal information will be used only for the purposes of communicating with you in relation to our services, for assessment and analysis to enable us to review, develop and improve the services we offer, or for any other purposes to which you have given your consent.

### **Where your personal data is held –**

Any information obtained via this web site or in day to day communication, will be confidentially held by us for up to 7 years dependent on the nature of the data. We take the normal precautions of backing up all electronic data so that any loss may be restored with minimal delay.

### **Browsing our web pages –**

You can access our web site without disclosing any of your personal data. We do maintain log files that allow us to record visitors' use of the site. We analyse log file information from all our visitors, which we use to make changes to the layout of the site and to the information in it, based on the way that visitors move around it. Log files do not contain any personal information and they are not used to identify any individual patterns of use of the site.

### **Use of cookies –**

Cookies are pieces of data that are often created when you visit a web site and are stored in the cookie directory of your computer either temporarily or permanently. Our web site uses cookies only to measure how you interact with our site; this does not include any personal information and remains anonymous.

### **Disclosing users' personal data to third parties –**

We do not disclose your personal data to any third parties without your permission except insofar as you have consented to such disclosure or we are required to do so by law for information such as a court order, witness summons, or complaint from governmental authorities.

**Links to another web site –**

Our web site contains links to other web sites. This privacy statement applies only to our web site, so you should always be aware when you are moving to another site and read the privacy statement of that site which collects personal information. We do not pass on any personal information you have given us to any other web site.

**Contacting us –** If you have any questions or concerns about our privacy statement and practices please contact us at the nursery on 0008 677 8231 or office@



# HEALTH AND SAFETY POLICY RISK ASSESSMENT

## **Statutory Framework for the Early Years Foundation Stage 2021**

### **Section 3 - The safeguarding and welfare requirements – Safety**

*3.55. Providers must ensure that their premises, including overall floor space and outdoor spaces, are fit for purpose and suitable for the age of children cared for and the activities provided on the premises. Providers must comply with requirements of health and safety legislation (including fire safety and hygiene requirements).*

*3.65. Providers must ensure that they take all reasonable steps to ensure staff and children in their care are not exposed to risks and must be able to demonstrate how they are managing risks. Providers must determine where it is helpful to make some written risk assessments in relation to specific issues, to inform staff practice, and to demonstrate how they are managing risks if asked by parents and/or carers or inspectors. Risk assessments should identify aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised.*

## **Introduction**

Carmena Christian day nursery is committed to ensuring that all practices are carried out within the requirements of the Health and Safety Act 1974 and the management of Health and Safety at Work Act 1999.

The nursery has a responsibility to provide a safe environment for your child and the Manager is responsible for health and safety matters concerning the nursery premises. All staff are trained and aware of potential hazards within the nursery and surrounding environment and actively protect the children from hazards and potential risk. We aim to provide all staff with paediatric first aid training. All accidents and any incidents are recorded in the Accident Report Book. All accidents are accurately notified to the parent/carer as soon as possible. Hygiene rules relating to bodily fluids are followed with particular care and all staff are aware of how infections can be transmitted.

Carmena recognises that a systematic approach to health and safety, based on a systematic risk assessment procedure (see risk assessment policy for more information) can minimise injury and ill health to staff and children.

## **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) 2021
- The regulations of the Health and safety at work Act 1974 and any other relevant legislation such as Control of substances Hazardous to Health Regulation (COSHH)
- Any guidance provided by the Public Health England, the local health protection agency, the local authority environmental health department, fire authority or the health and safety executive.

## **Named Staff**

The Overall and final responsibility for health and safety is that of **Herbrina** (Manager)

Day to day responsibility for ensuring this policy is put into practise is delegated to **Kerisha** (Deputy Manager) or **Room Leaders**.

Risk Assessments will be undertaken by **Room Leaders**.

The findings of the risk assessments will be reported to **Herbrina or Kerisha**  
Action required to remove/control risks will be approved by **Herbrina or Kerisha**  
The person responsible for ensuring the action required is implemented will be **Herbrina or Kerisha**.

The person who will check that the implemented actions have been removed/reduced the risks will be **Herbrina or Kerisha**.

Assessments will be reviewed every MONTH, or when the activity changes, whichever is soonest.

Our programme for Risk Assessment includes:

- Falls from a height
- COSHH
- Outside play areas
- High risk food preparation areas including
- Cross contamination
- Food handling
- Stock rotation etc

### **Information, instruction and supervision**

The health and safety law "What you need to know" poster is displayed in the small corridor. Health and safety advice is available from **Herbrina or Kerisha**.

Supervision of young workers/ trainees will be arranged/undertaken/monitored by **Herbrina or Kerisha**.

The person responsible for ensuring that our employees working at locations under the control of other employers, are given relevant health and safety information is **Herbrina or Kerisha**

All employees must:

1. Co-operate with supervisors and managers on health and safety matters
2. Not interfere with anything provided to safeguard their health and safety
3. So far as is reasonably practicable safeguard the safety and welfare of these persons who they are supervising
4. Take reasonable care of their own health and safety and detailed in this policy

### **Competency for task and training**

Induction training will be provided for all employees by **Herbrina or Kerisha**

Job specific training will be provided by **Herbrina or Kerisha**

Specific jobs are requiring special training are:

- First aiders
- Working with babies
- Cooking
- SEN staff

Training records are kept in the filing cabinet within individual staff files.

Training will be identified, arranged and monitored by **Herbrina or Kerisha**



Our first aid kit is kept on a shelf in each changing area, and one in the kitchen. There is also one for travel.

### **Our aim**

Our overall objective within this policy is to make the contents of this document intrinsic to our working practises on a day to day basis.

We are committed to:

- Involve and motivate nursery staff in all matters concerning Health & Safety.
- To provide adequate control of the health and safety risks arising from our work activities.
- To regularly review and risks and check that control measures remain adequate.
- To consult with all employees on all matters affecting their health and safety.
- Developing the appropriate setting structure and culture, that supports the concept of risk management by all members of the team.
- To consult with all employees on all matters affecting their health and safety.
- To provide and maintain safe plant and equipment.
- To ensure safe handling use and storage of any substances.
- To provide the necessary instruction, training, information and supervision for all staff, to ensure the competence of all staff.
- Achieve a high standard of occupational health, safety, welfare and hygiene.
- Provide a healthy environment.
- Eliminate hazardous situations
- To prevent accidents/ill health through goof risk assessment processes and to create a culture of thinking safely where staff regularly bring forward any observations and concerns.
- To provide adequate funds to rectify any health and safety issues.
- To review and revise this policy as necessary at regular intervals.
- Toys indoor and outdoor regularly checked ad cleaned
- Toys containing small parts kept away from younger children.
- All medicines and hazardous substances are kept out of reach.
- Necessary safety equipment is in place appropriate to the age of children in care.
- Children encourages to develop good hygiene practise
- When outside children must hold hands or held on walking reigns/ walk o dile.
- Pushchair and highchair harnesses are always used
- Cot heights are checked and adjusted accordingly
- Check for broken glass or dog/fox faeces when visiting parks
- Never leave child unattended when out
- Children are retrained in appropriate safety seats in car
- The nursery is a completely no smoking area

THIS POLICY WAS REVIEWED ON 08/12/2020



## **Statutory Framework for the Early Years Foundation Stage 2021**

### **Section 3 - The safeguarding and welfare requirements – Safety**

3.58. *The premises and equipment must be organised in a way that meets the needs of children.*

3.59. *Providers must provide access to an outdoor play area...*

3.60. *Sleeping children must be frequently checked to ensure that they are safe..*

3.61. *Providers must ensure there is an adequate number of toilets and hand basins available.*

*Providers must ensure there are suitable hygienic changing facilities for changing any children who are in nappies and providers should ensure that an adequate supply of clean bedding, towels, spare clothes and any other necessary items is always available.*

3.62. *Providers must also ensure that there is an area where staff may talk to parents and/or carers confidentially..*

3.64. *Providers must carry the appropriate insurance (e.g. public liability insurance) to cover all premises from which they provide childcare or childminding.*

*The Managers & health and safety co-ordinators are responsible for ensuring our Health and Safety Policy is implemented. Their roles are to be vigilant to potential hazards at all times*

## **RISK ASSESSMENT**

Policy Statement We believe that the health and safety of children and adults is of paramount importance and we take all reasonable steps to ensure that they are not exposed to risks. We make our setting a safe and healthy place for children, parents, staff, visitors and volunteers by identifying the hazards and minimising the risks to prevent harm. This enables the children to thrive and staff to work in a healthy and safe environment. (A hazard is anything with the potential to cause harm and risk is the likelihood or chance that the hazard will cause harm).

The basis of this policy is risk assessment. Risk assessment processes follow five steps as follows:

- Identification of the hazard: Where is it and what is it?
- Who is at risk: Childcare staff, children, parents, volunteers etc?
- Assessment as to the level of risk - high, medium or low. This is both the risk of the likelihood of it happening, as well as the possible impact if it did.
- Control measures to reduce or eliminate the risk: What do we need to do, or ensure others will do, in order to reduce that risk?
- Monitoring and review: How do we know if what we have said is working, or is thorough enough? If it is not working, it will need to be amended, or maybe there is a better solution.

## **Procedures**

Our risk assessment process covers adults and children and includes:

- determining where it is helpful to make some written risk assessments in relation to specific issues, to inform staff practice, and to demonstrate how we are managing risks if asked by parents and/or carers and inspectors;
- checking for and noting hazards and risks indoors and outside, and in our premises and for activities; and on outings;
- assessing the level of risk and who might be affected;
- deciding which areas need attention; and
- developing an action plan that specifies the action required to remove or minimise the risk, the timescales for action, the person responsible for the action and any funding required.

## **Regular Risk Assessments**

A written daily risk assessment of health and safety issues is conducted by a member of staff before the session begins each day. There are also issues which are checked on a weekly termly basis. A full risk assessment is also conducted on a half-termly basis by the Manager. These risk assessments cover all aspects of our environment including the indoor and outdoor area and equipment.

As part of our Health & Safety policy, all staff are required to assess the associated risks of any activity or environment at the start of any session or as routines change throughout the day. It is their responsibility to make safe any activity or environment by implementing suitable control measures to reduce or eliminate any risk. If they have any Health & Safety concerns regarding any activity or environment, they should report these immediately to the Health & Safety representatives named above.

## **Statutory Framework for the Early Years Foundation Stage 2021**

### **Section 3 - The safeguarding and welfare requirements - Safety and Suitability of Premises, Environment and Equipment Safety**

3.56. Providers must take reasonable steps to ensure the safety of children, staff and others on the premises in the case of fire or any other emergency and must have an emergency evacuation procedure. Providers must have appropriate fire detection and control equipment (for example, fire alarms, smoke detectors, fire blankets and/or fire extinguishers) which is in working order. Fire exits must be clearly identifiable, and fire doors must be free of obstruction and easily opened from the inside.

## **Policy statement**

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

- We ensure that children, parents, staff, and volunteers aware of health and safety issues and minimise the hazards and risks to enable the children to thrive in a healthy and safe environment.
- Our nursery has four designated health and safety officers
- Our members of staff responsible for health and safety are: (Herbrina, Kerisha, Simone and Melanie)
- They are competent to carry out these responsibilities and they have been given a written description of their roles.
- They have undertaken health and safety training to regularly update their knowledge and understanding.
- We display the necessary health and safety poster in the corridors for all to see

## **Aims and Objectives:**

1. Carmena Christian day nursery aims to create and maintain a safe, stimulating, and healthy environment for all children, parents, carers, volunteers, and staff.
2. We aim to raise awareness of health and safety issues among children, parents, carers, and staff and take steps to minimise risks to children to help them stay safe.
3. We aim to have clear procedures for identifying, reporting, and dealing with illnesses, accidents, hazards, or faulty equipment that all staff adhere to.

To accomplish this, we will:

Ensure that all staff recognise that they have a duty to maintain a safe, stimulating, and healthy environment. This is communicated during staff inductions, staff meetings and training days. All staff, volunteers and students are required to read and agree comply with to Carmena Christian Day Nursery's Safeguarding Policy and our Confidentiality Policy.

Parents are informed of any ongoing health and safety issues by email, our FAMILY app and at drop off and collection times. Information regarding health and safety is also made available via regular newsletters and notices.

A daily check of the environment is completed by a member of staff in each room, any faulty or damaged equipment is reported to the designated Health and Safety Officer or Manager.

The daily risk assessment includes checks that:

- Fire extinguishers are in place.
- All locks are working.

- Fire exits are clear.
- Toilets are clean and well stocked.
- Nappy changing area is clean and well stocked with aprons and gloves.
- Plugs and sockets are undamaged.
- Indoor and outdoor furniture and equipment is clean and safe to use.
- Outdoor fences and gates are secure.
- Fridge temperatures are recorded and within acceptable range.
- Cleaning products are stored safely.
- Electricity, water, and phones are in working order
- Outdoor area is free of foreign bodies, faeces etc.

These daily checks are in line with the EYFS Safeguarding and Welfare Requirements (2021). The daily checks are recorded and displayed in the classroom. These records are kept in the setting for a minimum period of two years.

