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## 1.0 Child Protection

### 1.1 Children's rights and entitlements

#### Policy Statement

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

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

To be strong means to be:

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

To be resilient means to:

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

To be positive in their outlook on life;

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

To be listened to means:

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

## 1.2 Safeguarding children, young people and vulnerable adults and child protection

### Policy Statement

Our setting will work with children, parents and the community to ensure the rights and safety of children, young people and vulnerable adults.

### Procedures

We carry out the following procedures to ensure we meet the three key commitments of the Alliance Safeguarding Children Policy, which incorporates responding to child protection concerns

- *Key commitment 1*
- We are committed to building a 'culture of safety' in which children, young people and vulnerable adults are protected from abuse and harm in all areas of our service delivery.
- Our designated person (a member of staff) who co-ordinates child, young person and vulnerable adult protection issues is:

**Susan Farber**

- When the setting is open but the designated person is not on site, a suitably trained deputy is available at all times for staff to discuss safeguarding concerns.

- Our designated officer is:

**Audrey Ngwira**

- The designated person and the designated officer ensure they have relevant links with statutory and voluntary organisations with regard to safeguarding.
- The designated person (and the person who deputises for them) understands LSCB safeguarding procedures, attends relevant LSCB training at least every two years and refreshes their knowledge of safeguarding at least annually.]
- We ensure all staff are trained to understand our safeguarding policies and procedures and that parents are made aware of them too.
- All staff have an up-to-date knowledge of safeguarding issues, are alert to potential indicators and signs of abuse and neglect and understand their professional duty to ensure safeguarding and child protection concerns are reported to the local authority children's social care team or the NSPCC. They receive updates on safeguarding at least annually.
- All staff are confident to ask questions in relation to any safeguarding concerns and know not to just take things at face value but can be respectfully sceptical.
- All staff understand the principles of early help (as defined in *Working Together to Safeguard Children*, 2018) and are able to identify those children and families who may be in need of early help and enable them to access it.
- All staff understand LSCB thresholds of significant harm and understand how to access services for families, including for those families who are below the threshold for significant harm.
- All staff understand their responsibilities under the General Data Protection Regulations and the circumstances under which they may share information about you and your child with other agencies.
- All staff understand how to escalate their concerns in the event that they feel either the local authority and/or their own organisation has not acted adequately to safeguard.

- All staff understand what the organisation expects of them in terms of their required behaviour and conduct, and follow our policies and procedures on positive behaviour, online safety (including use of mobile phones), whistleblowing and dignity at work.
- Children have a key person to build a relationship with, and are supported to articulate any worries, concerns or complaints that they may have in an age appropriate way.
- All staff understand our policy on promoting positive behaviour and follow it in relation to children showing aggression towards other children.
- Adequate and appropriate staffing resources are provided to meet the needs of children.
- Applicants for posts within the setting are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.
- Enhanced criminal records and barred lists checks and other suitability checks are carried out for staff and volunteers prior to their post being confirmed, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children.
- Where applications are rejected based on information disclosed, applicants have the right to know and to challenge incorrect information.
- Enhanced criminal records and barred lists checks are carried out on anyone living or working on the premises.
- Volunteers must:
  - be aged 17 or over;
  - be considered competent and responsible;
  - receive a robust induction and regular supervisory meetings;
  - be familiar with all the settings policies and procedures;
  - be fully checked for suitability if they are to have unsupervised access to the children at any time.
- Information is recorded about staff qualifications, and the identity checks and vetting processes that have been completed including:
  - the criminal records disclosure reference number;
  - certificate of good conduct or equivalent where a UK DBS check is not appropriate;
  - the date the disclosure was obtained; and details of who obtained it.
- All staff and volunteers are informed that they are expected to disclose any convictions, cautions, court orders or reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment with us).
- All staff and volunteers are required to notify us if anyone in their household (including family members, lodgers, partners etc.) has any relevant convictions, cautions, court orders, reprimands or warnings or has been barred from, or had registration refused or cancelled in relation to any childcare provision or have had orders made in relation to care of their children.
- We notify the Disclosure and Barring Service of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of a child protection concern.
- Procedures are in place to record the details of visitors to the setting.
- Security steps are taken to ensure that [we/I] have control over who comes into the setting so that no unauthorised person has unsupervised access to the children.
- Steps are taken to ensure children are not photographed or filmed on video for any other purpose than to record their development or their participation in events organised by us. Parents sign a consent form and have access to records holding visual images of their child.
- Any personal information is held securely and in line with data protection requirements and guidance from the ICO.
- The designated person in the setting has responsibility for ensuring that there is an adequate online safety policy in place.

- We keep a written record of all complaints and concerns including details of how they were responded to.
- We ensure that robust risk assessments are completed, that they are seen and signed by all relevant staff and that they are regularly reviewed and updated, in line with our health and safety policy.
- The designated officer will support the designated person to undertake their role adequately and offer advice, guidance, supervision and support.
- The designated person will inform the designated officer at the first opportunity of every significant safeguarding concern, however this should not delay any referrals being made to children's social care, the LADO, Ofsted or RIDDOR.

### *Key commitment 2*

We are committed to responding promptly and appropriately to all incidents, allegations or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in 'What to do if you're worried a child is being abused' (HMG, 2015) and the Care Act 2014.

### *Responding to suspicions of abuse*

- We acknowledge that abuse of children can take different forms - physical, emotional, and sexual, as well as neglect.
- We ensure that all staff have an understanding of the additional vulnerabilities that arise from special educational needs and/or disabilities, plus inequalities of race, gender, language, religion, sexual orientation or culture, and that these receive full consideration in relation to child, young person or vulnerable adult protection.
- When children are suffering from physical, sexual or emotional abuse, or experiencing neglect, this may be demonstrated through:
  - significant changes in their behaviour;
  - deterioration in their general well-being;
  - their comments which may give cause for concern, or the things they say (direct or indirect disclosure);
  - changes in their appearance, their behaviour, or their play;
  - unexplained bruising, marks or signs of possible abuse or neglect; and
  - any reason to suspect neglect or abuse outside the setting.
- We are aware of the 'hidden harm' agenda concerning parents with drug and alcohol problems and consider other factors affecting parental capacity and risk, such as social exclusion, domestic violence, radicalisation, mental or physical illness and parent's learning disability.
- We are aware that children's vulnerability is potentially increased when they are privately fostered and when we know that a child is being cared for under a private fostering arrangement, we inform our local authority children's social care team.
- We are prepared to take action if we/I have concerns about the welfare of a child who fails to arrive at a session when expected. The designated person will take immediate action to contact the child's parent to seek an explanation for the child's absence and be assured that the child is safe and well. If no contact is made with the child's parents and the designated person has reason to believe that the child is at risk of significant harm, the relevant professionals are contacted immediately and LSCB procedures are followed. If the child has current involvement with social care the social worker is notified on the day of the unexplained absence.
- We are aware of other factors that affect children's vulnerability that may affect, or may have affected, children and young people using our provision, such as abuse of children who have special educational needs and/or disabilities; fabricated or induced illness; child abuse linked to beliefs in spirit possession; sexual exploitation of children, including through internet abuse; Female Genital Mutilation and radicalisation or extremism.

- In relation to radicalisation and extremism, we follow the **Prevent Duty** guidance for England and Wales published by the Home Office and LSCB procedures on responding to radicalisation.
- The designated person completes online Channel training, online Prevent training and attends local WRAP training where available to ensure they are familiar with the local protocol and procedures for responding to concerns about radicalisation.
- We are aware of the mandatory duty that applies to teachers, including early years practitioners, and health workers to report cases of Female Genital Mutilation to the police.
- We also make ourselves aware that some children and young people are affected by gang activity, by complex, multiple or organised abuse, through forced marriage or honour based violence or may be victims of child trafficking. While this may be less likely to affect young children in our care, we may become aware of any of these factors affecting older children and young people who we may come into contact with.
- Where we believe that a child in our care or that is known to us may be affected by any of these factors we follow the procedures below for reporting child protection concerns and follow the LSCB procedures.
- Where such evidence is apparent, the child's key person makes a dated record of the details of the concern and discusses what to do with the member of staff who is acting as the designated person. The information is stored on the child's personal file.
- In the event that a staff member or volunteer is unhappy with the decision made of the designated person in relation to whether to make a safeguarding referral they must follow escalation procedures.
- We refer concerns to the local authority children's social care team and co-operate fully in any subsequent investigation. NB In some cases this may mean the police or another agency identified by the Local Safeguarding Children Board.
- We take care not to influence the outcome either through the way we speak to children or by asking questions of children.
- We take account of the need to protect young people aged 16-19 as defined by the Children Act 1989. This may include students or school children on work placement, young employees or young parents. Where abuse is suspected we follow the procedure for reporting any other child protection concerns. The views of the young person will always be taken into account, but the setting may override the young person's refusal to consent to share information if it feels that it is necessary to prevent a crime from being committed or intervene where one may have been, or to prevent harm to a child or adult. Sharing confidential information without consent is done only where not sharing it could be worse than the outcome of having shared it.
- All staff are also aware that adults can also be vulnerable and know how to refer adults who are in need of community care services.
- We have a whistleblowing policy in place.
- Staff/volunteers know they can contact the organisation Public Concern at Work for advice relating to whistleblowing; if they feel that the organisation has not acted adequately in relation to safeguarding they can contact the NSPCC whistleblowing helpline.