### **Insurance**

The nursery has comprehensive Public and Employers Liability Insurance. The certificate is displayed in our main corridor and office on display boards.

### **Annual Health & Safety Inspection and Risk Assessments**

Our annual Health and Safety inspection are carried out by a qualified health and safety professional. This health and safety inspection covers all aspects of building safety including:

- All indoor areas, all outdoor areas and electrical & plumbing safety issues.
- Hot water temperatures are checked monthly, a written record of these is kept in the risk assessment file.

A copy of the inspection report is kept on file with any actions required as a result documented. Actions carried out as a result of the Annual Health and Safety inspection are recorded and dated. Records of these annual inspections are kept in the setting permanently.

An annual risk assessment will be written by the management team of the nursery in consultation with all staff members. This will be reviewed at least annually or more frequently should the need arise. The risk assessment will identify aspects of the environment that need to be checked on a regular basis. It will identify potential hazards and how these hazards will be controlled to ensure the health, safety, and wellbeing of all persons on the premises.

The **FIRE PROCEDURE** is displayed in all the rooms of the nursery.

A Completed Health and Safety poster is displayed in the small corridor for reference.

### **External Contractors**

Should the need arise for external contractors to make repairs to the building, Carmena Christian day nursery will endeavour to ensure that essential maintenance and repairs are made outside of nursery hours or in the term-time breaks to minimise possible disruption to children, staff, and visitors.

If the above is not possible then external contractors will be DBS checked or will be always supervised by a member of staff when on site with children present.

Identification will always be checked upon entrance to the nursery.

The Visitors book will record details of names, dates and id checks and purpose of the visit.

## **Gas and Electricity**

All portable electrical equipment on site is PAT tested annually.

## **Outside Area**

Daily safety checks are carried out on all boundaries, gates, resources, and equipment to ensure they are secure and in a good state of repair.

All trees and plants are regularly checked for broken branches, berries, and other hazards.

## **Sun Protection**

Carmena actively promotes Sun Safety for children and staff.

Parents are requested to apply sun cream to their child before the start of their session.

Parents are requested to ensure their child is appropriately clothed and has a sun hat. Regular reminders are sent out by email, newsletters and on our FAMLY app.

For those children who are with us all day, sun cream is reapplied by staff members if written parental consent has been received.

Children wishing to apply their own sun cream are encouraged to do so with support.

Staff members are reminded to re-apply their own sun cream regularly.

Additional shaded areas are created so that outdoor play is not limited.

Sun cream is reapplied after water activities or wet play.

## **Water Activities**

All water activities are closely supervised by staff at all times. Staff are aware of dangers such as slippery surfaces and drowning and monitor wet play carefully.

## **Sleeping Children**

Children are carefully monitored during nap time. A staff member will remain with the child at all times checking that the child is comfortable and not too hot or cold.

Times are noted so that the parents can be notified on collection.

If the child appears unwell, i.e., a raised temperature, the parents will be telephoned, and early collection of the child arranged.

## **Hygiene**

We aim to prevent the spread of infection by ensuring high standards of personal hygiene and good practice is adhered to particularly hand washing and maintaining a clean environment. We follow the guidance of the Health Protection Agency.

All areas of the setting are cleaned daily with special attention given to high traffic areas. Tables are cleaned with antibacterial spray and disposable towels between activities and always before eating.

Toilet and nappy changing areas have soap, warm running water, and hand driers. Children are encouraged to wash their hands after every visit and before eating. These areas are stocked with protective gloves, aprons, and appropriate cleaning materials, which are kept out of the reach of children, and are checked and cleaned throughout the day.

Nappies and bodily fluid spillages, including blood, are dealt with wearing protective gloves and aprons. The contaminated area is immediately cleaned thoroughly with antibacterial products. All resulting waste is hygienically wrapped and placed in a secure hazardous waste bin, which is emptied regularly by a specialist contractor.

Any hazardous substances are stored in a lockable cupboard, in line with COSHH regulations, that is not accessible to the children.

To minimise spread of infection, tissues are available in every room and staff and children are encouraged to 'catch it, kill it, bin it' when coughing, sneezing, or wiping their noses.

A list of notifiable diseases, as defined by the Health Protection Agency, is displayed in the office, main corridor and staff room. Should any of these occur Ofsted will be informed immediately.

Any Injuries, diseases and dangerous occurrences will be reported in accordance with RIDDOR (Reporting of Injuries, Diseases and Dangerous Occurrences 2013).

### **Equipment**

We provide a range of toys, equipment and resources that promote all areas of children's learning and development.

We aim to regularly review, update, and replace resources as necessary in accordance with the numbers of children attending the nursery ensuring variety and choice.

Toys and resources are age appropriate and culturally diverse, non-discriminatory and avoid racial and gender stereotyping.

Resources are stored and displayed where children can freely access them safely.

All resources and equipment are checked as they are put out for session and put away at the end of session to ensure the cleanliness and good condition. Any broken, unsafe, dirty equipment is cleaned or disposed of as appropriate. Breakages are reported to the Manager and we endeavour to replace items as soon as possible.

### **Legal framework**

- Health and Safety at Work Act (1974)
- Management of Health and Safety at Work Regulations (1999)
- Electricity at Work Regulations (1989)
- Control of Substances Hazardous to Health Regulations (COSHH) (2002)
- Manual Handling Operations Regulations (1992 (As Amended 2004))
- Health and Safety (Display Screen Equipment) Regulations (1992)

### **Further guidance**

- Health and Safety Law: What You Need to Know (HSE Revised 2009)
- Health and Safety Regulation ... A Short Guide (HSE 2003)
- Electrical Safety and You: A Brief Guide (HSE 2012)
- Working with Substances Hazardous to Health: What You Need to Know About COSHH (HSE Revised 2009)
- Getting to Grips with Manual Handling - Frequently Asked Questions: A Short Guide (HSE 2011)

## **Informing Ofsted Policy telephone 0300 123 1231**

*The Statutory Framework for the Early Years Foundation Stage (2021)* states that there are occasions when OFSTED must be informed.

### **Page 23 – Child Protection**

3.8. Registered providers must inform Ofsted of 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). Registered providers must also notify Ofsted of the action taken in respect of the allegations. These notifications must be made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made. A registered provider who, without reasonable excuse, fails to comply with this requirement, commits an offence.

### **Page 25 – Disqualification**

3.16. A registered provider must notify Ofsted is registered of any significant event which is likely to affect the suitability of any person who is in regular contact with children on the premises where childcare is provided. The disqualification of an employee could be an instance of a significant event.

3.17. The registered provider must give Ofsted the following information about themselves or about any person who lives in the same household as the registered provider or who is employed in the household:

- details of any order, determination, conviction, or other ground for disqualification from registration under regulations made under section 75 of the Childcare Act 2006
- the date of the order, determination or conviction, or the date when the other ground for disqualification arose
- the body or court which made the order, determination or conviction, and the sentence (if any) imposed
- a certified copy of the relevant order (in relation to an order or conviction)

3.18. The information must be provided to Ofsted as soon as reasonably practicable, but at the latest within 14 days of the date the provider became aware of the information or ought reasonably to have become aware of it if they had made reasonable enquiries.

### **Page 34 – Food & Drink**

3.50. Registered providers must notify of any food poisoning affecting two or more children cared for on the premises. Notification must be made as soon as is reasonably practicable, but in any event within 14 days of the incident. A registered provider, who, without reasonable excuse, fails to comply with this requirement, commits an offence.

### **Page 34 – Accident & Injury**

3.52. Registered providers must notify Ofsted or the of any serious accident, illness or injury to, or death of, any child while in their care, and of the action taken. Notification must be made as soon as is reasonably practicable, but in any event within 14 days of the incident

occurring. A registered provider, who, without reasonable excuse, fails to comply with this requirement, commits an offence. Providers must notify local child protection agencies of any serious accident or injury to, or the death of, any child while in their care, and must act on any advice from those agencies.

### **Changes that must be notified to Ofsted or the relevant childminder agency (CMA)**

3.78. All registered early years providers must notify Ofsted or the CMA with which they are registered of any change:

- in the address of the premises (and seek approval to operate from those premises where appropriate); to the premises which may affect the space available to children and the quality of childcare available to them; in the name or address of the provider, or the provider's other contact information; to the person who is managing the early years provision; in the persons aged 16 years or older living or working on any domestic premises from which childminding is provided; or to the persons caring for children on any premises where childminding is provided
- any proposal to change the hours during which childcare is provided; or to provide overnight care
- any significant event which is likely to affect the suitability of the early years provider or any person who cares for, or is in regular contact with, children on the premises to look after children
- where the early years provision is provided by a company, any change in the name or registered number of the company
- where the early years provision is provided by a charity, any change in the name or registration number of the charity





# INTRUDER POLICY

An intruder is a person who has not been invited into the premise, and/or who has no legal right or permission to enter. An intruder may be a person new to the building, which has been either misdirected or is lost and poses no threat to the children or staff. Alternatively an intruder may arouse suspicion as to his/her presence in the building, and may pose a safety hazard.

## **Procedure**

Any member of staff who observes an intruder in the premises or ground must determine if the person poses a safety hazard or just needs advice, guidance or redirection. If safe to do so the intruder should be asked their name and reason for being there and the manager/Deputy will be informed.

## **Non-suspicious Cases**

If it is established that an intruder is quite innocent and their authority to be on the premises has been established, then they may be shown or redirected. Advice must be given as to our visitor's policies, and if necessary they should be accompanied whilst on the premises. Ensure that security arrangements have not been breached.

## **Suspicious Cases (Possible Safety Hazard)**

Identify yourself to the intruder, politely greet them and question their purpose for being on the premises. Ask a colleague to alert the Manager/Deputy then witness your actions.

Explain that visitors must report to the office, and if safe to do so, escort the person to the main office, avoiding passing through any other occupied room.

Depending on circumstances and demeanour of the intruder, the Manager/Deputy will make every effort to call the police. If the intruder becomes agitated, displays violence or refuses to co-operate with directions, an attempt will be made to calm and comfort him/her whilst also attracting another member of staff to call the police. Do not attempt to restrain him/her.

Have regard to the safety of any children present, and if possible evacuate them from the area. Do not panic, act in a calm manner as so not to cause alarm or distress.

If the intruder attempts to leave, do not prevent him/her from doing so, but carefully note their direction and clothing, and any vehicle they may have. Note the direction they take and alert the police of the circumstances. If the intruder remains until the arrival of the police, inform officers of the circumstances. In the presence of the police, may a firm request for the intruder not to return.

Review security procedure and make a written report in the communication book.

## **Intruder Who is Armed or Poses a Serious Safety Hazard**

Alert staff to call the police (999) as soon as possible. Give the operator the location of the intruder, a physical and clothing description and the weapons involved. Advise the operator of your action to safeguard the children and other members of staff, and remain on the line until told to hang-up. Monitor the location of the intruder.

Evacuate all children from the immediate area, if allowed to do so, and do not approach or engage with him/her. In a hostage situation where children or staffs are prevented from leaving the room or area, the first consideration must be to calm the children without creating panic or fear. Try to engage the children in carpet songs or activities, if allowed to do so.

Attempt to pacify the intruder, and ascertain if possible his/her reasons for being there. Be aware that you will be asked to recall any comments or statements made by him/her.

Remain calm and do not attempt to disarm the intruder.

The Manager/Deputy should be aware of the location, description and type of weapon in possession of the intruder, in order that she can appraise police on their arrival.

All other members of staff and children should remain in their designated room unless otherwise directed by the police.

There will inevitably be an investigation into the accident, and all staff or other witnesses may be called to recollect what happened.

This policy will be monitored and evaluated, it will be reviewed annually unless new legislation or an incident occurs which requires an immediate review of this policy.



# LATE COLLECTION POLICY & PROCEDURE

This policy is to protect children who have been left at the nursery over the agreed collection time or after closing hours.

Carmena Christian day nursery have a duty of care to the children and parents to ensure that collection of young children is made at the agreed time or within normal opening hours. Late collection causes unnecessary distress to a child.

Children remaining in our care after the agree collection time, or after normal opening hours must be supervised by a minimum of two members of staff, one of whom must be qualified.

We appreciate that sometimes there may be circumstances beyond parent control affecting the prompt collection of your child.

If you expect you will be late collecting your child in our care, please call at your earliest convenience and discuss the possible arrangements with the manager/deputy manager. When we register a child, we ask parents to complete a collection arrangement form/ password system with a list of possible adults (family/friends) who could collect the child in the instant the parents are unable to collect-.

Our opening hours are 8.00am-6.00pm. There will be an additional charge if your child is not collected on time and vacated the premises by 6.00pm or 1pm if sessional care.

The fees are payable on the day in cash and the money will go directly to the extra members of staff that have had to stay after hours (at least two staff must be present).

Our Ofsted registration and planning regulations restrictions prevent us from working after 6.30pm.