#### *Recording suspicions of abuse and disclosures*

- Where a child makes comments to a member of staff that give cause for concern (disclosure), or a member of staff observes signs or signals that give cause for concern, such as significant changes in behaviour; deterioration in general well-being; unexplained bruising, marks or signs of possible abuse or neglect; that member of staff:
  - listens to the child, offers reassurance and gives assurance that she or he will take action;
  - does not question the child, although it is OK to ask questions for the purposes of clarification;
  - makes a written record that forms an objective record of the observation or disclosure that includes: the date and time of the observation or the disclosure; the exact words spoken by the

child as far as possible; the name of the person to whom the concern was reported, with the date and time; and the names of any other person present at the time.

- These records are signed and dated and kept in the child's personal file, which is kept securely and confidentially.
- The member of staff acting as the designated person is informed of the issue at the earliest opportunity, and within one working day.
- Where the Local Safeguarding Children Board stipulates the process for recording and sharing concerns, we include those procedures alongside this procedure and follow the steps set down by the Local Safeguarding Children Board.

#### *Making a referral to the local authority children's social care team*

- The Pre-school Learning Alliance's publication *Safeguarding Children* contains procedures for making a referral to the local children's social care team, as well as a template form for recording concerns and making a referral.
- We keep a copy of this document alongside the procedures for recording and reporting set down by our Local Safeguarding Children Board, which we follow where local procedures differ from those of the Pre-school Learning Alliance.

#### *Escalation process*

- If we feel that a referral made has not been dealt with properly or that concerns are not being addressed or responded to, we will follow the LSCB escalation process.
- We will ensure that staff are aware of how to escalate concerns.

#### *Informing parents*

- Parents are normally the first point of contact. Concerns are discussed with parents to gain their view of events, unless it is felt that this may put the child at risk, or interfere with the course of a police investigation. Advice will be sought from social care if necessary.
- Parents are informed when [we/I] make a record of concerns in their child's file and that [we/I] also make a note of any discussion [we/I] have with them regarding a concern.
- If a suspicion of abuse warrants referral to social care, parents are informed at the same time that the referral will be made, except where the guidance of the Local Safeguarding Children Board does not allow this, for example, where it is believed that the child may be placed at risk.
- This will usually be the case where the parent is the likely abuser.
- If there is a possibility that advising a parent beforehand may place a child at greater risk (or interfere with a police response) the designated person should seek advice from children's social care, about whether or not to advise parents beforehand, and should record and follow the advice given.

#### *Liaison with other agencies*

- We work within the Local Safeguarding Children Board guidelines.
- The current version of 'What to do if you're worried a child is being abused' is available for parents and staff and all staff are familiar with what they need to do if they have concerns.
- We have procedures for contacting the local authority regarding child protection issues, including maintaining a list of names, addresses and telephone numbers of social workers, to ensure that it is easy, in any emergency, for the setting and children's social care to work well together.
- We notify Ofsted of any incident or accident and any changes in our arrangements which may affect the well-being of children or where an allegation of abuse is made against a member of staff (whether the allegations relate to harm or abuse committed on our premises or elsewhere). Notifications to Ofsted are made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made.

- Contact details for the local National Society for the Prevention of Cruelty to Children (NSPCC) are also kept.

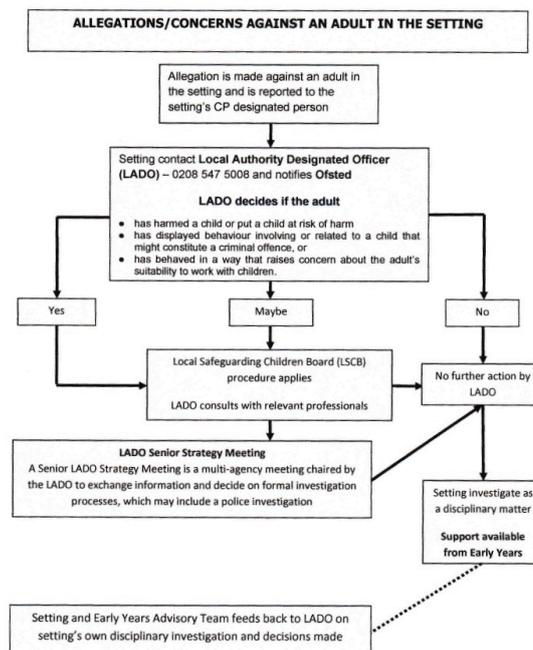
**Allegations against staff**

- We ensure that all parents know how to complain about the behaviour or actions of staff or volunteers within the setting, or anyone living or working on the premises occupied by the setting, which may include an allegation of abuse.
- We respond to any inappropriate behaviour displayed by members of staff, volunteer or any other person living or working on the premises, which includes:
  - inappropriate sexual comments;
  - excessive one-to-one attention beyond the requirements of their usual role and responsibilities, or inappropriate sharing of images.
- We follow the guidance of the Local Safeguarding Children Board when responding to any complaint that a member of staff or volunteer within the setting, or anyone living or working on the premises occupied by the setting, has abused a child.
- We ensure that all staff and volunteers know how to raise concerns about a member of staff or volunteer within the setting. We respond to any concerns raised by staff and volunteers who know how to escalate their concerns if they are not satisfied with my response
- We respond to any disclosure by children or staff that abuse by a member of staff or volunteer within the setting, or anyone living or working on the premises occupied by the setting, may have taken, or is taking place, by first recording the details of any such alleged incident.
- We refer any such complaint immediately to the Local Authority Designated Officer (LADO) to investigate and/or offer advice:

<b>Multi Agency Safeguarding Hub (MASH)</b>	<b>020 8359 4336</b>
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**Allegation of abuse made against an adult in a childcare setting - What to do...**

Parents should always complain directly to the childcare setting. The setting must inform Ofsted of any complaints or significant incidents and then follow the procedure below:



- We also report any such alleged incident to Ofsted (unless advised by LADO that this is unnecessary due to the incident not meeting the threshold), as well as what measures we have taken. We are aware that it is an offence not to do this.
- We co-operate entirely with any investigation carried out by children's social care in conjunction with the police.
- Where the management team and children's social care agree it is appropriate in the circumstances, the member of staff or volunteer will be suspended for the duration of the investigation. This is not an indication of admission that the alleged incident has taken place, but is to protect the staff, as well as children and families, throughout the process.

#### *Disciplinary action*

*Where a member of staff or volunteer has been dismissed due to engaging in activities that caused concern for the safeguarding of children or vulnerable adults, we will notify the Disclosure and Barring Service of relevant information, so that individuals who pose a threat to children and vulnerable groups can be identified and barred from working with these groups.*

#### *Key commitment 3*

We are committed to promoting awareness of child abuse issues throughout our training and learning programmes for adults. [We are/I am] also committed to empowering children through [our/my] early childhood curriculum, promoting their right to be strong, resilient and listened to.

#### *Training*

Training opportunities are sought for all adults involved in the setting to ensure that they are able to recognise the signs and signals of possible physical abuse, emotional abuse, sexual abuse (including child sexual exploitation) and neglect and that they are aware of the local authority guidelines for making referrals.

[Designated persons/I] receive appropriate training, as recommended by the Local Safeguarding Children Board, every two years and refresh their knowledge and skills at least annually.

[We/I] ensure that all staff know the procedures for reporting and recording any concerns they may have about the provision.

[We/I] ensure that all staff receive updates on safeguarding via emails, newsletters, online training and/or discussion at staff meetings at least once a year.

#### *Planning*

The layout of the rooms allows for constant supervision. [For group provision: No child is left alone with staff or volunteers in a one-to-one situation without being within sight and/or hearing of other staff or volunteers.]

#### *Curriculum*

We introduce key elements of keeping children safe into our programme to promote the personal, social and emotional development of all children, so that they may grow to be strong, resilient and listened to and so that they develop an understanding of why and how to keep safe.

We ensure that this is carried out in a way that is developmentally appropriate for the children.

#### *Confidentiality*

- All suspicions and investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the Local Safeguarding Children Board.

### *Support to families*

- We believe in building trusting and supportive relationships with families, staff and volunteers
- We make clear to parents our role and responsibilities in relation to child protection, such as for the reporting of concerns, information sharing, monitoring of the child, and liaising at all times with the local children's social care team.
- We will continue to welcome the child and the family whilst investigations are being made in relation to any alleged abuse.
- We follow the Child Protection Plan as set by the child's social worker in relation to the setting's designated role and tasks in supporting that child and their family, subsequent to any investigation.
- Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child in accordance with the Confidentiality and Client Access to Records procedure, and only if appropriate under the guidance of the Local Safeguarding Children Board.

### **Legal framework**

#### *Primary legislation*

- Children Act (1989 s47)
- Protection of Children Act (1999)
- The Children Act (2004 s11)
- Safeguarding Vulnerable Groups Act (2006)
- Childcare Act (2006)

#### *Secondary legislation*

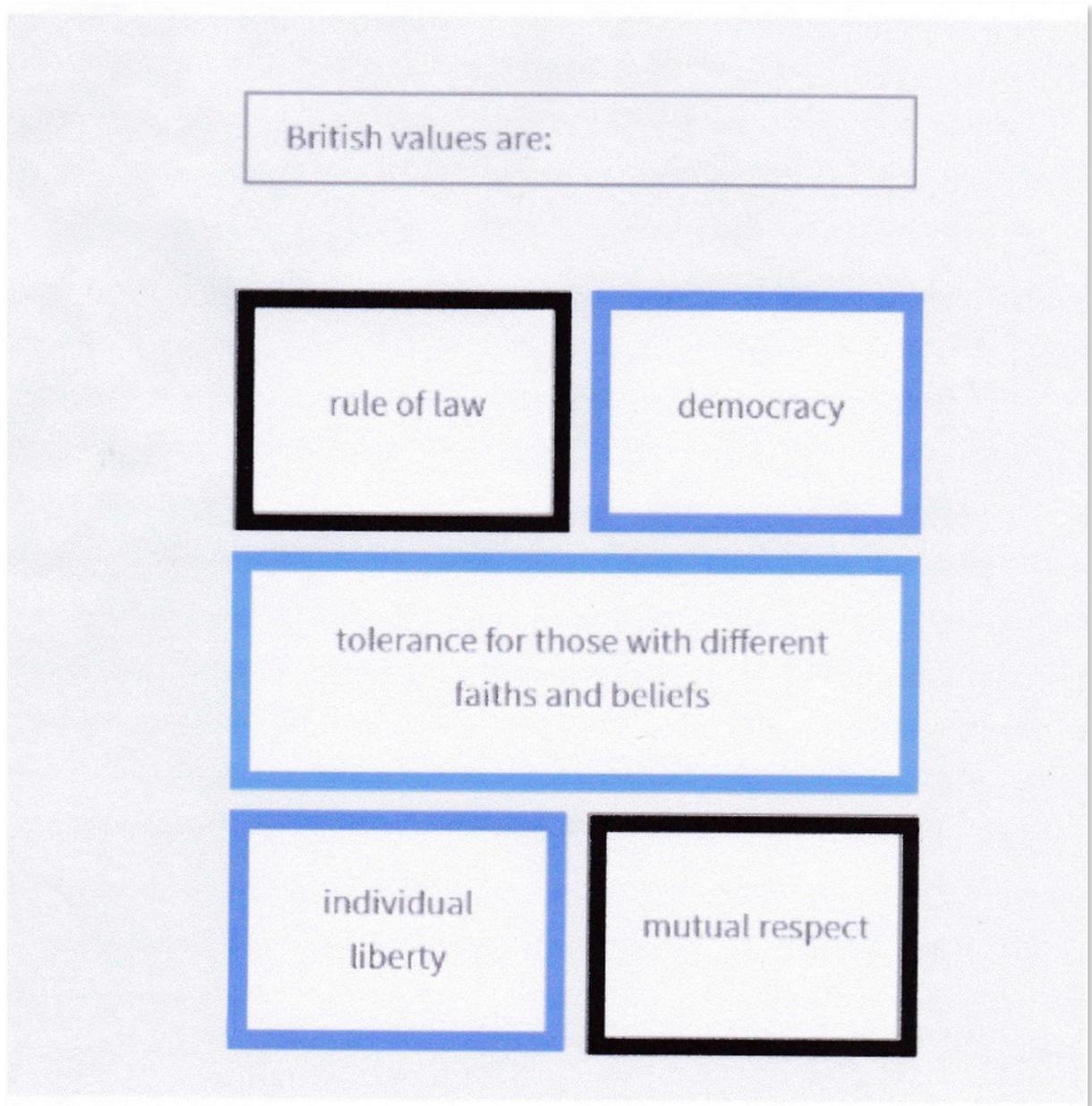
- Sexual Offences Act (2003)
- Criminal Justice and Court Services Act (2000)
- Equality Act (2010)
- General Data Protection Regulations (GDPR) (2018)
- Childcare (Disqualification) Regulations (2009)
- Children and Families Act (2014)
- Care Act (2014)
- Serious Crime Act (2015)
- Counter-Terrorism and Security Act (2015)

### **Further guidance**

- Working Together to Safeguard Children (HMG, 2018)
- What to do if you're Worried a Child is Being Abused (HMG, 2015)
- Framework for the Assessment of Children in Need and their Families (DoH 2000)
- The Common Assessment Framework for Children and Young People: A Guide for Practitioners (CWDC 2010)
- Statutory guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children Act 2004 (HMG 2008)
- Hidden Harm – Responding to the Needs of Children of Problem Drug Users (ACMD, 2003)
- Information Sharing: Guidance for Practitioners providing Safeguarding Services (DfE 2015)
- Disclosure and Barring Service: [www.gov.uk/disclosure-barring-service-check](http://www.gov.uk/disclosure-barring-service-check)
- Revised Prevent Duty Guidance for England and Wales (HMG, 2015)
- Inspecting Safeguarding in Early Years, Education and Skills Settings, (Ofsted, 2018)

## British Values

- We introduce key elements of keeping children safe into our programme to promote the personal, social and emotional development of all children, so that they may grow to be strong, resilient and listened to and that they develop an understanding of why and how to keep safe.
- We create within the setting a culture of value and respect for the individual, having positive regard for children's heritage arising from their colour, ethnicity, languages spoken at home, cultural and social background.<sup>1</sup>



## **The Prevent Duty**

- We provide a safe space and we have safeguarding arrangements in place to promote pupils' welfare.
- We focus on risk assessment, working in partnership, staff training and IT policies.

**All allegations or concerns must be reported straight away.**

The Ofsted hotline is 0300 123 3155.

The email is [whistleblowing@ofsted.gov.uk](mailto:whistleblowing@ofsted.gov.uk).

Or write to WBHL Ofsted Piccadilly Gate, Store Street, Manchester M1 2WD.

It is the responsibility of all staff including volunteers and students to report concerns/suspicions of abuse.

## **Whistle blowing policy**

This ensures that all adults are clear about what to do if they are concerned about the behaviour of any other adult in the setting, this includes those with management responsibility or the registered person.

## 1.3 Uncollected Child

### Policy Statement

In the event that a child is not collected by an authorised adult at the end of a session/day Laurel Way Playgroup puts into practice agreed procedures. These ensure that the child is cared for safely by an experienced and qualified practitioner who is known to the child.

In the event that a child is not collected by an authorised adult, we will ensure that the child receives a high standard of care in order to cause as little distress as possible. We inform parents/carers of our procedures so that, if they are unavoidably delayed, they will be reassured that their children will be properly cared for.

### Procedures

- Parents are asked to provide the following specific information when their child starts attending our] setting, which is recorded on our Registration Form:
  - Home address and telephone number - if the parents do not have a telephone, an alternative number must be given, perhaps a neighbour or close relative.
  - Place of work, address and telephone number (if applicable).
  - Mobile telephone number (if applicable).
  - Names, addresses, telephone numbers and signatures of adults who are authorised by the parents to collect their child from the setting, for example a childminder or grandparent.
  - Who has parental responsibility for the child.
  - Information about any person who does not have legal access to the child.
- On occasions when parents are aware that they will not be at home or in their usual place of work, they inform us in writing of how they can be contacted.
- On occasions when parents, or the persons normally authorised to collect the child, are not able to collect the child, they provides us with written details of the name, address and telephone number and photo of the person who will be collecting their child.
- Parents are informed that if they are not able to collect the child as planned, they must inform us] so that we can begin to take back-up measures. Our contact telephone number is **07525257339**
- If a child is not collected at their expected collection time,we follow the procedures below:
  - The child's file is checked for any information about changes to the normal collection routines.
  - If no information is available, parents/carers are contacted at home or at work.
  - If this is unsuccessful, the adults who are authorised by the parents to collect their child - and who telephone numbers are recorded on the Registration Form - are contacted.
  - All reasonable attempts are made to contact the parents or nominated carers
  - The child does not leave the premises with anyone other than those named on the forms and whose photograph is in our Collection Book
  - If no one collects the child within 30 min. of their expected collection time and is no named contact who can be contacted to collect the child, we apply the procedures for uncollected children.
  - If we have any cause to believe the child's been abandoned we contact the local authority children's social care team:
  - If the children's social care team is unavailable we will contact the local police.