Fees payable

Late arrival by 1-10 minutes – **£5.00**

Every 5 minutes thereafter – **£1.00**

**If the payment is not made on the same evening, then there will be a £5.00 daily penalty.**



# LOCK DOWN POLICY

## **Statutory Framework for the Early Years Foundation Stage 2021**

### **Section 3 - The safeguarding and welfare requirements – Safety & Premises**

3.55. Providers must comply with requirements of health and safety legislation (including fire safety and hygiene requirements).

3.59. Providers must follow their legal responsibilities under the Equality Act 2010 (for example, the provisions on reasonable adjustments).

3.61. Providers must ensure there is an adequate number of toilets and hand basins available.

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

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

- A report incident or disturbance in the local community (with potential to pose a risk to staff and children in the nursery)
- An intruder on the nursery site (with potential to pose a risk to staff and children in nursery)
- A warning being received regarding a risk locally, of air pollution (smoke plumes, gas cloud etc.)
- A major fire or explosion in the vicinity of the nursery – as long as it is safer staying in the premises than leaving.

In this case the staff will be notified by the following action:

Management of the situation will depend in the circumstances presented

Remain calm

Move slowly

Obey instruction

DO NOT PROVOKE AN INCIDENT

### **Initial Notification**

Raise the alarm- three sharp short blasts on your whistle

In the event of an incident requiring 'Lockdown' the person witnessing the incident must alert other staff to the danger using their whistle. If possible, the manager should be made aware of the situation and they will determine the risk and need for 'Lockdown' and contact the emergency services.

All children, staff and visitors will remain in the room they are in, if safe to do so. When the children are gathered they should be seated on the floor away from the doors and windows with the door bolted from the inside. Lights should be turned off and the door barricaded if possible. Staff must try to ensure (as best as possible) children are kept calm and as quiet as possible. Try and keep children engaged in a quiet activity or game. Do not allow anyone out of the room during a lockdown procedure in any circumstances.

A register/head count should be taken at this time.

The manager will ensure all children, staff and visitors are accounted for and safe before returning to the office area to keep up to date with the current situation via updates.

The manager on duty will manage the situation dependant on the situation and the information available. If the nursery is in immediate danger of an intruder, the police will be called as a matter of urgency. In other cases where the situation has been alerted by the police or local area authority then the nursery will await further instructions.

Once the all clear has been given externally the manager will issue the all clear internally. After this time the staff will try to return to normal practice to enable the children not to be disrupted or upset by the events.

Any children showing worries or concerns will have one to one time with their key person to talk about these.

Parents will be informed about the situation at the earliest safest opportunity and will be kept updated when the information changes.

After the event a log will be made of the incident with a post-incident evaluation will be conducted to ensure that each child and staff member was supported fully and the procedure went as planned.



# LOST CHILD POLICY

Children's safety is always maintained at the highest priority both on and off the premises.

We have put into place thorough systems and procedures which are an integral part of staff training and should ensure that children do not go missing or get lost whilst in our care. If Carmena Christian day nursery policies and procedures are being observed the likelihood of a child being lost is minimal. To ensure that children are not lost while in the care of the nursery we:

- Carefully always supervise children
- Maintain appropriate staff: child ratios at all times
- Closely monitor children in and out of the building ensuring that when the children are going out on trips or even to the garden the signing in and out sheet is taken with staff along with emergency contact details, a phone (fully charged)
- Ensure that visitors to the nursery are always supervised
- Twice daily a risk assessment is carried out in every area where children play.
- If an outing is organised, a risk assessment will be carried out before leaving the premises.
- Very occasionally a child may become separated from the group on an outing or become lost. With careful planning and co-operative working amongst staff, children should not be out of sight of an adult at any time. In the unlikely event that a child is unaccounted for on the premises, the following policy will be followed:

1. The Nursery will ensure a responsible person can help undertake a thorough search of the nursery and the immediate vicinity.
2. The manager will be notified, and security called to help with the search
3. The premises, including the entire Nursery, garage, garden, and all surrounding areas will be searched, together with as many volunteers as possible.
4. The register is to be checked to make sure no other child is missing and to check the child has not been collected
5. Doors and gates to be checked to see if there has been a breach of security whereby a child could wander out
6. If, following a thorough search of the nursery and the immediate vicinity, the child cannot be found the police will be called and the child's parents will be notified without delay.

*In the unlikely event of a child being lost while on a trip or outing the following procedures will be followed:*

1. As soon as it is noticed that a child is missing staff on the outing ask children to stand with their designated person and carry out a headcount to ensure no other child has gone astray
2. One staff member to immediately undertake a thorough search of the immediate vicinity
3. Phone 999 (give your name, location, name and description of the child/staff, name of the nursery, and any other relevant information e.g. any medical conditions of child)

4. Fit person to phone nursery manager (if not already present), and to inform venue (shop, library, museum etc)
5. Manager/deputy to go to venue/ location
6. Nursery manager to contact parents/ child protection officer and keep informed of what is happening
7. Staff to return other children safely to the nursery when manager arrives
8. Manager/responsible person to wait for police/ ambulance in case of injured persons
9. Staff must do a written record of events
10. Notify Ofsted

### **Investigation**

- Staff keep calm and do not let the other children become anxious or worried
- Nursery manager to speak with parents
- Management team carry out full investigation taking written statements from all staff who were on the outing
- The manager writes an incident report detailing
- The date and time of the report
- What staff/children were in the group/outing and the name of the staff member responsible
- When the last child was last seen in the group
- What has taken place in the group or outing since the child went missing
- The time estimated the child went missing
- A conclusion is drawn as to how the breach of security happened
- The insurance provider informed

### **People management**

Missing child incidents are extremely worrying for all concerned. Part of managing the incidents is to try to keep everyone as calm as possible. The staff will feel worried about the child; especially the member of staff who was responsible for the child whilst on the outing.

They may blame themselves and their feelings of anxiety and distress will rise as the length of time that the child is missing increases. Nursery Manager should ensure that the staff feel supported while they are feeling vulnerable.

The parents will feel angry and fraught. They may want to blame staff and single out one member over others; they may direct anger at the nursery manager. When dealing with a distraught and angry parent there should always be one members of staff. No matter how much understandable the parent's anger may be, aggression or threats against staff are not tolerated and security should be called.

The other children are also sensitive to what is going on around them. They too may be worried. The remaining staff caring for the children need to focus on their needs and must not discuss the incident in front of them. They should answer children's questions honestly but also reassure them.

# MANAGING CHILDREN WITH ALLERGIES POLICY

## Policy Statement

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

## Procedures

- When parents start their children at Carmena Christian day nursery, they are asked if their child suffers from any known allergies. This is recorded on the Registration Form.
- If a child has an allergy, an Allergy Risk Assessment Form is completed to detail the following:
  - The allergen (i.e. the substance, material or living creature the child is allergic to such as nuts, seeds eggs, bee stings, cats etc).
  - The nature of the allergic reactions e.g. anaphylactic shock reaction, including rash, reddening of skin, swelling, breathing problems etc.
  - What to do in case of allergic reactions, any medication used and how it is to be used (e.g. EpiPen).
  - Control measures – such as how the child can be prevented from contact with the allergen. - Review.
- This form is kept in the child's personal file. Details of the child's allergy are transcribed on to our "Allergy List" which is displayed where all staff and volunteers can see it.
- Parents (or specialists) train staff in how to administer special medication in the event of an allergic reaction.
- Our nursery is a permanent "nut-free zone". No nuts, anything containing nuts or nut products are allowed or used within the setting.
- Parents are made aware of the above so that no nuts, anything containing nuts or nut products are accidentally brought in, for example, for their child's packed lunch or for a birthday. A cake to celebrate a birthday is welcome. It can be shop bought or home-made but must not contain any nuts, or nut products. The cake must therefore be supplied with a list of ingredients.
- We take account of the Food Standard Agency (FSA) requirement to check whether the snacks we prepare or cooking activities we undertake contain any of the 14 listed allergens below:

Cereals containing gluten, crustaceans, molluscs, soya, milk, celery, mustard, sesame, sulphur dioxide, eggs, fish, lupin, peanuts and other nuts.
- We take account of the Food Standard Agency (FSA) requirement to inform parents that the snacks we provide or cooking activities we undertake may contain the 14 allergens listed above.

## Oral Medication

- Oral medications must be prescribed by a GP and have the manufacturer's instructions clearly written on them.



- All risk assessment procedures need to be adhered to for the correct storage and administration of the medication.
- We must be provided with clear written instructions on how to administer such medication and have the parent's or legal guardian's prior written consent. This is achieved by parents completing our "Medication Consent Form" which is kept on the child's file – see our separate "Administering Medicines Policy".

### **Life Saving Medication & Invasive Treatments**

These are adrenaline injections (Epipens) for anaphylactic shock reactions (caused by allergies to nuts, seeds, eggs etc) or invasive treatments such as rectal administration of Diazepam (for epilepsy). To administer these treatments, we must have:

- a letter from the child's GP or consultant stating the child's condition and what medication if any is to be administered
- written consent from the parent or guardian allowing staff to administer medication; and
- proof of training in the administration of such medication by the child's GP, a district nurse, children's nurse specialist or a community paediatric nurse.

### **Children with Additional Needs**

These are children requiring help with tubes to help them with everyday living e.g. breathing apparatus, to take nourishment, colostomy bags etc.

- We must have prior written consent from the child's parent or guardian to give treatment and/or medication prescribed by the child's GP.
- The child's Key person should have the relevant medical training/experience, which may include those who have received appropriate instructions from parents or guardians, or who have qualifications.



# MOBILE PHONE & CAMERA POLICY

## **Statutory Framework for the Early Years Foundation Stage 2021**

### **Section 3 - The safeguarding and welfare requirements – Child Protection**

*3.4 The safeguarding policy and procedures must include an explanation of the action to be taken when there are safeguarding concerns about a child and in the event of an allegation being made against a member of staff and cover the use of mobile phones and cameras in the setting.*

The welfare, protection and safety of every child in our care is of paramount importance, we take our responsibility to safeguard children seriously. We have procedures in place which we as everyone to respect and to help promote the safety of the children in our care.

Carmena Christian day nursery has a **no use** of mobile phones policy whilst caring for children. It is our intention to provide an environment in which children, parents and staff are safe from images being recorded and inappropriately used in turn eliminating the concern of staff being distracted from their work with children and the inappropriate use of mobile phone cameras around children.

### **MOBILE PHONES & SMART WATCHES (APPLE WATCHES)**

We believe our staff should be completely attentive during their working hours to ensure all children in the nursery receive good quality care and education. Mobile phones must **not** be used during working hours. Staff are permitted to keep their phones switched on in case of urgent calls, but they will be kept in their lockers, away from children and must be on silent.

Under no circumstances does the nursery allow a member of staff to contact a parent/carer using their personal device. Users bringing personal devices into nursery must ensure there is no inappropriate or illegal content on the device. All staff must ensure their mobile phones are inside their bags in their lockers throughout contact time with children. Staff are permitted to use their mobile phones during their lunch breaks away from the children.

The use of apple watches/smart watches etc, are also **not** permitted. Staff wearing smart watches will be asked to remove them and leave them locked away along with their personal mobile phones in their lockers.

The use of mobile phones/smart watches are in staff breaks or in staff member's own time in the designated (child free) staff area.

It is the responsibility of all members of staff to be vigilant and to report any concerns to the nursery manager. (See whistleblowing policy)

All urgent calls are to be taken from the main line, however if any staff member has a family emergency or similar, their mobile will be kept in the office and they will be called to take a call. Prior permission must be sought from the manager or deputy.

During group outings a nominated staff member will take the allocated nursery mobile phone out with them in case of emergency. This should only be used for emergency calls and incoming calls from the nursery, under no circumstances must a member of staff take a personal call whilst caring for children. It is the responsibility of all staff members to be vigilant and report any concerns to the Nursery Manager or Deputy Manager.

The manager or deputy manager reserves the right to check the image contents of a member of staff's mobile phone should there be any cause for concern over inappropriate use of it. Should inappropriate material be found then our Local Authority Designated Office

(LADO) will be contacted immediately, as well as the police. Guidance will be followed with regards to the dismissal of the staff member.

### **Parents & Visitors**

Parents or visitors who either arrive using a mobile phone or take a call on a mobile should be immediately told to end their phone call or leave the premises. Visitors are signed into the nursery and asked to leave their personal belongings and mobile phones in the office area.

### **CAMERAS & CAPTURING IMAGES**

Photographs taken for the purpose of recording a child or group of children participating in activities or celebrating their achievements is an effective form of recording their progression in the Early Years Foundation Stage. However, it is essential that photographs are taken and stored appropriately to safeguard the children in our care.

- Only the designated nursery IPADs are to be used to take any photo within the setting or on outings.
- Images taken on the IPADs must be deemed suitable without putting the child/children in any compromising positions that could cause embarrassment or distress.
- All staff are responsible for the location of the IPADs; this should be placed within the lockable office when not in use.
- The IPADs must be locked away at the end of every session.
- Images taken and stored on the IPADs must be downloaded as soon as possible, ideally once a week.
- Parental permission is obtained from the parent/carer on joining the setting to the use of photographs in the setting.
- Photos taken on nursery IPADs can be uploaded to our closed FAMILY app that only approved relatives of that child have access to the individual child profiles. This will only occur when we have obtained all the parents' permission. Any child whose parent has not signed the permission form for photos on social media will not have their photo uploaded.