- We contact our local authority (MASH) or the out of hours duty officer

**Tel : 020 83592000**

or

**Local Authority MASH tel. 020 8359-4066**

- After an additional 15 minutes if the child has not been collected, we will contact the above statutory agencies again.
- The child stays at the setting in the care of two fully-vetted staff members until the child is safely collected either by the parent/carer or by a social worker;
- Social services will aim to find the parent or relative if they are unable to do so, the child will be admitted into the care of the local authority.
- Under no circumstances are staff to go to look for the parent, nor do they take the child home with them
- We ensure that the child is not anxious and we do not discuss our concerns in front of them.
- A full written report of the incident is recorded
- Depending on circumstances, we reserve the right to charge parents for the additional hours worked by our staff.
- Ofsted may be informed.

## Collection of Children

A photograph with the name, telephone number and relationship of any person **OTHER THAN THE RESPONSIBLE PARENTS** must be pasted on this form and returned.

No child will be given to another adult without the express consent of the responsible parents. If the child is to be collected by any other person/s, this must be noted in the collection folder on the day.

Name of Child: \_\_\_\_\_

Name of person/s **OTHER THAN THE RESPONSIBLE PARENT**, their relationship and telephone no. designated to collect the named child.

## 1.4 Missing Child

### Procedure

If a child goes missing from the setting

- The person in charge (**Susan Farber/Audrey Ngwira**) will carry out a thorough search of the building and out lying areas after phoning the police.
- The register is checked to make sure no other child has also gone astray.
- Doors and gates are checked to see if there has been a breach of security whereby a child could wander out.
- Person in charge talks to staff to establish what happened.
- If the child is not found the parents are contacted and the missing child is reported to the police, Ofsted and Local Area Safeguarding Children Committee on:

Senior Safeguarding Officer

Address:

North London Business Park (NLBP),  
Oakleigh Road South,  
London N11 1NP

Email: naseema.ahmad@barnet.gov.uk

- Follow Police Instructions
- Do a risk assessment

Child goes missing from an outing where parents are not attending and responsible for their own child, the setting ensures that the following procedure is followed.

- 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 that no other child has gone astray.
- One staff searches the immediate vicinity but does not search beyond that.
- The person in charge is informed, if she is not on the outing she will make her way to the venue to aid the search and to be the point of contact for the police as well as to support staff.
- Staff take the remaining children back to the setting.
- The person in charge of the setting contacts the child's parents who make their way to the setting or outing venue as agreed with the person in charge
- Staff contact the police using the mobile phone and report the child missing.
- In an indoor venue, the staff contact the venue's security who will handle the search and contact the police if the child is not found

### The Investigation

- the person in charge (Susan Farber) writes an incident report detailing;
- the date and time of the report
- what staff/children were in the group/outing;
- when the child was last seen in the group/outing;
- what has taken place in the group/outing since then; and
- the time it is estimated that the child went missing.
- a conclusion is drawn as to how the breach of security happened

- if the incident warrants a police investigation all staff co-operate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff. Social Services may be involved if it seems likely that there is a child protection issue to address.
- The incident is reported under RIDDOR arrangements and is recorded in the incident book; the local authority health and safety officer may want to investigate and will decide if there is a case to prosecution.
- OFSTED is informed
- The insurance Department at the Pre School Learning Alliance is informed.

## **1.5 Use of mobile phones, cameras and social media**

### **Policy statement**

We take steps to ensure that there are effective procedures in place to protect children, young people, and vulnerable adults from the unacceptable use of mobile phones and cameras in the setting.

### **Procedures**

#### **Personal Mobile Phones**

- Personal mobile phones belonging to members of staff are not to be used on premises during working hours.
- At the beginning of each individual's shift, personal mobile phones are to be stored in a safe place as designated.
- In the event of an emergency, personal mobile phones may be used in privacy with the permission of the manager.
- Members of staff ensure that the telephone number of the setting is known to immediate family and other people who need to contact them in an emergency.
- If members of staff take their own mobile phones on outings, for use in the case of an emergency, they must not make or receive personal calls.
- Members of staff will not use their personal mobile phones for taking photographs of children. The manager has the school's mobile phone which is used during the session to liaise with parents, for parents to contact the manager, to maintain a partnership with parents. Photos taken on the school mobile by the manager are downloaded into the children's files on the school computer and deleted from the mobile phone.
- Parents and visitors are requested not to use their mobile phones whilst on the premises.

#### **Cameras and videos**

- Members of staff must not bring their own cameras or video recorders into the setting.
- Photographs and recordings of children are only taken for valid reasons, i.e. to record their learning and development, or for displays within the setting.
- Photographs or recordings of children are only taken on equipment belonging to the setting.
- Camera and video use is monitored by the setting manager.
- Where parents request permission to photograph or record their own children at special events, permission will first be gained from all parents for their children to be included. Photographs and recordings of children are only taken of children if there is written permission to do so (found on the individual child's registration form).

## Social Media

- Staff may only use the laptop/ipads to access the internet for reasons relating to the nursery, the find materials and to access reports and government legislation.
- Staff may not access personal emails and under no circumstances are they allowed access to social networking sites whilst around the children
- Access to laptop/ipads/mobile phone can be used during staff break time only.
- Any staff found to be accessing social networking sites or other websites not relating to work either via the computer/mobile phones during around children will be subject to disciplinary action.
- Laurel Way Playgroup Facebook page shall be a means of enhancing communication and to support or provide valuable additional resources and information for parents/carers.
- All posts will be subject to the managers discretion before posting.
- We will use Facebook to personalise our nursery and to show parents why they should choose our setting.
- We will use Facebook to advertise open days, special events and news.
- Facebook will be an important additional tool to engage parents and future parents.
- We endeavour not to use use names.

## **2.0 Suitable People**

### **2.1 Employment**

#### **Policy Statement**

We meet the Safeguarding and Welfare Requirements of the Early Years Foundation Stage, ensuring that our staff are appropriately qualified, and we carry out checks for criminal and other records through the Criminal Records Bureau in Accordance with statutory requirements.

#### **Procedures**

##### **Vetting and Staff Selection**

- We work towards offering equality of opportunity by using non-discriminatory procedures for staff recruitment and selection. All staff have job descriptions, which set out their staff roles and responsibilities.
- We use Ofsted guidance on obtaining references and enhanced criminal record checks through the Criminal Records Bureau for staff and volunteers who will have unsupervised access to children. This is in accordance with requirements under the Safeguarding Vulnerable Groups Act (2006) for the vetting and barring scheme.
- We keep all records relating to employment of staff and volunteers, in particular those demonstrating that checks have been done, including the date and number of the enhanced CRB check.
- Staff are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children - i.e. whether received before, or at any time during, their employment with us

##### **Disqualification**

- Where we become aware of any relevant information which may lead to the disqualification of any employee, we will take appropriate action to ensure the safety of the children. In the event of disqualification, that person's employment with us will be terminated.

##### **Changes to staff**

- We inform Ofsted of any changes to the person responsible for our setting.  
Training and staff development
- We provide regular in service training to all staff - whether paid staff or volunteers - through the London Borough of Barnet.
- We provide staff induction training at the beginning of employment which includes our Health and Safety Policy and Safeguarding Children and Child Protections. Other policies and procedures will be introduced with an induction plan.
- We support the work of our staff by holding regular meetings and appraisals.

**Staff taking Medication/other substances.**

- If a member of staff is taking medication which may affect their ability to care for children, we ensure that they seek further medical advice. Staff will only work directly with the children if medical advice confirms that the medication is unlikely to impair their ability to look after children properly.
- Staff medication on the premises will be stored securely and kept out of reach of the children at all times.

**Managing staff absences and contingency plans for emergencies.**

- Our staff take their holiday breaks when the setting is closed. Where staff may need to take time off for any reason other than sick leave or training, this is agreed with the manager with sufficient notice.
- Where staff are unwell and take sick leave in accordance with their contract of employment, we organise cover to ensure ratios are maintained.

## **2.2 Student Placements**

### **Policy Statement**

Our setting recognises that qualifications and training make an important contribution to the quality of the care and education provided by early years settings. As part of our commitment to qualify, we offer placements to students undertaking early years qualifications and training. We also offer placements for school pupils on work experience. We aim to provide for students on placement with us, experiences that contribute to the successful completion of their studies and that provide examples of quality practice in early years care and education.

### **Procedures**

- We require students on qualification courses to meet the 'suitable people' requirements of Ofsted and have DBS checks carried out.
- We require students in our setting to have a sufficient understanding and use of English to contribute to the well being of children in our care.
- We require schools placing students under the age of 17 years with the setting to vouch for their good character.
- We supervise students under the age of 17 years at all times and do not allow them to have unsupervised access to the children.
- Students undertaking qualification courses who are placed in our setting on a short term basis are not counted in our staffing ratios.
- Trainee staff employed by the setting and students over the age of 17 may be included in the ratios if they are deemed competent and responsible.
- We take out employers' liability insurance and public liability insurance, which covers both trainees and voluntary helpers.
- We require students to keep to our Confidentiality and Client Access to Records Policy.
- We cooperate with students' tutors in order to help students to fulfil the requirements of their course of study.
- We provide students, at the first sessions of their placement, with a short induction on how our setting is managed, how our sessions are organised and our policies and procedures.
- We make the needs of the children paramount by not admitting students in numbers that hinder the essential work of the setting.
- We ensure that trainees and students placed with us are engaged in bona fide early years training, which provides the necessary background understanding of children's development and activities.

### **3.0 Staff Qualifications, Training, Support and Skills**

#### **3.1 Induction of staff and volunteers**

##### **Policy Statement**

We provide an induction for all staff and volunteers in order to fully brief them about the setting, the families we serve, our policies and procedures, curriculum and daily practice.

##### **Procedures**

- We have a written induction plan for all new staff, which includes the following:  
(staff handbook kept in Kitchen)
- introductions to all staff and volunteers
- familiarising with the building, health and safety and fire and evacuation procedures.

#### **3.2 First Aid and Emergency**

##### **Policy Statement**

In our setting, staff are able to take action to apply first aid treatment in the event of an accident involving a child or adult. All members of staff who hold a valid first aid certificate is displayed on the parents notice board. The first aid qualification includes first aid training for infants and young children. We aim to ensure that first aid training is local authority approved and is relevant to staff caring for young children.

##### **Procedures**

The first aid kit

Our first aid kit is accessible at all times, complies with the Health and Safety (First Aid) Regulations 1981 and contains the following items:

- Triangular bandages (ideally at least one should be sterile) x 4
- Sterile dressings:
  - a) Small x 3
  - b) Medium x 3
  - c) Large x 3
- Composite pack containing 20 assorted (individually wrapped) plasters x 2
- Sterile eye pads
- Contain or 6 safety pins x 1
- Guidance card as recommended by HSE x 1

In additions to the first aid equipment there are:

- 2 pairs of disposable plastic disposable gloves
- a children's forehead "strip" thermometer.
- the first aid box is easily accessible to adults and is kept out of the reach of children
- No un-prescribed medication is given to children
- At the time of each child's admission to the setting, parents written permission for obtaining emergency medical advise or treatment is sought. Parents sign and

date their written approval.

- Parents sign a consent form at registration. If emergency medical treatment is required staff will dial 999

## **Emergency Policy**

If an emergency arises and contact with the Parent/Guardian/or Carer is not possible and if the Head Teacher deems it necessary, the following will apply:

- 1) If the accident is serious and to move the child would be detrimental, the Head Teacher will contact the emergency services on "999". This applies to members of staff if seriously injured or in need of medical treatment.
- 2) If the child sustains a wound which requires attention and if the Head Teacher deems it necessary, the child will be taken to Finchley Memorial Hospital Out-Patients Casualty Dept. for treatment. If necessary, the attending member of staff, will accompany the Head Teacher. The Head Teacher will take all vital information from the Emergency Register to the Casualty Dept.
- 3) In the event of a child being hurt, a qualified First Aider or the Head Teacher will administer appropriate care and the staff member who witnesses the incident will comfort and attend the qualified First Aider or the Head Teacher throughout. The incident will be noted in the Accident Book and signed by the parent/guardian or carer.
- 4) The Head Teacher will notify in writing , the London Borough of Barnet Social Services, of any actions that were taken with regard to the injured child.
- 5) All parents will complete an Emergency Form and are responsible for keeping the information up to date. (See enclosed form) Contact people should be local i.e. neighbour, relative or friend and knowingly available.
- 6) Medicine and Medication are to be given only with written instructions to the Head Teacher. Medicines and medication are to be kept in the cupboard in the kitchen, safely out of the children's reach. If the parent/carers wishes for a prescribed medication to be

EMERGENCY FORM

Child's Name \_\_\_\_\_

Address \_\_\_\_\_

Date of Birth \_\_\_\_\_ Sex \_\_\_\_\_

Name of person who usually collects the child and relationship  
\_\_\_\_\_ Telephone No. \_\_\_\_\_

Name of person other than the parents who could collect the child if the above is not  
available \_\_\_\_\_

relationship (friend/relative) \_\_\_\_\_

Telephone Number of the above: \_\_\_\_\_

Name of G.P. \_\_\_\_\_

Address of G.P. \_\_\_\_\_

Telephone No. of G.P.: \_\_\_\_\_

Does the child have any allergies? ie food/pollen/medication. If yes, please explain?  
\_\_\_\_\_

Does the child take any regular medication? If yes, please  
clarify \_\_\_\_\_

Please list child's immunisations and date \_\_\_\_\_

Does the child have any ongoing health problems? ie asthma, eczema. If yes please  
explain \_\_\_\_\_

Are there any reasons why your child should not or cannot be treated at Finchley Memorial  
Casualty Dept? If yes, please explain: \_\_\_\_\_

I give my permission for my child to be taken to hospital by a member of staff in case of  
emergency.

Signed \_\_\_\_\_ date \_\_\_\_\_

## **4.0 Key Persons**

### **4.1 The role of the key person and settling - in**

We believe that children settle best when they are familiar with the setting and with all members of staff who care for the children in our setting. During our drop in sessions prior to the child beginning, both child and parent spend time in the setting engaging with staff and building relationships, developing confidence and also allowing the parent to feel that staff are committed and that the setting is a happy and dedicated place to attend. Children therefore have the express right to choose who they feel most confident with and who they related best to.

We want the children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with staff. We also want parents to have confidence in both their children's well being and their role as active partners within the setting.

We aim to make the setting a welcoming place where children settle quickly and easily because consideration has been given to their individual needs and circumstances.

As a holistic setting the initial key person is determined by the child's preference.

#### **Procedures**

- In the beginning we allocate a key person based on the child's preference to offer support and to be there to meet the child's needs.
- All staff are responsible for the induction of the family and for settling the child. This person works with the parent and the child to assist and plan for the child's well being, care and learning.
- No child is to be separated from their parent before the child is ready for the separation. We work together with the parent to build trust and understanding.

#### **Settling In**

- Before a child starts to attend the setting, we use a variety of ways to provide his/her parents with information. These include written information (including our prospectus and policies), on line information, displays, open days and individual meetings with prospective parents. (Drop In Policy)
- During the half term before a child is enrolled, we provide "drop in" sessions
- When a child starts to attend, we explain the process of settling in and jointly decide the best procedure to help the child to settle into the setting. (Settling in Policy)
- We judge a child to be settled when they have formed a relationship with a key person; and when parents leave, we ask them to say goodbye to their child and explain that they will be coming back and when.
- Individual plans are made for each child based on their level of development and preferences.

#### **!20**

- We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child's distress will prevent them from learning and gaining the best from the setting

- Within the first term of starting, we focus and work with the child's parents to begin to create their child's record of achievement. (Summative/formative Assessment/Observations for planning and their Learning Journals.)

## **Drop in Policy**

### **Policy Statement**

We want children to feel safe, stimulated and happy in the nursery and to feel secure and comfortable with the staff. We also want parents to have confidence in both their children's well being and their role as active partners with the Nursery.

### **Aim**

We feel that familiarity with the setting and with the staff will make the child and the parent feel secure and comfortable. Visits to the nursery enable both child and parent/ carer to become familiar with our routines, our policies and our aims and objectives. Visits will take place in the last 6 weeks of the term prior to entrance.

### **Procedures**

Parents/carers will pre arrange sessions by telephoning the nursery on 8445 7514 during the session from 9-3pm.

- 1st visit from 10-11am or 1-2pm to include free play and snack time
- 2nd visit from 10-11am or 1-2pm as above
- 3rd & 4th visit from 11-12am or 2-3pm to include snack, music and story time
- 5th visit will be a full session

If it is not possible to have 5 visits then other arrangements can be made but we feel this time is most important and helps the child separate from parent/carers with confidence.

## Settling in Policy

### Policy Statement

We want all children to feel safe, stimulated and happy in the nursery and to feel secure and comfortable with the staff. We also want parents to have confidence in both their children's well being and their role as active partners with the Nursery. We aim to make the nursery a welcome place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

### Procedures

- Before a child starts to attend the nursery, we use a variety of ways to provide his/her parents with information. These include written information (including our prospectus), displays and information and meetings with parents.
- During the half term before a child is enrolled, we provide opportunities for the child and his/her parent/carer to visit on a pre arranged "drop in" basis.
- We endeavour to prevent children from being left in a stressful state. Therefore we encourage parents/carers to stay until they are happy for you to leave.
- When a child starts to attend, we work with the parents to decide on the best way to help the child to settle.
- Depending on the child's level of development, it maybe necessary for new children to be collected prior to the end of a session after "free play" ends and a group singing and story time begins.
- New children find "group" times difficult and we do not expect new children to sustain the same level of concentration as children who have been previously settled.
- We then gradually increase the time span as the child develops confidence. (See Settling in Procedure)
- We feel that leaving the group on a happy and positive note helps the child develop the confidence to join in singing and to listen to stories.
- This applies to all children even when English is a second language.