This policy is in place to protect and safeguard both children and staff.



# NAPPY CHANGING and TOILETING POLICY

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

We see toilet training as a self-care skill that children have the opportunity to learn with the full support and non-judgemental concern of adults. All children are treated with dignity, care and compassion during nappy changing/toileting. Staff will ensure this time is relaxed; they do not make negative comments about nappy/potty/toilet contents.

Carmena Christian Day Nursery aim to provide the opportunity for all children to use the toilet independently, and to provide assistance for children who require it. Where children are in pull-ups, we will remind them at frequent intervals to use the toilet. If a child is in nappies, these will be changed as necessary.

Good hygiene practices are always followed at the nursery and the children are shown how to use the toilet and how to wash their hands each time they have used the toilet.

## **Parent Partnership**

Before staff begin to potty/toilet train a child it is important that they:

- discuss with the child's parents their intention to start potty/toilet training
- find out whether the parent feels that the child is ready to start potty/toilet training and the best way to approach it.
- inform the parent that they will be required to assist in training, by continuing the process when the child is not in nursery.
- provide the nursery with several extra sets of clothes and underwear. Vests should not have poppers and clothing should be easy to pull down quickly.
- Ensure that all soiled clothes are placed in a plastic bag and given to the parent at the end of each day.
- Underwear that has faeces on it should be rinsed before placing it in a plastic bag.

## **Procedures for children that are toileting or potty training**

- At Carmena Christian Day Nursery we will maintain each child's privacy.
- All staff are familiar with the hygiene procedures and carry these out when toileting children.
- During toileting staff will interact with the child, and if upset will reassure and comfort them. They will praise them verbally throughout the experience.
- Young children are encouraged to take an interest in using the toilet; they may just want to sit on it and talk to a friend who is also using the toilet.
- Staff will wear protective gloves and apron when supporting children during toileting. These will be disposed of after each use.

- Children will be shown the toilet areas before they actually need to use them, to help promote confidence and familiarity in a new environment.
- Carmena Christian Day Nursery staff will remind children to use the toilet/potty regularly.
- Potties are available for children too small to use the toilet or those who feel more confident using a potty.
- Toilet and flush handle is wiped down with antibacterial wipes/spray after each child has used the toilet or potty.
- All children will be encouraged to adopt good personal hygiene by washing their hands properly. Carmena Christian Day Nursery will provide visual reminders to show good hand washing practice.
- Staff will wash their hands with hot, soapy water and dry on disposable towels immediately after completing task.
- Activities and routines will also include reminders about the need for good personal hygiene.
- Only staff members with Criminal Record Bureau (CRB) Enhanced Disclosure clearance will undertake toileting duties.
- Parents are requested to send a bag containing a clean change of clothes for their child in case of accidents. These clothes will only be used for that child.

#### **Procedures for nappy changing**

- During nappy changing staff will interact with the child, and if upset will reassure and comfort them. They will praise them verbally throughout the nappy changing experience.
- All staff are familiar with the hygiene procedures and carry these out when changing nappies.
- Staff will wear protective gloves and apron when changing nappies/pull ups. These will be disposed of after each use.
- Nappy changing will take place throughout the session at timed intervals, also as and when required. Children will also be checked periodically and changed as needed.
- Where possible, key workers change their own key child's nappy. If this is not possible, another member of staff (with whom the child is familiar/comfortable with) will undertake this task.
- Key persons are gentle when changing; they avoid pulling faces and making negative comment about 'nappy contents'.
- Key persons ensure that nappy changing is relaxed and a time to promote independence in young children.
- All children are changed in the nappy changing room on the changing mat.
- The changing mat is wiped down with antibacterial wipes/spray after each nappy change.

- Staff will wash their hands with hot, soapy water and dry on disposable towels immediately after completing task.
- All used pull-ups and nappies will be disposed of in the on-site yellow nappy refuse bin and removed daily.
- All nappy changes will be recorded in our changing records.
- Only staff members with Criminal Records Bureau (CRB) Enhanced Disclosure clearance will undertake nappy changing.
- Parents are requested to send a bag containing a clean change of clothes for their child in case of accidents. These clothes will only be used for that child.
- 
- The parents of Carmena Christian Day Nursery are asked to supply nappies, wet wipes and any barrier cream their child will need.
- As a reminder, children wearing nappies will be changed at the following timings: 10:30am, 2pm & 4:30pm. However, they will also be changed as necessary if they have soiled or are considered to be over wet in order to keep them comfortable and avoid nappy rash.

# NON-MOBILE BABY POLICY

A recent safeguarding review after an investigation into the death of a child noted that “Accidental bruising on non-independently mobile infants is rare and should therefore always warrant further investigation”. We have written this policy and procedure to ensure we are following correct safeguarding procedures in keeping with recent legislations and requirements.

The aim of the policy to safeguard non-moving babies and older children who are unable to move for a variety of reason, for example a disability, by putting in procedures in place to protect them if they are observed to have unexplained bruising or other injuries such as fractures, burns or head injuries which might suggest they have been subjected to abuse.

## Terminology

**Mobile**— a baby who can crawl, pull to stand, “cruise” around furniture, is toddling/ beginning to walk

**Non- Mobile**— babies who are not able to do any of the above. Babies who can roll are classed as non-mobile for the purposes of this policy.

At Carmena Christian day nursery, we recognise that accidents happen which can result in bruises etc, especially in mobile babies/ young children. However, evidence states that is highly unlikely that innocent bruising or other injuries will be observed in non-mobile babies.

We also recognise that non-mobile babies are vulnerable and at the risk of physical abuse. The younger the child, the higher risk that bruising or a mark on a baby is non-accidental. It is a requirement of our Local Safeguarding Children Board (LSCB) that we refer all cases of suspicious bruising/ marks in non-mobile babies and older children to them for investigation.

Findings

- Bruising on a baby who has no independent mobility is very uncommon - less than 1% of non-mobile babies will have bruises. It may be an indicator of a serious medical condition or physical abuse.
- Accidental bruising occurs approximately in 17% of babies who are cruising
- Severe child abuse is 6 times more common in babies aged under 1 year than in older children.
- Infant deaths from non-accidental injuries often have a history of minor injuries prior to hospital admission
- Oronasal bleeding (bleeding from nose and/or mouth) in infants has been proposed as a marker of child abuse and requires investigation by a paediatrician
- Abusive Head Trauma (AHT) - previously described as “Shaken Baby Syndrome” is a relatively common cause of childhood neuro-trauma with an estimated incidence of 14-40 cases per 100,000 children under the age of 1 year; 15-23% of these babies die within hours or days after the incident. Of those who survive AHT, one third are severely disabled; one third are moderately disabled; one third have mild or no lasting symptoms.
- Infants under the age of one year are more at risk of being killed at the hands of another person (usually a carer) than any other age group of children in England and Wales. Non-mobile babies

cannot cause injuries to themselves and therefore must be considered at significant risk of abuse. Multi- agency information sharing allows for sensible, informed judgements regarding the child's safety to be made.

### **Procedure**

If a child enters the nursery with a visible injury/mark/bruise child, a "pre-existing injury form" will be completed and recorded for both mobile and non-mobile babies/ young children. If a reason has been given for the mark or injury by parent(s)/carer(s) this will be recorded, and the parent/carer will be asked to sign the form.

It is especially important that all bumps, bruises, and marks on a baby/young child are noted as soon as possible after they have been observed and places in the child's file. The forms must be as detailed as possible and always signed and dated.

Accidents, incidents, injuries in the provision or at home, physical intervention and any other reports must be made in writing, as soon as possible after the incident occurred. In all cases it is important to note-

- Child's name and D.O.B
- Date and time of the accident
- Who was present (witness)
- Exactly what happened or exactly what you are told happened
- What injuries were caused and a record of any first aid carried out
- Whether parents were advised to take the baby to seek medical advice (hospital/doctor etc) this advice must always be given in the event of a head injury
- Whether a referral was made to another agency- police, doctor, social services etc
- The provider must sign and date the record
- A signature and date of signing should be requested from parents

If there is an ongoing concern; for example, if a baby has been hurt by an older child in your care who may be a bit "heavy handed" with the baby, a thorough review of risk assessments will be carried out to show what mistakes were made and how they can be prevented.

### **RELATED POLICIES**

- Safeguarding Policy
- Child Protection Procedure





# NURSERY FEE POLICY

## Booking a place

Once you have been offered a place at the nursery, you will be required to sign a contract and registration forms and pay a registration fee of £40.00 to secure a place for your child. On acceptance of a nursery place, you will be required to pay 1 week's deposit (you will receive this when your child leaves) and your regular fees.

Deposits are payable by how many days per week you are booking and as follows;

1 day per week -£85

2 days per week - £140

3 days per week – £195

4 days per week -£210

5 days per week -£260

The full daily nursery fee is £85.00. Half day sessions are £50.00 and run from 8.00am -1pm and 1.00pm- 6.00pm.

The nursery is open 51 weeks and is closed for the Christmas period and Bank holidays which is chargeable.

All fees are due, and payable, one full month in advance by standing order, cash, and cheque and or childcare vouchers/ tax free childcare scheme.

Our monthly fees are calculated using the following formula:

Weekly rate (based on the amount of sessions per attended week) X 52 (weeks) / 12(months)

## Non-attendance, sickness & Holidays

Fees are payable during periods of sickness, family holidays and bank holidays.

## Outstanding Fees

As per the contract, payments must be made in full and in advance by the first working day of the month. Late payments will incur a fine of £10 plus 5% each day thereafter.

Parents will be issued with a reminder invoice, statement of fees and a letter asking payment to be made within 7 days of the date of the letter.

Failure to do so will result in a second letter issued, informing parents not to bring their child into nursery until the outstanding balance is paid in full and an updated statement including a 10% administration charge.

In the instance that payment is in arrears after receiving 2 reminder letters, the child's placement at Carmena Christian day nursery will be terminated and the outstanding balance will be referred to a debt collection agency.

## **Statutory Framework for the Early Years Foundation Stage 2021**

### **Section 3 - The safeguarding and welfare requirements - Outings**

*3.66. Children must be kept safe while on outings. Providers must assess the risks or hazards which may arise for the children, and must identify the steps to be taken to remove, minimise and manage those risks and hazards. The assessment must include consideration of adult to child ratios. The risk assessment does not necessarily need to be in writing; this is for providers to judge.*

*3.67. Vehicles in which children are being transported, and the driver of those vehicles, must be adequately insured.*

At Carmena Christian day nursery we feel it is important to provide opportunities for children to take part in outings so they can further develop their knowledge and to ensure every child has access to the same opportunities in life.

Trips can include trips on foot, i.e. visits to the local park, the library, local markets, and places of interest.

All procedures must be followed prior to an outing

- A full outings risk assessment must be completed
- written permission from all parents/carers is obtained prior to the outing
- staffing ratios must be maintained
- young children will be pushed in pushchairs and older children will be allocated to a responsible adult
- all children contact/emergency contact information must be taken
- at least 1 first aider must be present and have a suitable, complete first aid box with them always.
- any child who has a health care plan must have their health care plan documents, along with any medication/asthma pump / EpiPen's if needed
- A member of staff is to carry on them, the nursery mobile phone which must be fully charged and have enough minutes/credit in the case of emergencies.
- At no time whilst on an outing must a member of staff use the nursery mobile phone to make or receive a personal phone call.



# PARENTS IN PARTNERSHIP POLICY

Carmena Christian day nursery believes that for children to receive quality care and early learning that suits their individual needs, parents and staff need to work together in a close partnership. We recognise that parents/carers play the fundamental role in a child's development as their first educators of their young children and our aim is always to support their role. The two-way sharing of information is key to this. The nursery team welcomes parents as partners and this relationship needs to be built on trust and understanding. It is important that we, as practitioners, can support parents in an open and sensitive manner.

The nursery wishes to ensure parents are an integral part of the care and early learning team within the nursery.

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.
- Ensure all parents are signed up to our online learning journey "Family" app, where parents are able to log on and see their children's development in real time as soon as they are uploaded
- 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 be as flexible as possible.
- Ensure nursery documentation and communications can be easily adapted to a format to suit individual 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 hard copy of our policy documents will be available upon request as well as detailed on our website.
- Maintain regular contact with parents to help us to build a secure and beneficial working relationship for their children
- Support parents in their own continuing education and personal development 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, parents evening etc.
- Inform parents about nursery activities and events through regularly distributed newsletters, liaising and communication books.
- Operate a key person system to enable a close working relationship with all parents. Support two-way information sharing regarding each child's individual needs both in nursery and at home

- Inform parents on a regular basis about their child's planning and progress and involve them in the shared record keeping.
- 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
- Inform all parents of the systems for registering queries, compliments, complaints, or suggestions, and to check that these systems are understood by parents. All parents have access to our written complaint's procedure.
- Provide opportunities for parents to learn about the Early years foundation Stage (EYFS) and about young children's learning in the nursery and at home.
- Provide a written contract between the parent(s) and the nursery regarding conditions of acceptance and arrangements for payment and funding.
- Respect the family's religious and cultural backgrounds and beliefs and to accommodate any special requirements wherever possible and practical to do so.

Find out the needs and expectations of parents. These will be obtained through regular feedback via questionnaires, suggestion system and encouraging parents to review working practices. These are then evaluated by the nursery to promote nursery practice, policy, and staff development.



# PARENT CODE OF CONDUCT POLICY

## **Policy Statement**

At Carmena Christian day nursery, we strongly believe in developing positive relationships with our parents and carers and we maintain this through the friendly, approachable service we offer to our families. We, alongside our parents, recognise that a child's time at nursery requires a partnership between home and nursery which is vitally important to provide the best consistency of care and education. We are very fortunate to have such supportive and friendly parents.

The purpose of this policy is to provide a reminder to all parents, carers and visitors to our nursery about expected conduct so that we can work together to ensure a safe and positive environment for all our children. This policy should be considered alongside our Valuing Diversity and Promoting Equality Policy.

## **Respect and Concern for other Adults and Children**

We expect parents and carers to show respect and concern for others by:

- Supporting the respectful ethos of our nursery by setting an example of good conduct in both their own speech and behaviour towards all members of Carmena including staff, volunteers, other parents and children;
- Respecting equal opportunities and the rights of everyone within the nursery regardless of their age, gender, sexual orientation, marital status, race, culture, disability, background, religion or belief;
- Maintaining positive lines of communication and working together with staff for the benefit of all children;
- Resolving issues of concern or clarifying specific events with staff whilst they are in the setting and being aware that whilst staff and volunteers wish to maintain a positive relationship with all parents, they are unable to discuss issues when away from the setting;
  - Addressing their own child's inappropriate behaviour on the nursery premises where it could otherwise lead to conflict, aggressive or unsafe behaviour;
- Respecting the nursery environment;
- Reading and respecting all Carmena policies and procedures;
- Following our parking guidelines in the local neighbourhood and being responsible for own children and mindful of others when travelling to nursery.

## **Unacceptable Behaviour**

In order to support a peaceful and safe nursery environment, Carmena Christian day nursery will not tolerate;

- Smoking, vaping or the use of e-cigarettes in our premises or on our grounds;
- Consumption of alcohol or illegal substances on the premises, or accessing the preschool site whilst intoxicated or under the influence of illegal substances;
- Any use of disruptive behaviour which interferes with the operation of the nursery;
- Any use of offensive, abusive or insulting language;
- Any discriminatory, prejudicial, racist, sexist or homophobic remarks or behaviour towards other adults or children;
- Shouting, threatening behaviour or the use of physical aggression or violence towards other adults or children;
- Any bullying towards other adults or children;
- Abusive or threatening communications such as e-mails, phone calls, text messages or social network messages;
- Malicious or defamatory comments or social media posts relating to pre-school, the staff or other families; and

- Any inappropriate posting on the internet or social media that could bring the nursery's reputation into disrepute.

We reserve the right to take immediate action should any of the above behaviours take place. The managers of Carmena Christian day nursery, are within their right to report any of the above behaviours to the appropriate authorities and/ or police, and could result in prohibiting an offending adult from entering the nursery grounds on a permanent basis. We may also consider withdrawing the child's place at our pre-school. We expect all parents and carers to co-operate with and respect this policy

# PEER ON PEER ABUSE POLICY

At Carmena Christian day nursery, we work in line with *Keeping Children Safe in Education 2020*, which states that 'Governing bodies and proprietors should ensure their child protection policy includes procedures to minimise the risk of peer-on-peer abuse and sets out how allegations of peer-on-peer abuse will be investigated and dealt with'. The document also states it is most important to ensure opportunities of seeking the voice of the child are heard. Our setting will ensure the child's wishes and feelings are considered when determining what action to take and what services to provide. Systems will be in place for children to express their views and give feedback. Ultimately, any system and processes should operate with the best interests of the child at their heart.'

At Carmena Christian day nursery, we continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to impact on that individual child's emotional and mental health and well-being.

## **Purpose and Aim**

Children and young people may be harmful to one another in several ways which would be classified as peer-on-peer abuse. The purpose of this policy is to explore the many forms of peer-on-peer abuse and include a planned and supportive response to the issues.

At Carmena Christian day nursery we have the following policies in place that should be read in conjunction with this policy:

- Child Protection Policy
- Safeguarding Policy

## **Framework and Legislation**

This policy is supported by the key principles of the Children's Act, 1989 that the child's welfare is paramount. Another key document that focuses adult thinking towards the views of the child is *Working Together, 2015*, highlighting that every assessment of a child, 'must be informed by the views of the child' and within that 'It is important to understand the resilience of the individual child when planning appropriate services. (*Working Together, 2015*) This is clearly echoed by *Keeping Children Safe in Education, 2020* through ensuring procedures are in place in schools and settings to hear the voice of the child.

## **Introduction to abuse and harmful behaviour**

Abusive behaviour can happen to children in settings and it is necessary to consider what abuse is and looks like, how it can be managed and what appropriate support and intervention can be put in place to meet the needs of the individual and what preventative strategies may be put in place to reduce further risk of harm. Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'.

## **Types of abuse**

There are many forms of abuse that may occur between peers and this list is not exhaustive. Each form of abuse or prejudiced behaviour is described in detail followed by advice and support on actions to be taken.

### Physical abuse e.g. (biting, hitting, kicking, hair pulling etc.)

Physical abuse may include, hitting, kicking, nipping, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in

such behaviour, including accidentally before considering the action or punishment to be undertaken.

### Sexually harmful behaviour/sexual abuse e.g. (inappropriate sexual language, touching, sexual assault etc.)

Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as well as the young person it is intended towards. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault/abuse.

### Prejudiced Behaviour

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual).

### Expected action taken from all staff

Although the type of abuse may have a varying effect on the victim and initiator of the harm, these simple steps can help clarify the situation and establish the facts before deciding the consequences for those involved in perpetrating harm.

It is important to deal with a situation of peer abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts around what has occurred as soon after the child(ren) may have forgotten. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved.

In all cases of peer on peer abuse it is necessary that all staff are trained in dealing with such incidents, talking to young people and instigating immediate support in a calm and consistent manner. Staff should not be prejudiced, judgemental, dismissive or irresponsible in dealing with such sensitive matters.

### Gather the Facts

Speak to all staff who were present and children dependant on age and understanding, using consistent language and open questions. The easiest way to do this is not to have a line of questioning but to ask the young people to tell you what happened. Only interrupt the young person from this to gain clarity with open questions, 'where, when, why, who'. (What happened? Who observed the incident? What was seen? What was heard? Did anyone intervene?)

- Track evidence through observations, incident reports, ABC charts and CCTV.
- Consider the Intent (begin to Risk Assess)
- Has this been a deliberate or contrived situation for a young person to be able to harm another?
- From the ABC tracker charts, can you define a trigger?
- Are staff consistent with behaviour management?
- Are all new staff to the room informed of the circumstances and required amount of supervision?



- Are the parents working together with the setting on using the same strategies? And are the parents consistent at home?

#### Decide on your next course of action

If from the information that you gather you believe any young person to be at risk of significant harm you must make a safeguarding referral to social care immediately (where a crime has been committed the police should be involved also). If this is the case, once social care has been contacted and made a decision on what will happen next then you will be informed on your next steps.

It may also be that social care feel that it does not meet their criteria in which case you may challenge that decision, with that individual or their line manager. If on discussion however, you agree with the decision, you may then be left to inform parents.

#### Informing parents

If, once appropriate advice has been sought from police/social care you have agreement to inform parents or have been allocated that role from the other services involved then you need to inform the parents as soon as possible. If services are not going to be involved then equally, this information may need to be shared with parents .

The best way to inform parents is face to face. Although this may be time consuming, the nature of the incident and the type of harm/abuse a young person may be suffering can cause fear and anxiety to parents whether their child is the child who was harmed or who harmed another.

#### Points to consider: What is the age of the children involved?

How old are the young people involved in the incident and is there any age difference between those involved? (In relation to sexual exploration, children under the age of 5, in particular 1-4-year olds who are learning toileting skills may show a particular interest in exploration at around this stage. This, however, should not be overlooked if other issues arise (see following)

#### Where did the incident or incidents take place?

Was the incident in an open, visible place to others? If so was it observed? If not, is more supervision required within this area?

What was the explanation by all children involved of what occurred?

Can each of the young people give the same explanation of the incident and also what is the effect on the young people involved? Is the incident seen to be bullying for example, in which case regular and repetitive? Is the version of one young person different from another and why?

What is each of the children's own understanding of what occurred?

Do the young people know/understand what they are doing? E.g. do they have knowledge of body parts, of privacy and that it is inappropriate to touch? Is the young person's explanation in relation to something they may have heard or been learning about that has prompted the behaviour? Is the behaviour deliberate and contrived? Does the young person have understanding of the impact of their behaviour on the other person?

In dealing with an incident of this nature the answers are not always clear cut. If you are concerned or unsure as to whether or not there is any risk involved, please seek advice from

#### Children's Services Social Care.

#### **Repetition**

Has the behaviour been repeated to an individual on more than one occasion? In the same way it must be considered has the behaviour persisted to an individual after the issue has already been discussed or dealt with and appropriately resolved?

### **Next Steps**

Once the outcome of the incident(s) has been established it is necessary to ensure future incidents of abuse do not occur again and consider the support and intervention required for those involved.

For the young person who has displayed harmful behaviour

In this circumstance it is important to find out why the young person has behaved in such a way. Particular support from identified services may be necessary through a CAF/strengthening family/early help referral and the young person may require additional support from family members.

Once the support required to meet the individual needs of the young person has been met, it is important that young person receives a consequence for their behaviour. This may be in the form of restorative justice e.g. making amends with the young person they have targeted if this has been some form of bullying.

Even following the conclusion of any investigation, the behaviour that the young person has displayed may continue to pose a risk to others in which case an individual risk assessment may be required. This should be completed via a multi- agency response to ensure that the needs of the young person and the risks towards others are measured by all those agencies involved including the young person and their parents. This may mean additional supervision of the young person or protective strategies if the young person feels at risk of engaging in further inappropriate or harmful behaviour.

### **After care**

It is important that following the incident the young people involved continue to feel supported and receive help even if they have stated that they are managing the incident. Sometimes the feelings of remorse, regret or unhappiness may occur at a much later stage than the incident.

### **Preventative Strategies for Settings**

It is important to develop appropriate strategies in order to prevent the issue of peer on peer abuse rather than manage the issues in a reactive way.

It is necessary that staff consider each issue and everyone in their own right before taking action.

At Carmena Christian day nursery, we reserve the right to terminate a contract if we feel that we have exhausted every possible strategy to avoid a child hurting another child; we have evidence that the child's behaviour is not being dealt with consistently at home; advice to take child to an outside agency, ie. GP, Health Visitor is not followed.



# PERSONAL BELONGINGS POLICY

The staff at Carmena Christian day nursery understands that a child may have an emotional attachment to personal belongings from home, such as a comfort toy, blanket, soother, and accept that this item may be instrumental to the child's feeling of emotional well-being and sense of belonging when starting in our setting. Comfort toys, blanket or soother are viewed as important for a child's settling-in process and developing the link to home.

The following procedures are in place to implement this policy:

1. Our staff will encourage parents to bring only their child's "comfort toy/ blanket or soother which may be essential to a child's emotional well-being and/ or sense of belonging, connecting home experiences with our services to assist in the settling-in process.
2. Our staff will discourage the bringing of toys and random objects from home to our setting by asking parents to leave all other toys and objects at home except for comfort toy/ blanket or soother especially due to current health and safety measures.
3. Parents are encouraged to clearly label all comfort toys so staff can correctly identify belongings to ensure they are returned
4. Staff will make it clear that whilst all care is taken staff are not responsible for damaged or lost items
5. Age appropriate educational toys and resources are available for your child's use daily which removes the need for children to bring toys to the nursery, although we do welcome children to share their interests with their peers
6. Special events which allows children to wear fancy dress should not encourage violence.

## **What your child will need whilst at nursery**

### **Bag**

Your child will need to bring a bag nursery to store all of your child's belongings. You can take this bag home every night, or you can feel free to leave it at the nursery if nothing further needs adding. Your child will have a coat peg at the nursery where you can leave their bag, coat and any other belongings.

### **Nappies, Wipes & Creams**

If you have a young child who is not yet toilet trained, it's important that we have a stock of any items you use at home. We're happy for you to bring whole packs of nappies and wipes to the nursery, eliminating the need to bring in extras each day. We label your child's packs of nappies and wipes with their name and store them in the nappy changing areas in personalised baskets. It is also helpful to provide us with any creams that you would like your child to have applied whilst at nursery. These can be applied as and when required.