### **The progress check at age two**

- A key person carries out the progress check at age two in accordance with any local procedures that are in place and referring to the guidance within the EYFS.
- The progress check aims to review the child's development and ensure that parents have a clear picture of their child's development
- Within the progress check, the key person will note areas where the child is progressing well and identify areas where progress is less than expected.
- The progress check will describe the actions that will be taken by the setting to address any developmental concerns (including working with other professionals where appropriate) as agreed with the parent(s).

## **5.0 Staff: Child Ratios**

### **5.1 Policy Statement**

We provide a staffing ratio in line with the Safeguarding and Welfare Requirements of the Early Years Foundation Stage (2012) to ensure that children have sufficient individual attention and to guarantee care and education of a high quality. Our staff appropriately qualified and we carry out checks for criminal and other records through the Criminal Records Bureau in accordance with statutory requirements.

#### **Procedure**

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

- Children aged two years (under 3): 1 adult: 4 children
  - at least one member of staff holds a full and relevant level 3 qualification;and
- at least half of all other staff hold a full and relevant level 2 qualification.
- Children aged three and over: 1 adult: 8 children
  - at least one member of staff holds a full and relevant level 3 qualification;and
- at least half of all other staff hold a full and relevant level 2
- We follow the Early Years Foundation Stage Safeguarding and Welfare Requirements where a Qualified Teacher, Early Years Professional or other suitable level 6 qualified person is working directly with the children aged three and over between the hours of 8am and 4pm as follows:
  - there is at least one member of staff for every 13 children; and
  - at least one other member of staff holds a full and relevant level 3 qualification.
- The key persons plan with the parents for the child's well being and development in the setting. The key persons meet with the family/parent for discussion and consultation on their child's progress and offers support. All staff are available to assist and answer questions.
- We hold regular staff meetings to undertake curriculum planning and to discuss children's progress, their achievements and any difficulties that may arise from time to time.

## **6.0 Health**

### **6.1 Administering medicines**

#### **Policy Statement**

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

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

These procedures are written in line with guidance in Managing Medicines in Schools and Early Years Settings; the manager is responsible for ensuring all staff understand and follow these procedures.

Key persons are responsible for the correct administration of medication to children. This includes ensuring that parent consent forms have been completed, that medicines are stored correctly and that records are kept according to procedures.

#### **Procedures**

- Children taking prescribed medication must be well enough to attend the setting.
- Only medication prescribed by a doctor (or other medically qualified person) will be administered. (NO non prescriptive drugs will be given to any children which contains aspirin or ibuprofen unless prescribed by a doctor. Children who require non prescriptive drugs should not attend school for example Calpol or other temperature reducing drugs.
- Children's prescribed medicines are stored in their original containers, are clearly labeled and are inaccessible to the children.
- Parents give prior written permission for the administration of medication. The staff receiving the medication must ask the parent to sign a consent form stating the following information. No medication may be given without these details being provided:
  - -the full name of the child and date of birth;
  - -the name of the medication and strength;
  - -who prescribed it;
  - -the dosage to be given in the setting;
  - how the medication should be stored and its expiry date;

- any side effects that may be expected; and
- -the signature of the parent, their printed name and the date.

• The administration of medicine is recorded accurately in our medication record book each time it is given and is signed by the key person. Parents are shown the record at the end of the session and asked to sign the record book to acknowledge the administration of the medicine. The medication record book records the:

- name of the child;
- name and strength of the medication;
- date and time of the dose;
- dose given and method;
- signature of the key person; and
- parent's signature.

### **Storage of medicines**

- All medication is stored safely in a cupboard in a clearly marked plastic box
- The key person is responsible for ensuring medicine is handed back at the end of the day, if applicable, to the parent.
- For some conditions, medication may be kept in the setting to be administered on a regular or as and when required basis. Key person check that any medication held in the setting is in date and return any out of date medication back to the parent.
- If the administration of prescribed medication requires medical knowledge, individual training is provided for the relevant member of staff by a health professional.
- No child may self administer.

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

- A risk assessment is carried out for each child with long term medical conditions that require ongoing medication. This is the responsibility of the manager.
- Parents will also contribute to a risk assessment
- Training will be sought if applicable.
- A health care plan for the child should include the measures to be taken in an emergency.
- The health care plan is to be reviewed every six months.

### **Managing medicines on trips and outings**

- Medication is taken in the child's sealed plastic box.
- All procedures remain the same as if the child was in the setting.
- Health Care Plan for

Date

Condition or illness

### Emergency Plan

Use Bullet Points

<b>Signs/Symptoms</b>	<b>Actions to be taken</b>
<b>1.</b>	<b>1.</b>

### Details of Medication

<b>Name</b>	<b>Dose</b>	<b>Frequency</b>

## **Medication Consent Form**

Please complete if you wish the school to administer medication to your child. The school will not give your child medicine unless you complete and sign this form

### **CHILD'S DETAILS**

Child's Name:

Date of Birth:

Condition of illness:

### **MEDICATION**

Name/Type of Medication (as described on container)

Date dispensed

Expiry date

For how long will your child take this medication?

### **DIRECTIONS FOR USE**

Dosage and method:

Timing:

Are there any side effects that we need to know about?:

I understand that I must deliver the medicine personally to an agreed member of staff and accept that this is a service that the school is not obliged to undertake.

I understand that I must notify the nursery of any changes in writing.

I give my permission for a member of staff to administer medication as given to my child.

Date:

Signature:

Relationship to child:

**LAUREL WAY PLAYGROUP**

**Care Plans for Children needing Injection of Adrenaline (EpiPen) While in an Early Year Setting**

Name of Child:

.....

Date of Birth:

.....

Allergic to:.....

.....

Epi-pen 1 Expiry date:.....

.....

Epi-pen 2 Expiry date:.....

.....

Antihistamine Expiry date:.....

.....

Location of Epi-pen (1) and spare (2).....

**Individualised Prevention Plan (to be completed with parent/carer:**

Particular signs to look for in.....(Name of Child)

- 1.
- 2.
- 3.

Treatment Plan for.....(Name of Child)

- 1.
  - 2.
  - 3.
- !

**AGREEMENT FOR THE ADMINISTRATION OF ADRENALINE (EPIPENS) IN EARLY YEARS SETTING**

Child's Name:

.....

Date of Birth:

.....

Address:

.....

Home Tel.Number.....

Significant Carer's Day-time Contact No.....

Name of GP:

Telephone Number:

Details of Allergy:

.....

.....

Details of Foods to be avoided:

.....

.....

Summary of Treatment Measures:

.....

.....

Consent to be given in writing:

**Parents/Significant Carer:** I consent to members of Laurel Way Playgroup staff, following appropriate training, giving the above treatment to my child in an emergency,

Signature..... Print Name:.....Date:

School Head teacher: Named members of staff are prepared to be trained to carry out the necessary treatment.

Signature..... Print Name:.....Date:

NB: It is the responsibility of the early years setting or school to request training for new staff and for annual updates.

Copies distribute to : Parents, early year setting, and GP



## **6.2 Managing children, who are sick, infectious or with allergies**

(including reporting notifiable diseases)

### **Policy Statement**

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

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

- If the children appear unwell during the day - have a temperature, sickness, diarrhoea or pains, particularly in the head or stomach - the manager calls the parents and asks them to collect the child, or send a known carer to collect the child on their behalf.
- If a child has a temperature, they are kept cool, by removing top clothing and sponging their heads with cool water, but kept away from draughts.
- The child's temperature is taken using a forehead thermometer strip, kept in the first aid box.
- In extreme cases of emergency we call 999 and inform the parents.
- Where children have been prescribed antibiotics, parents are asked to keep them at home for 48 hours before returning to the setting.
- After diarrhoea, parents are asked to keep children home for 48 hours or until a formed stool is passed.
- The setting has a list of excludable diseases and current exclusion times. The full list is obtainable from [www.hpa.org.uk/webc/HPAwebFile/HPAweb\\_C/1194947358374](http://www.hpa.org.uk/webc/HPAwebFile/HPAweb_C/1194947358374) and includes common childhood illnesses such as measles.

### **Reporting of “notifiable diseases”**

- If a child or adult is diagnosed as suffering from a notifiable under the Health Protection (Notification) Regulations 2010, the GoP will report this to the Health Protection Agency.
- When the setting becomes aware, or is formally informed of the notifiable disease, the manager informs Ofsted and acts on any advice given by the Health Protection Agency.

### **Nits and Head Lice**

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

## **Procedures for children with allergies**

- When parents start their children at the setting they are asked if their child suffers from any allergies. This is recorded on the Registration Form.
- If a child has an allergy, a 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, eggs, bee stings, cats etc.)
  - The nature of the allergic reactions
  - 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
- Parents train staff in how to administer special medication in the event of an allergic reaction.
- Our setting has a NO NUT or NUT PRODUCT Policy.
- Parents are made aware so that no nut or nut products are accidentally brought in to the nursery.