### **Formula Milk**

Parents will need to supply formula for their child until they move onto whole milk (which is then provided by the nursery). Children in attendance at our nursery are offered whole/semi-

skimmed milk or soya milk. Parents wishing for their child to be offered alternatives in line with dietary needs will be required to supply this on a weekly basis.

### **Bibs**

Parents are required to provide a 'catch all' to avoid excessive soiling of clothes during mealtimes. Parents are also required to provide additional everyday bibs and tops for children who are teething.

### **Toothbrush and Toothpaste**

Carmena encourages teeth brushing especially after lunch and on waking. Parents are asked to equip their child with a tube of toothpaste and toothbrush ideally with a cover. Parents will be informed when they need to be replenished.

### **Coat**

All children, including babies, access the outdoors every day. Whilst time outdoors may be reduced due to inclement weather, they will still go out in the rain and snow. Therefore, it is important that children have the appropriate clothing to do so.

### **Outdoor Shoes/Wellies**

It is important that all children, including those who may not yet be walking, have a pair of outdoor shoes. These will be used when the children go out into the garden. Wellies are great for use in wet weather and can be removed or changed when the children come indoors. Many of our parents provide their children with a set of nursery wellies that remain at the nursery at all times.

### **Spare Sets of Clothes**

You may have thought that your child went through so many clothes changes when at home; however, our commitment to fun and engaging activities often results in 'mess'. Please ensure that you bring at least 3 spare changes of clothes in their nursery bag, as we cannot promise they will return home in the clothes they arrived in!

For those children who have just started toilet training, more spare bottoms, pants/knickers and socks; will need to be provided.

### **Sun Cream & Sun Hat**

Parents are asked to bring in their own sun cream for their child when at nursery. This removes any issues that may occur with sensitive skin or allergic reactions. Please ensure that you keep some sun cream in your child's bag, as the sun can sometimes make an unexpected appearance. In addition to this, please ensure that your child has a sun hat to protect them when outdoors in hot weather.

### **Extra Underwear**

If your child is toilet training, it is likely that they may have accidents whilst at nursery. Staff will be happy to support any toilet training needs at nursery. Please ensure that there are sufficient spare changes of underwear or clothing if your child is going to be toilet training while at nursery.

### **Slippers**

We advise the wearing of slippers with a rubber sole to be worn whilst inside the nursery.

### **Comfort Item**

Having a reminder from home can provide children with the much-needed reassurance, however, this should be limited to dummies or a comfort blanket. We do not accept toys.....

### **Any Necessary Medication**

We understand that there may be times when children will require medication when at nursery. Please ensure that if your child needs access to medication whilst at nursery they are prescribed and in date.

In order to avoid un-necessary upsets, toys are forbidden from being brought into the nursery. Occasionally we will request for personal items from home to be brought into the nursery under supervision especially during events etc. Costumes, guns, fighting toys, or any toys promoting violence and/or destruction will not be permitted

Please ensure that your child is dressed in appropriate clothing when attending the nursery. All of the children have access to paints, glue, sand, water, mud in the garden, etc. So please keep this in mind when selecting clothes for them to wear.

Please label children's clothes otherwise we may not be able to identify them.

Please also avoid placing jewellery items on your child as they may get lost or caught on things – and small items may caused a choking risk..

Carmena Christian Day Nursery does not accept responsibility for lost items.



# PHYSICAL RESTRAINT POLICY

Carmena Christian day nursery operates a positive Behaviour Policy. It is our aim to establish good behaviour from our children in a caring and supportive environment where the welfare of the children is paramount.

The purpose of this policy is to outline the procedures to be followed in the rare case of a restrictive physical intervention being used by a member of staff towards a child.

The use of physical intervention/restraint is wherever possible avoided. However, where necessary and appropriate, reasonable force will be used to control or restrain children. It is our aim to:

- Create a warm, calm and orderly atmosphere that promotes a sense of community
- Achieve a consistent attitude by all staff that gives pupils a sense of security and safety whilst promoting clear expectations on acceptable behaviour
- Ensure that all staff, relevant directors, children, parents/carers understand their roles and responsibility regarding behaviour management
- Promote the continual development of staff and appropriate documented training necessary  
The attitude and behaviour of all staff is essential in creating and maintaining a positive ethos within the nursery, the committed team approach will help provide a positive role model for children where they respect themselves and others.

Definition:

**Physical intervention** is any method of physically intervening to resolve a difficult or dangerous situation and is not necessarily physical restraint.

**Physical restraint** is defined as when a member of staff uses force with the intention of restricting a young person's movement against their will.

Physical intervention and restraint should be used as last resort to support children and young people in times of crisis. Restraint should be avoided wherever possible. It is never a substitute for good behaviour management. Other methods (such as defusing conflict, non-physical calming, etc) of managing the situation should always be tried first, unless this is impractical.

The degree of force used should be the minimum needed to achieve the desired result.

Physical restraint should only be considered an option if:

- Calming and defusing strategies have failed to de-escalate the situation
- The response is in the paramount interests of the young person
- Not intervening is likely to result in more dangerous consequences than intervening.

## Using force

Before using force, staff should, wherever practicable, tell the child to stop misbehaving and communicate in a calm and measured manner throughout the incident. Staff should never give the impression of acting out of anger or frustration or to punish a child and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary.

Certain types of physical contact to "punish a child or cause pain, injury or humiliation" is explicitly forbidden (Educational Act 1996). Examples of this contact would be as follows:

- Kicking, slapping, punching

- Tripping
  - Holding child face down to the ground
  - Any contact/hold that may restrict breathing/airways
  - Forcing limbs against their joint
- In all incidents where physical restraint has been used, the following actions must be taken:
- The manager/owner (highest authorities member of nursery) must be informed as soon as possible.
  - The managers owner is responsible for ensuring parents are informed as soon as possible
  - Staff involved must complete a written record as soon as possible and always within 12 hours of incident taking place

### **Risk management**

Any child who has needed to be restrained or who has challenging behaviour which might make this necessary should have a risk assessment and a behaviour plan specifying situation most likely to trigger difficulty behaviour. Any strategies (de-fusing techniques most likely to help, agreed with parents/cares and communicated to all staff who work with the child. (This must be reviewed every half term)

### **Health & safety**

The young person's health and safety must always be considered first and monitored. Any restraint must be ceased immediately if significant signs of physical distress are seen. i.e sudden changes in colour, difficulties in breathing, vomiting.

Staff are not under a duty to run the risk of personal injury, by intervening where it is not safe to do so. If the situation is assessed as being too dangerous, staff should remove other children, retire to a safe distance, and call for another member of staff to help.

If a child and his/her parents/carers wish to make a complaint about physical restraint used by a member of staff or other authorised person, they will complain to the manager/owner In the first instance ( or to the directors if the managers are subject of the complaint). The incident will then be investigated under the relevant disciplinary procedure.

### **Legalities/context and framework**

Section 93 of the Education & inspection act 2006 stipulates that reasonable force may be used to prevent a pupil/child.

- Committing a criminal offence (or for a pupil under the age of criminal responsibility, what would be an offence for older pupil)
- Where there is a risk of injury to others or to the pupil (child)
- Where there is a risk of significant damage to property
- Where good order and discipline is compromised

## **Statutory Framework for the Early Years Foundation Stage 2021**

### **Section 3 - The safeguarding and welfare requirements – Child Protection**

3.7. Providers must have regard to the government's statutory guidance 'Working Together to Safeguard Children' 17 and to the 'Prevent duty guidance for England and Wales' 18. All schools are required to have regard 19 to the government's 'Keeping Children Safe in Education' 20 statutory guidance, and other childcare providers may also find it helpful to refer to this guidance. If providers have concerns about children's safety or welfare, they must notify agencies with statutory responsibilities without delay. This means the local children's social care services and, in emergencies, the police.

### **Policy statement**

At CARMENA Christian day nursery it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation should be seen as part of wider safeguarding duties, and is similar in nature to protecting children from other harms (eg. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

We promote fundamental British values and we emphasise this daily through personal, social and emotional development and understanding of the world. All staff are instructed to challenge extremist and radical views.

All staff are expected to assess the risk of children being drawn into terrorism. This means being able to demonstrate both a general understanding of the risk affecting children and specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.

As with managing other safeguarding risks, staff should be aware of changes in children's behaviour which would indicate that they may be in need of protection. Staff should use their personal judgement in identifying children who might be at risk of radicalisation and act accordingly which may include making a referral to the Channel programme.

### **Procedure for reporting concerns**

If a member of staff has a concern they should follow the Nursery's normal safeguarding procedures, and report to the Manager, who will, if deemed necessary, discuss with Wandsworth Prevent Programme – 020 8871 6622

The local police can be contacted or dial 101 (the emergency number) they can talk to you in confidence about concerns and help gain access to support and advice. Also, they can advise if this would be a case for Channel.

The Department for Education has a dedicated telephone helpline (020 7340 7264) to enable staff and directors to raise concerns relating to extremism.

Concerns can also be raised by email to [counter.extremism@education.gsi.gov.uk](mailto:counter.extremism@education.gsi.gov.uk)

### **Channel**

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for nursery's to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

The panel must be chaired by the Local Authority and include the police Following a referral the panel will assess the extent to which individuals are vulnerable to being drawn into



terrorism, and, where, considered appropriate and necessary, consent is obtained and support arranged.

Channel is available at: <https://www.gov.uk/government/publications/channel-guidance>.

### **What is Radicalism?**

Radicalism refers to the process by which a person comes to support terrorism and forms of extremism.

Protecting children from the risk of radicalisation is seen as part of Carmena's wider safeguarding duties and is similar to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings.

Specific background factors may contribute to vulnerability which are often combined with specific influences such as family/ friends online.

### **What is Extremism?**

Extremism is vocal or active opposition to fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Also included in extremism are calls for the death of members of our armed forces, in this country or overseas



# PROCEDURE IN THE EVENT OF TERRORIST ATTACK OR NATIONAL EMERGENCY

Considering the recent terrorist attacks, we now feel it is necessary to have a procedure in place on what to do in the event of a terrorist attack or a national disaster.

The care and security we provide to your child is paramount. As an Ofsted Registered Nursery, we will do everything within our powers to protect, comfort and support your child in the event of a major incident, National Emergency or Terrorist Attack.

If we are involved or caught up in the incident, we will comply fully with the instructions from the emergency services and constantly reassure the children in our care.

If you are caught up in an incident, we will continue to look after your child until you are able to return or a person nominated is able to collect them.

We will try our best to keep in contact by landline, mobile, FAMILY app or email. In extreme circumstances this may include overnight care, but this will be discussed with you and Social Services will also be kept informed. Rest assured; your child will not be put at risk in any way.

We understand that during major incidents the mobile phone networks are often not available and even landlines can be cancelled to free up communication systems for the emergency services. We will however attempt to contact you on a regular basis and ask that you try to do the same. We will keep up to date on the situation using any media source available to us, radio, television, internet etc.

We will endeavour to protect your child from information or images that may alarm or distress them. If you wish we can have a pre-planned excuse that we be used to explain your delay in arriving.

We hope that this procedure never needs to be put into practice and are happy to discuss any issues you have.



## ROAD SAFETY POLICY

Carmena Christian day nursery are fully committed to promoting road safety when we are taking them out on outings.

All staff are expected to carry out the following.

- Making sure all children who are walking are supported by an adult. Staff are expected to explain why this is important.
- Ensuring that the adults responsible for each pram on the outing have strapped their children in properly and will give adequate space from the roadside and the curb when crossing.
- Ensuring that no child is ever let out alone, nor can they be left with an older child.
- All staff are aware that no child within our care can cope with traffic.
- Whilst out on outings we ensure that we are making the children aware of road safety such as: stopping at the curb, waiting for the green man, looking left/right, and listening for cars before crossing etc. (The Green Cross Code).
- All staff will explain the difference between the road and the pavement and what traffic is: this will include explanations such as, the road is for traffic and the pavement is for people. All staff will make sure that they explain why it is safe to walk on the pavement and not safe to walk within the road. Staff should also ensure that this is explained before exiting the nursery to go on our outing making sure the children are aware of this.



# SAFER RECRUITMENT POLICY

## **Statutory Framework for the Early Years Foundation Stage 2021**

### **Section 3 - The safeguarding and welfare requirements – Suitable People**

*3.9. Providers must ensure that people looking after children are suitable to fulfil the requirements of their roles. Providers must have effective systems in place to ensure that practitioners, and any other person who may have regular contact with children (including those living or working on the premises), are suitable.*

### **Introduction**

At Carmena Christian day nursery we aim to ensure that all people working with children are suitable to do so and we are therefore extremely vigilant when recruiting new staff to join our team.

We are committed to providing the best possible care to our children, and to safeguard and promote welfare of young children. The nursery is also committed to providing a supportive working environment for all its members of staff. The nursery recognises that, in order to achieve these aims, it is of fundamental importance to attract, recruit and retain staffs who share this commitment. Carmena Christian day nursery will follow a strict safeguarding procedure to protect all children and young people in our care and expects all staff and volunteers, students and agency staff to share this commitment.

### **Recruitment Procedure**

All prospective candidates will be asked to submit an application form containing questions about their previous employment and academic history along with their curriculum vitae.

Applicants will then be contacted either by email, letter or phone to let them know if they have been successful in reaching the next stage, a face to face/TEAM interview.

Candidates that are invited along to a face to face interview are asked to bring with them:

- Either current driving licence, passport or full birth certificate
- A utility bill or statement, showing name and address within 3 months
- Documentation showing their national insurance number (NI card, P45 or P60)
- Documents confirming any educational or professional qualifications referred to in their application form.
- Eligibility to work in the UK
- Their criminal history (disclosing anything that will show up on a DBS)
- Where an applicant claims to have changed his/her name by deed poll, the correct documentation will be requested.
- Where possible, references will be checked before the interviewing stage.

During the interview, detailed enquires will be made regarding any gaps in their employment and reason for leaving employment.

Successful candidates will receive a letter stating their job offer is conditional, dependant on the return of 2 satisfactory written references and an enhanced DBS check.

## **Induction**

Once offered a position, the staff will be on a 3-month probation period, during this time the staff will be trained in all areas and complete an induction programme. New staff who do not receive 2 full references will be placed on an extended probation of 6 months.

New members of staff will not be allowed unsupervised access or be able to provide intimate care (nappy changing or supervising toileting) to any child until their DBS is completed and its clear.

New employees will undergo an induction period, during which time they will familiarise themselves with the routines of the nursery, read our nursery policies and procedures and will be trained by a "mentor" who will introduce them to the way in which the nursery operates.

## **Documents given to staff during their induction**

- Staff policy and procedure folder (includes whistleblowing, code of conduct etc)
- New starter staff details form
- Personal information form
- P46 form if required
- Certificates
- Health and safety declaration consent pack
- Employee disclosure form
- Fire drill procedure
- Security

## **Intimate caregiving procedures**

All staff members will be invited to and attend an annual ongoing suitability interview as well as an appraisal/performance review. Staffs are responsible for notifying the manager, in person, if any circumstances arise that may affect their suitability to work with children, which includes any health concerns or incidents that have occurred outside the nursery.

## **Enhanced DBS checks**

In accordance with the recommendations of the DFEs in "safeguarding children; safer recruitment and selection in education settings" the nursery will carry out several -pre-employment checks in respect of all prospective employees for all positions.

Due to the nature of the work, the nursery will apply for Disclosure and Barring certificates from the Disclosure and Barring service (DBs). The nursery will cover the cost of the first check. The nursery will always request an enhanced disclosure as described below:

- An enhanced disclosure will contain details of all convictions on record including current and spent convictions (including those which are defined as "spent" under the rehabilitation of offenders Act 1974) together with any details of any cautions, reprimands or warning held on the Police National Computer. It may also contain non-conviction information from local police records which a chief police officer thinks may be relevant in connection with the matter in question.
- If the individual is applying for a position working with children, it will also reveal whether he/she is barred from working with children by virtue of his/ her inclusion on the lists of those

considered unsuitable to work with children maintained by the DFES and the department of health.

The nursery's policy is to observe the guidance issued or supported by the DBS on the use of disclosure information. In particular, the nursery will:

- Store disclosure information and other confidential documents issued by the DBS in locked cabinet located in the office, access to which will be restricted to specific members of staff
- Not retain disclosure information or any associated correspondence for longer than necessary. In most cases the nursery will not retain such information for longer than 6 months although the nursery will keep a record of the date of the disclosure and the disclosure number which will be recorded on their personal information forms.

Once the member of staff has received her DBS certificate, they will be permitted to sign up to the update service which is £13 annually, guidance on how to do this can be located in the corridor on the safeguarding board or displayed in the staffroom on staff board.

We aim to ensure your child's introduction to our setting is as stress free as possible. Once a place has been offered, we aim to achieve this by inviting you and your child to visit the nursery prior to your child's official start date. This helps to familiarize your child with the nursery, the nursery staff, and the other children, and provides the opportunity to give your journey a trial run.

Our normal procedure would be for you to stay for a short period until the child becomes familiar with the surroundings, and then leave as quickly as possible. Due to COVID 19 guidelines this is temporarily unavailable however the staff will take your child at the door and the nurse will have continuous communication with the parent or carer during the settle for reassurance and to answer any questions that may arise.

A couple of visits or more if necessary, will be arranged prior to your child starting to help your child adjust to the nursery setting. Allowing extra time on arrival, will help your child/children to adjust slowly to the new setting, the extra time to be reduced slowly.

Minimizing disruption to their home routines, taking into consideration those children already in the setting, will help new children settle in comfortably and will give them security.

To encourage a smooth transition, simple, exciting, stimulation, fun activities will be provided.

A child who is tense or unhappy will not be able to play or learn properly, so it is important for parents/carers and staff to work together to help the child feel confident and secure in the group. This takes longer for some children and parents/carers should not feel worried if their child takes a while to settle. You must be prepared to accept that it may take some time for your child to adjust to the nursery but very few children fail to settle eventually. Please remember, the more your child comes and experiences the activities on offer and sees you interacting with the staff, the more settled s/he will feel.

# SMOKING, DRINKING & DRUGS POLICY

## **Statutory Framework for the Early Years Foundation Stage 2021**

### **Section 3 - The safeguarding and welfare requirements – Smoking and Vaping**

*3.57. Providers must not allow smoking in or on the premises when children are present or about to be present. Staff should not vape or use e-cigarettes when children are present and providers should consider Public Health England advice on their use in public places and workplaces.*

Carmena Christian day nursery are fully committed to promoting the health and well-being of children, families, employees and other visitors to the nursery. We do not condone the misuse of drugs, including alcohol, or smoking. It is our policy that the use of alcohol, illegal drugs or tobacco is prohibited/ forbidden in all areas of the nursery, including the garden, entrance and immediate encompassing areas (building, carpark, grounds etc)

This policy is informed by the following legislation:

- UN Convention on the Rights of the Child
- The Children Act 1989/ 2004
- The Medicines Act 1968
- The Misuse of Drug Act 1971
- Control of Substances Hazardous to Health Regulations (COSHH)

This policy aims to include the following aspects:

- To protect the physical, psychological and emotional well-being of all children using the Nursery, their families and staff
- To protect children, parents and staff wherever possible from second-hand smoke
- To provide a clear message to all parents/carers, staff, volunteers and visitors using the nursery about our policies on smoking, illegal drugs and alcohol
- To provide appropriate support to any child thought to be at risk
- To follow the law around smoking, illegal drugs and alcohol

## **Smoking**

Smoking is not permitted anywhere in the premises (including the garden area). We do not offer smoking breaks, if staff wish to have a cigarette on their unpaid break they must do so offsite and not on nursery grounds. We also ask that staff cover or remove their uniform and ensure they do not have contact with children upon returning to the nursery until they have thoroughly washed their hands and ensure no smoke odour remains on their clothes. These measures will be closely monitored by management.

Any staff member who appears to be under the influence of alcohol, illegal drugs, will be asked to leave the premises immediately. Where necessary disciplinary procedures will begin. If there are serious concerns about a staff members use of drugs or alcohol outside of their working hours we will review the impact In line with the nursery's safeguarding and promoting children's welfare policy.

Under no circumstances will any person be allowed onto the premises under the influence of alcohol or illegal drugs.

## **Prescription medication**

Prescription and over the counter medicines must not be kept anywhere near children. They are too be locked away in the office or staff handbags in their lockers. It is the responsibility of the person to whom the medication belongs, to ensure the medication is stored correctly, well away from children.



Misuse of prescription drugs and over the counter drugs, including legal highs is also prohibited at any time. Any staff in breach of this policy will be subject to discipline procedures.



# SPECIAL EDUCATIONAL NEEDS POLICY

## **Statutory Framework for the Early Years Foundation Stage 2021**

### **Section 3 - The safeguarding and welfare requirements – Special Educational Needs**

*3.68. Providers must have arrangements in place to support children with SEN or disabilities. Maintained schools, maintained nursery schools and all providers who are funded by the local authority to deliver early education places must have regard to the Special Educational Needs Code of Practice. Maintained schools and maintained nursery schools must identify a member of staff to act as Special Educational Needs Co-ordinator (SENCO) and other providers (in group provision) are expected to identify a SENCO.*

Carmena Christian day nursery has always maintained a firm commitment to the integration of children with Special Educational Needs. A network of contacts has been sustained to ensure appropriate referrals are made to Wandsworth Borough Council.

The nursery has a very good relationship with Early Years and will seek help through the Special Needs Advisor. *Please contact the Nursery Manager directly for further details*

As an Ofsted regulated Early Years provider we recognise that some children have special needs (SEND) and take steps to ensure that they are provided appropriate care to promote the welfare and development of that child. Initially, a consultation with the parents will take place to find out about the child's specific needs (these may be dietary, physical, behavioural, or learning related) to assess how we can meet these needs as well as maintain quality of care for other children.

At Carmena Christian day nursery we follow the DfES Code of Practice on Special Educational Needs. The Nursery recognises the right of each individual child, including those with special needs, to an appropriate quality under 5's experience, which combines care and learning through play and education.

The nursery is sensitive to the needs and feelings of children with SEND and their families and will ensure individual needs are recognized and addressed.

Parents/ carers will be involved at every stage and in any plans that are made to meet a child's individual needs.

Equality of opportunity for all children is essential and it is important that children with special needs have the opportunity of learning alongside their peers. If your child has special needs of any kind, we will discuss:

- How the child and parent can be helped.
- How nursery staff can be helped.
- What advice and practical help we can get from outside agencies.
- What adaptations need to be made.
- How we can support and help the parent.
- What behavioural or educational plan needs to be devised, with outside agency help, tailored to each individual child.

### **Aims and Objectives:**

- Promote an inclusive environment where all children are encouraged to reach their true potential and build a firm basis for lifelong learning
- Provide a broad and balanced curriculum that is accessible to all children and recognises individual need.
- Work in partnership with parents and other professionals to monitor individual progress and plan future targets.
- Keep up to date with current initiatives and attend training on Special Educational Needs whenever possible.
- Special Educational Needs Coordinator (SENDCO): *Miss Kerisha Brady*
- The needs and progress of all children with Special Educational Needs (SEND) will be monitored by our SENDCO.
- All children are treated as individuals with equal opportunities and rights.

### **The SENDCO's role will be to:**

- Be familiar with the code of practice
- Work in close partnership with parents and staff to identify and monitor plans for individual learning for those with special needs
- Attend regular training courses and be aware of the training needs of other adults (including parents where appropriate) working within the setting
- Liaise with and work alongside outside agencies and key professionals as necessary
- Ensure that up to date records of children with SEND are made and that these are monitored regularly
- Ensure that records are made accessible to parents, key staff and professionals working with the child
- Attend multi agency meetings

# SUN PROTECTION POLICY

Too much exposure to ultraviolet (UV) radiation from the sun causes sunburn, skin damage and increases the risk of skin cancer. Sun exposure in the first 15 years of life contribute significantly to the lifetime risk of skin cancer.

At Carmena Christian day nursery we want all staff and children to enjoy the sun safely. We will work with staff, parents, and carers to achieve this through.

## **Education**

- All children will be involved in a discussion, appropriate for their age and understanding, at the start of summer about sun protection and the risks
- All staff will be educated in the importance of sun protection and the risks involved in not protecting both themselves and others
- Parents and carers will be informed about our policy

Sun safety will be promoted through working with parents, staff, and the wider community to improve our understanding and provision to avoid the harmful effects of too much exposure to UV. Staff should always act as a positive role model and set a good example by seeking shade whenever possible, wearing appropriate clothing, and applying sunscreen.

## **Protection**

- The nursery garden has shade provided with outdoor shelter and large trees
- Children will be encouraged to use the shaded areas during playtimes when appropriate
- Clothing
- The children will be encouraged to wear clothes that provide good sun protection (sun hats etc)
- Parents/carers will be duly informed of the importance to provide the nursery with the appropriate clothing/headwear
- Staff should wear hats when appropriate to act as a good role models and to also demonstrate drinking plenty of water
- Children are encouraged to increase their water intake in hot weather and are encouraged to do so in outdoor areas also.
- Water will always be available to children throughout the day from water dispensers which children will be able to access independently. (both indoors and outdoors)

## **Sunscreen**

- Parents of children that attend for a half day should apply sun cream to their child at home. For those children that attend for a full day, parents should apply cream to their children before they come to nursery and staff will assist the child in re-applying it during the day when necessary
- Parents are asked to give written permission for sun cream to be applied to their children.

- Parents are required to provide the nursery appropriate sun cream for their children
- The sun cream must be in date, and be a minimum factor 30
- Parents are welcome to leave the sun cream at the nursery for the duration of the summer, but this cream must be clearly labelled with the child's name on it.



# THE KEY PERSON APPROACH

## **Statutory Framework for the Early Years Foundation Stage 2021**

### **Section 3 - The safeguarding and welfare requirements – Key person**

*3.27. Each child must be assigned a key person. Their role is to help ensure that every child's care is tailored to meet their individual needs (in accordance with paragraph 1.16), to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents.*

At Carmena Christian day nursery, we believe that the **Key Person Approach** is the most effective way of ensuring that the children develop a strong relationship with a significant adult in the nursery.