## **At all times the administration of medication must be compliant with the Safeguarding and Welfare Requirements of the Early Years Foundation Stage and follow procedures based on advice given in Managing Medicines in Schools and Early Years Setting (DfES 2005)**

### **Oral Medication**

- Oral medication must be prescribed by a GP and have manufacturer's instructions clearly written on them
- The setting must be provided with clear written instructions on how to administer such medication.
- All risk assessment procedures need to be adhered to for the correct storage and administration of the medication
- The setting must have the parents or guardians prior written consent. This consent must be kept on file.

## **Life saving medication and invasive treatments.**

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

- The provider must have;
  - a letter from the child's GP/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.

## **6.3 Recording and reporting of accidents and incidents**

(including the procedure for reporting accidents and incidents to the HSE under RIDDOR requirements.)

### **Policy Statement**

We follow the guidelines of the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) for the reporting of accidents and incident. Child protection matters or behavioural incidents between children are not regarded as incidents and there are separate procedures for this.

### **Procedures**

Our Accident Book:

- Is kept in a safe and secure place;
- is accessible to staff who all know how to complete it; and
- is reviewed at least half termly to identify any potential or actual hazards.

### **Reporting accidents and incidents**

Ofsted is notified as soon as possible, but at least within 14 days of any instances which involve;

- food poisoning affecting two or more children looked after on our premises;
- a serious accident or injury to, or serious illness of, a child in our care and the action we take in response; and
- the death of a child in our care.

Local child protection agencies are informed of any serious accident or injury to a child, or the death of any child, while in our care and we act on any advice given by those agencies.

Any food poisoning affecting two or more children or adults on our premises is reported to the local Environmental Health Department.

We meet our legal requirements in respect of the safety of our employees and the public by complying with RIDDOR. We report to the Health and Safety Executive:

- any work related accident leading to any injury to a child or adult, for which they are taken to hospital;
- any work related injury to a member of staff, which results in them being unable to work for seven consecutive days;
- when a member of staff suffers from a reportable work related disease or illness;
- any death, or a child or adult, that occurs in connection with activities relating to

our work; and

- any dangerous occurrences. This may be an event that causes injury or fatalities or any event that does not cause an accident but could have done; such as a gas leak.

### **Our Incident Book**

- We keep an incident book for recording minor incidents within the nursery setting.
- The key person will complete and give a copy to the parent
- We record the date and time of the incident, the nature of the even, who was affected, what was done about it and who dealt with the incident.
- Our incident book is for recording issues involving a child

## Incident Form

Name of Child	Date: Time:
Circumstances of incident	
Action Taken:	
Staff Responsible	

## **6.4 Food and drink**

### **Policy Statement**

Our provision regards snack as an important part of our day. Eating represents a social time for children and adults and helps children to learn about healthy eating. We promote healthy eating.

### **Procedures**

- Before a child starts to attend the parent/carer indicates any allergies their child might have.
- To meet the standards, some foods in packed lunches need to be refrigerated until lunchtime.
- Perishable items such as cooked meat, fish or poultry, either on its own or in a sandwich, egg, rice, pasta dishes, and any dairy products must be packed in separate containers marked with your child's name.
- All such foods will be put into our cool box upon arrival and then transferred into the refrigerator which will be at the appropriate ambient temperature as set out by Environmental Health.
- We organise snack time to help children to develop independence through making choices, serving food and drink and feeding themselves.
- We have fresh drinking water constantly available for the children. We inform the children about how to obtain the water.
- We have rules about children sharing and swapping their food with one another in order to protect children with food allergies.
- On occasion we provide whole and pasteurised milk.
- We have an information sheet for parents/carers whose children stay for lunch

### **If your child stays for lunch the following will apply for your child's protection.**

- Taking into account our storage facilities, some foods in packed lunches need to be refrigerated and thus stored in suitable containers,
- Perishable items such as cooked meat, fish or poultry, either on its own or in a sandwich, egg, rice, pasta dishes, and any dairy products must be packed in separate containers marked with your child's name.
- All such foods will be put into our cool box upon arrival and then transferred into the refrigerator that will be at the appropriate ambient temperature as set out by Environmental Health.
- We are unable to reheat cooked foods.

## Packed Lunch & Healthy Eating Policy for Pre School Children

### Aim

To ensure children who bring a packed lunch from home to eat in Nursery (or on school trips) have food that is equally as healthy and nutritious as food now served in schools and regulated by national standards.

### Objective

School meals conform to government nutritional guidelines with less sugar, fat and salt and more fresh fruit and vegetables. There is no reason why a packed lunch cannot provide the same nutrition as a cooked meal with a good balance of 'complex carbohydrates' and protein foods.

**"A good diet is important for good health. A healthy and varied diet can help to maintain a healthy body weight, enhance general well-being and reduce the risk of a number of diseases including heart disease, stroke, cancer, diabetes and osteoporosis." (Food In Schools Toolkit, DH Publications, 2005)**

A diet that is high in fat, high in salt and high in refined carbohydrates diminishes mental alertness, so a child eating these kinds of foods is likely to be tired towards the end of the session.

Perishable items such as meats, dairy etc need to be placed in the cool box where a staff member will transfer them to the fridge until lunchtime.

### Examples of what makes a healthy lunch box:

- 1) At least one portion of **fruit & vegetables** every day. Whole fruit may not be appealing to young children so try cutting it into chunks and threading it onto skewers. Include dried fruit too- dried apricots are particularly rich in vitamins and minerals.
- 1) **Meat, fish or other sources of non-dairy protein** every day, eg lentils, beans, soya, hummous (usually part of a sandwich, roll or salad). Use fillings such as egg, chicken and ham.
- 1) **Oily fish** at least once every three weeks. This includes salmon, tuna sardines etc
- 1) A **starchy food** including any type of bread- preferably wholemeal, rice, pasta, potatoes, couscous, noodles or other types of cereals. Complex carbohydrates release energy slowly and help to keep up levels of energy

and concentration. Pasta, rice and noodles can be stored in a hot flask until lunchtime.

1) **Dairy food** such as real (not processed) cheese, yoghurt, fromage frais.

Children under 5 shouldn't have a low fat diet so choose whole milk products instead of low fat. Calcium builds strong bones and teeth. Lack of calcium can lead to osteoporosis later in life so make sure you regularly include dairy products. Cheese strings and similar foods can contain high levels of saturated fat and salt. One single portion can contain the recommended daily intake of a child in the entire day. Food which should be included much **less often**.

Many cereal bars contain high levels of sugar and fat. This sticky sugar sticks to the teeth causing maximum damage and decay.

Shop bought cakes and biscuits. We encourage homemade cakes and treats with no additives or colours etc.

Crisps are very high in saturated fat. Try substituting for bread sticks and crackers instead.

Sausage rolls and pastry products such as pies.

'Real fruit' snacks can contain huge amounts of sugar so check the labels before adding to your child's lunch.

**We do not allow:**

Chocolate bars

Any nut products (although they can be healthy, it puts children with severe nut allergies in danger)

Sweets, confectionary

Fizzy drinks and juice cartons.

The children have access to fresh water throughout the day and to fresh milk/water at snack and lunchtimes.

The Nursery recognises that some children may have verified medical conditions requiring special diets that do not allow for the standards to be met exactly. In this case, parents are urged to be responsible on ensuring that packed lunches are as healthy as possible. For these reasons children are not permitted to swap lunches.

Packed lunches are reviewed by staff at lunchtime as part of their supervision of the children. Parents who do not adhere to the Packed Lunch Policy will receive a leaflet in the packed lunch informing them of the Policy. If a child regularly brings a packed lunch that does not conform to the policy then the school will

contact the parents to discuss this. NB children with special diets will be given

## The eatwell plate

Use the eatwell plate to help you get the balance right. It shows how much of what you eat should come from each food group.



Department of Health in association with the Welsh Government, the Scottish Government and the Food Standards Agency in Northern Ireland

### 7.0 Managing Behaviour

#### 7.1 Achieving positive behaviour

#### Policy Statement

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

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

#### Procedure

**Susan Farber** has the overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour. The Deputy, **Kath O'Shea** and all staff share responsibility

We require the named person (**Susan Farber**) to:

- keep herself up-to-date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support.
- access relevant sources of expertise on promoting positive behaviour within our setting for supporting personal, social and emotional development; and
- check that all staff have relevant in-service training on promoting positive behaviour.

**We keep a record of staff attendance at this training.**

- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of, and respect, those used by members of the setting.
- We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- We familiarise new staff and students with the setting's Achieving Positive Behaviour Policy and its guidelines for behaviour.
- We expect all members of our setting to keep to the guidelines, requiring these to be applied consistently.
- We work in partnership with children's parents. When required we inform parents about their children's behaviour. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

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

- We require all staff to use positive strategies for handling any inconsiderate behaviour, by helping children to find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable, and supporting children to gain control of their feelings, so that they can learn a more appropriate response.
- We ensure that there are enough relevant toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We acknowledge considerate behaviour such as kindness and willingness to share
- We support each child in developing self esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only in

return for inconsiderate behaviour.

- When children behave in inconsiderate ways, we help them to understand the outcomes of their actions and support them in learning how to copy 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 group.
- We never use physical or corporal punishment, such as smacking or shaking.