### **What is a key person?**

To ensure every child in the nursery is given the appropriate level of attention and care, a key person is appointed for each child this will be determined by who the child bonds with the most on their settles/ first few sessions.

Your child's key person will develop secure attachments with your child and strong, professional partnerships with yourself, the parents will support all aspects of nursery life, including settling in and transition times. We recognise every child's individuality efforts and achievements and believe that relationships between adults and children are crucial for the child's happiness and security.

The key person approach gives every child the reassurance to feel secure and cared for, helping them to become familiar with the nursery environment and to feel confident and safe within it.

The Key Person will offer security, reassurance, and continuity, and they will be usually be the ones to feed, change and soothe your child. If your child's key person is on leave or absent, we have practitioners who regularly interact with the children to cover on a buddy system. The cover key person will know your child's routine and take care of their needs.

They are in the best position to understand your child's individual needs and to share information with you about your child's experiences in nursery.

They will observe them in their play so that they can plan future opportunities and experiences to the best ability to meet their needs and interests.

The key person approach operates within routines that are flexible to the needs of the individual babies and young children. The key person changed nappies when the child needs it (or every 2-3 hours). Very young children need to become familiar with the voice and face of the person who changes, feeds and is there upon waking up from a nap.

### **Management of key persons**

All staff working with children in the rooms (practitioners, room leaders, supervisors, possible apprentices) are required to assume key carer responsibilities. The room leaders, supported by the deputy managers and manager, will oversee the key person responsibilities of the staff in the rooms. The nursery manager will monitor the children's records of development online on our app "Family" under the EYFS to ensure they are regularly updated and to an appropriate standard.

The nursery is fully committed to continually evaluating its key person practice, managing changes and transitions as sensitively as possible.

# THE RIGHTS OF THE CHILD POLICY

In line with, The United Nations Convention of the Rights of the Child (UNCRC), Carmena Christian day nursery believes that all children have basic needs and it is their **universal right** to have these met to ensure each child in the world can develop to their full potential.

The UNCRC is an international agreement that protects the rights of the children and provides a child-centred framework for the development services for children.

At Carmena we put the “Rights of the Child” at the centre of our planning. We reflect the needs of all children within the setting and enable them to enjoy their rights with a growing understanding of how they can help others to access their rights.

The UNCRC is separated into 54 “articles”. Out of the 54, 12 are particularly relevant for early years practitioners working with children.

## **article 2** (non-discrimination)

The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

**article 3** (best interests of the child) The best interests of the child must be a top priority in all decisions and actions that affect children.

**article 9** (separation from parents) Children must not be separated from their parents against their will unless it is in their best interests (for example, if a parent is hurting or neglecting a child). Children whose parents have separated have the right to stay in contact with both parents, unless this could cause them harm.

## **article 12** (respect for the views of the child)

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child’s day-to-day home life.

**article 13** (freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

## **article 14** (freedom of thought, belief and religion)

Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.

## **article 17** (access to information from the media)

Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.

**article 19** (protection from violence, abuse and neglect)

Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

**article 28** (right to education)

Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

**article 29** (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

**article 31** (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

**article 42** (knowledge of rights) Governments must actively work to make sure children and adults know about the Convention.

We recognise the connections between the areas of learning and the variety of articles of the UNCRC. For example

#### **Personal, Social & emotional development-**

- Children should have a name
- Children should be able to be listened to and be able to think about things.

The Early Years Inspection Handbook says that settings should:

- Actively promote equality and diversity
- Actively promote British Values
- Narrow any gaps in outcomes between different groups of children
- Tackle poor behaviour towards others, including bullying and discrimination

ALL children have the right to freedom of expression (article 13) which includes the right to share information in any way they choose, including by talking, drawing or writing, etc.





# TRANSITION POLICY

## Statement of Intent

Carmena Christian day nursery is committed to providing equality of opportunity and anti-discriminatory practise for all children and families. We are committed to safeguarding and promoting the welfare of children, young people and adults at all times and expect everyone working within the setting to share this commitment.

## Links to The Early Years Foundation Stage statutory frame work EYFS key themes and commitments:

A Unique Child

1.2 Inclusive Practice

1.3 Keeping Safe

Positive Relationships

2.3 Supporting Learning

2.4 Key person

Enabling Environments

3.2 Supporting Every Child

Learning and Development 4.4 Areas of Learning and Development

## We aim to:

- Provide a secure environment in which all children can flourish and thrive and in which all contributions are cherished.
- Include and value the contribution of all families to our understanding of equality and diversity.
- Improve our knowledge and understanding of issues of equality and diversity.
- Make inclusion a thread which runs through all of the activities of the nursery.
- Provide positive, non-stereotyping information about different ethnic groups and people with disabilities.

## The legal framework for this policy is:

Race Relations Act 1976

Race Relations Amendment Act 2000

Sex Discrimination Act 1976,1986

Children Act 1989 and 2004,2006

The Equality Act 2006

Disability Discrimination Act (DDA) 1995,2005

Special Educational Needs and Disability Act 2001

## Methods:

- **Melanie Beckford** is our named person who co-ordinates our Equality and Diversity policies and procedures.
- Our nursery is open to all members of the community. We advertise our service widely and reflect the diversity of members of our society in our publicity and promotional materials. We provide clear information in a clear and concise language, whether in written or spoken form.
- We welcome children from all backgrounds and cultures and never discriminate against a child or their families. We do not discriminate against a child with a disability or refuse a child entry to our nursery because of any disability.

- We are unprejudiced to diversity in individuals both children and adults, and therefore all types of person may participate in an appropriate manner in our nursery.
- We make sure that all parents are aware of our equal opportunities policy.

### **Employment**

- Posts are advertised and all applicants are judged against explicit and fair criteria.
- Applicants are welcome from all backgrounds and posts are open to all.
- The applicant whom best meets the criteria is offered the post, subject to references and checks by the Criminal Records Bureau. This is in accordance with requirements under the Safeguarding Vulnerable Groups Act 2006 for the vetting and barring scheme.
- This ensures fairness in the selection process.
- All job descriptions include a commitment to equality and diversity as part of their specifications.
- We monitor our application process to ensure that it is fair and accessible.

### **Training**

- We seek out training opportunities for staff and volunteers to enable them to develop practices which enable all children to flourish.
- Carmena provide training for all staff through external agencies to keep up to date with changes in legislation and good practice.
- We ensure that staff are confident and fully trained in administering relevant medicines and performing invasive care when these are required. There is always a paediatric first aider present in each room or on outings.
- We review our practices to ensure that we fully implement our policy for equality and diversity, and inclusion.

### **Curriculum**

The curriculum offered in the nursery encourages children to develop positive attitudes to people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking. Our environment is as accessible as possible for all visitors and service users. If access to the setting is found to treat children or adults less favourably, then we make reasonable adjustments to accommodate the needs of disabled children and adults.

### **We will do this by**

- Making the children feel valued and good about themselves.
- Ensuring that children have equality of access to learning.
- Making adjustments to the environment and resources to accommodate a wide range of learning, physical and sensory impairments.
- Making appropriate provision within the curriculum to ensure that each child receives the widest possible opportunity to develop their skills and abilities, e.g. recognising the different learning styles of boys and girls, if they use schemas, what their interests are.
- Differentiating the curriculum to meet children's special education needs.
- Reflecting the widest possible range of communities in the choice of resources.
- Avoiding stereotypes or derogatory images in the selection of materials.
- Celebrating a wide range of festivals.
- Creating an environment of mutual respect and tolerance.
- Helping children to understand that discriminatory behaviour and remarks are unacceptable.
- Ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities.
- Ensuring that children learning English as an additional language are supported in their learning.

### **Valuing diversity in families**

- We welcome the diversity of family life and work with all families.
- We encourage children to contribute stories of their everyday life into the nursery.
- We encourage parents/carers to take part in the life of the nursery and to contribute fully.
- For families who speak languages in addition to English, we will develop a means to ensure their full inclusion.
- We offer a flexible payment system for families of differing means.

### **Food**

- We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met.
- We help children to learn about a range of food, cultural approach to snack time and eating and respect the differences among them.

### **Monitoring and Reviewing**

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

This policy was adopted by the managers, staff, and contributions from parents.



# VISITORS POLICY

Carmena Christian day nursery happily welcomes visitors and operates an open-door policy. However, at times limitations may be placed to protect the children and staff and to avoid any unnecessary disruption and we would advise visitors to book in advance to ensure a suitable member of staff is available.

The Nursery Manager (Herbrina) or in her absence, the deputy manager (Kerisha) have the authority to determine which visits are to be permitted.

Carmena Christian day nursery reserves the right to refuse entry to any person, which we may have reasonable doubt of their identity. In instances where parents are separated, both custodial and non-custodial parents have the right to visit the nursery, unless a court order is placed restricting such contact or accessibility.

All visitors must always be accompanied by a member of staff whilst within the nursery. The Nursery Manager must advise the visitor of all fire exits and explain there are no planned fire drills for that day.

## **Security on door and within the setting**

- Staff **MUST** check the identity of any visitors they do not recognise before allowing them to enter the premises.
- Passwords for collection and authorized persons to collect must be checked within children's personal folders.
- Visitors to the setting must be signed in and recorded in the visitor's book.
- Professionals and regular visitors must have submitted their DBS number and the date validity must be checked.
- Visitors must always be accompanied by a member of staff while in the premises.
- Parents, students, or visitors are reminded not to allow entry to any person, whether they know this person or not.
- The nursery will under no circumstance tolerate any form of harassment from third parties, including visitors, towards others, including children, staff members and parents.

**During a pandemic/** all Handovers will be completed at the door, all children will be given drop off and collection times to ensure social distancing can be followed. **Parents / carers or visitors are currently not permitted to enter the premises unless authorised to do so by Nursery management**, this will only be with appropriate PPE. Anyone that is authorised to enter the setting will be required to complete a COVID-19 questionnaire and have their temperature taken. They will also need to scan the QR code for track and trace located on all 3 entrances. Anyone refusing to comply with the GOV guidelines will be asked to leave the premises immediately.

THIS POLICY WAS REVIEWED ON 30/11/2021



# WEAPON & SUPERHERO PLAY POLICY

At Carmena Christian day nursery, we recognise that each child is unique and we will do everything to support children to be resilient, capable, confident and self-assured. Children learn to be strong and independent from a base of secure and loving relationships, as well as having the opportunity to learn in a positive and stimulating environment.

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

Historically, this type of play has often been banned from early years settings, in the belief that it encourages aggression and violence. This ban, as well as being difficult to enforce, may well have a negative impact on young children's development, particularly boys. Recent research and current writings suggest that children learn important lessons by exploring these themes in a safe arena of play, for example, concepts such as good and evil, life and death, strength and power, gender, and identity.

At Carmena we feel it is important to create a whole nursery approach of which staff, children, parents, and other agencies have a clear understanding. This policy is a formal statement of our approach to children's weapon and superhero play.

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

Principles that underpin the policy

- Approaches to teaching and learning in role play should reflect the interests of the children and not exclusively those of the adults
- All children's emotional welfare, wellbeing and involvement should be assessed in relation to this style of play
- Weapon/superhero play should motivate and challenge children
- Carmena will acknowledge the positive aspects of the character of the superhero and highlight the negative aspects of weapon use and physical violence at a level that is appropriate to the age and needs of the children. This will be mainly done through story, drama and appropriate discussion
- Ongoing opportunities for quality imaginative play are not overlooked or left to chance, but thought about and planned in advance
- Children should enjoy the play opportunity

- Parents and carers need to feel well informed about and comfortable with the approach to weapon/superhero play and the principles that underpin it

### **Aims and objectives**

If children wish to make a weapon then this will be supported by a practitioner, as it may be an ideal learning opportunity to follow their interests. Children will also be allowed to be creative with the props they use during this play, providing it will not break, hurt others and is observed by a practitioner.

When superhero or weapon play is taking place a practitioner will be nearby to observe and extend play. The practitioner may introduce other storylines or characters to develop this in a creative way.

Superhero costumes are allowed into nursery brought in from home, just as princess dresses or fairies are allowed. This will help practitioners to plan for individual children's interests.

Conflicts and disagreements will happen, as it would in any play, and this will be dealt with a practitioner listening, discussing, compromising and resolving the problem. (Please see our behaviour management policy for more information.)

If parents are concerned by weapon/superhero play, then they are asked to speak to a member of staff and may be referred onto the nursery deputy or nursery manager. Their concerns will be taken seriously and the issue will be addressed.

### **Continuing professional development**

- The staff in the setting know what the development matters and Early Years Foundation Stage profile contain and how to interpret the scale points in relation to role play.
- All staff are confident in making assessments through the observation of children
- Staff plan opportunities for role play collaboratively checking that continuity and progressions are evident and based on children's preferences and interest

This policy will be reviewed regularly and will be assessed how we can best support, assist and facilitate weapon and superhero play.