#### **Children are never threatened with these.**

- We do not use techniques intended to single out and humiliate individual children.
- We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property.
- Details of any event (what happened, what actions were taken and whom, and the names of witnesses) are brought to the attention of our setting leader and are recorded in our incident book. The child’s parent(s) is/are informed on the same day.
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal name.
- We do not shout or raise our voices in a threatening way to respond to children’s inconsiderate behaviour.

#### **Children Under three years**

- When children under three behave in inconsiderate ways we recognise that the strategies for supporting them will need to be developmentally appropriate and differ from those for older children.
- We recognise that babies and very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this.
- Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.
- If tantrums, biting or fighting are frequent, we try to find out the underlying cause. Sometimes if a child has not settled in well and the behaviour may be the result of “separation anxiety”.
- We focus on ensuring a child’s attachment figures in the setting, and all staff help the child build a relationship to provide security to the child. We allow the children to show a preference as we value them as individuals.

#### **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 strategies as above.

- We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic, or aggressive.
- We will develop strategies to contain play that are agreed with the children, and understood by the, with acceptable behavioural boundaries to ensure children are not hurt.
- We recognise that fantasy play also contains many violently dramatic strategies e.g. blowing up and shooting, and that themes 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 play, perhaps to suggest alternative strategies for heroes and heroines, making the most of “teachable moments’ to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

### **Hurtful behaviour**

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

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- We will help them manage these feelings, as they have neither the biological means nor the cognitive means to do this for themselves.
- We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear.
- Therefore we help this process by offering support, calming the child who is angry, as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings.
- We do not engage in punitive responses to a young child’s rage as that will have the opposite effect.
- Our way of responding to pre-verbal children is to calm them through holding and cuddling. Verbal children will also respond to cuddling to calm them down, but we offer them an explanation and discuss the incident with them to their level of understanding.

- We recognise that young children require help in understanding the range of feelings they experience. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. “Adam took your car, didn’t he, and you were enjoying playing with it. You didn’t like it when he took it, did you? Did it make you feel angry? Is that why you hit him?” Older children will be able to verbalise their feelings better, talking through themselves the feelings that motivated the behaviour.
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others’ feelings. “When you hit Adam, it hurt him and he didn’t like that and it made him cry.”
- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy. “I can see you are feeling better now and Adam isn’t crying any more. Let’s see if we can be friends and find another car, so you can both play with one”
- We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated boundaries.
- We support social skills through modelling behaviour and through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. The main reasons for very young children to engage in excessive hurtful behaviour are that:
  - they do not feel securely attached to someone who can interpret and meet their
  - needs - this may be in the home and it may also be in the setting;
  - their parent, or carer in the setting, does not have skills in responding
  - appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger;
  - the child may have insufficient language, or mastery of English, to express him or herself and may feel frustrated;
  - the child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse;
  - the child has a developmental condition that affects how they behave.
  - Where this does not work, we use the Special Educational Needs Code of
  - Practice to support the child and family, making the appropriate referrals to a
  - Behaviour Support Team where necessary.

## **Bullying**

We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour.

A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress to another. Bullying can occur in children five years old and over and may well be an issue in after school clubs and holiday schemes catering for slightly older children.

If a child bullies another child or children:

- we show the children who have been bullied that we are able to listen to their concerns and act upon them;
- we intervene to stop the child who is bullying from harming the other child or children;
- we explain to the child doing the bullying why her/his behaviour is not acceptable;
- we give reassurance to the child or children who have been bullied;
- we help the child who has done the bullying to recognise the impact of their actions;
- we make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour;
- we do not label children who bully as 'bullies';
- we recognise that children who bully may be experiencing bullying themselves, or be subject to abuse or other circumstances causing them to express their anger in negative ways towards others;
- we recognise that children who bully are often unable to empathise with others and for this reason we do not insist that they say sorry unless it is clear that they feel genuine remorse for what they have done. Empty apologies are just as hurtful to the bullied child as the original behaviour;
- we discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour; and
- we share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

## 7.1 Promoting positive behaviour

### Policy statement

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

As children develop, they learn about boundaries, the difference between right and wrong, and to consider the views and feelings, and needs and rights, of others and the impact that their behaviour has on people, places and objects. The development of these skills requires adult guidance to help encourage and model appropriate behaviours and to offer intervention and support when children struggle with conflict and emotional situations. In these types of situations key staff can help identify and address triggers for the behaviour and help children reflect, regulate and manage their actions.

### Procedures

In order to manage children's behaviour in an appropriate way we will:

- attend relevant training to help understand and guide appropriate models of behaviour;
- implement the setting's behaviour procedures including the stepped approach;
- have the necessary skills to support other staff with behaviour issues and to access expert advice, if necessary;
- ensure all staff complete the Promoting Positive Behaviour programme, on Educare (<http://pre-school.educare.co.uk/Login.aspx>)

### *Stepped approach*

#### **Step 1**

- We will ensure that EYFS guidance relating to 'behaviour management' is incorporated into relevant policy and procedures;
- We will be knowledgeable with, and apply the setting's procedures on Promoting Positive Behaviour;

We will undertake an annual audit of the provision to ensure the environment and practices supports healthy social and emotional development. Findings from the audit are considered by management and relevant adjustments applied. (A useful guide to assessing the well-being of children can be found at [www.kindengezin.be/img/sics-ziko-manual.pdf](http://www.kindengezin.be/img/sics-ziko-manual.pdf))

- ensure that all staff are supported to address issues relating to behaviour including applying initial and focused intervention approaches (see below).

## Step 2

- We address unwanted behaviours using the agreed and consistently applied initial intervention approach. If the unwanted behaviour does not reoccur or cause concern then normal monitoring will resume.
- Behaviours that result in concern for the child and/or others will be discussed between the key person, the behaviour coordinator and Special Educational Needs Coordinator (SENCO) or/and manager. During the meeting, the key person will use their knowledge and assessments of the child to share any known influencing factors (new baby, additional needs, illness etc.) in order to place the behaviour into context. Appropriate adjustments to practice will be agreed and if successful normal monitoring resumed.
- If the behaviour continues to reoccur and remains a concern then the key person and SENCO should liaise with parents to discuss possible reasons for the behaviour and to agree next steps. If relevant and appropriate, the views of the child relating to their behaviour should be sought and considered to help identify a cause. If a cause for the behaviour is not known or only occurs whilst in the setting then the behaviour coordinator will suggest using a focused intervention approach to identify a trigger for the behaviour.
- If a trigger is identified then the SENCO and key person will meet with the parents to plan support for the child through developing an action plan. If relevant, recommended actions for dealing with the behaviour at home should be agreed with the parent/s and incorporated into the plan. Other members of the staff team should be informed of the agreed actions in the action plan and help implement the actions. The plan should be monitored and reviewed regularly by the key person and SENCO until improvement is noticed.

All incidents and intervention relating to unwanted and challenging behaviour by children should be clearly and appropriately logged.

## Step 3

- If, despite applying the initial intervention and focused intervention approaches, the behaviour continues to occur and/or is of significant concern, then the behaviour coordinator and SENCO will invite the parents to a meeting to discuss external referral and next steps for supporting the child in the setting.
- It may be agreed that the Common Assessment Framework (CAF) or Early Help process should begin and that specialist help be sought for the child – this support may address either developmental or welfare needs. If the child's behaviour is part of a range of welfare concerns that also include a concern that the child may be suffering or likely to suffer significant harm, follow the Safeguarding and Children and Child Protection Policy (1.2). It

may also be agreed that the child should be referred for an Education, Health and Care assessment. (See Supporting Children with SEN policy 9.2)

- Advice provided by external agencies should be incorporated into the child's action plan and regular multi-disciplinary meetings held to review the child's progress

#### *Initial intervention approach*

- We use an initial problem solving intervention for all situations in which a child or children are distressed or in conflict. All staff use this intervention consistently.
- This type of approach involves an adult approaching the situation calmly, stopping any hurtful actions, acknowledging the feelings of those involved, gathering information, restating the issue to help children reflect, regain control of the situation and resolve the situation themselves.
- High Scope's Conflict Resolution process provides this type of approach but equally any other similar method would be suitable. Periodically the effectiveness of the approach will be checked.

#### *Focused intervention approach*

- The reasons for some types of behaviour are not always apparent, despite the knowledge and input from key staff and parents.
- Where [we/I] have considered all possible reasons, then a focused intervention approach should then be applied.
- This approach allows [me/the key person and behaviour coordinator] to observe, reflect, and identify causes and functions of unwanted behaviour in the wider context of other known influences on the child.
- We follow the ABC method which uses key observations to identify a) an event or activity (antecedent) that occurred immediately before a particular behaviour, b) what behaviour was observed and recorded at the time of the incident, and c) what the consequences were following the behaviour. Once analysed, the focused intervention should help determine the cause (e.g. ownership of a toy or fear of a situation) and function of the behaviour (to obtain the toy or avoid a situation) and suitable support will be applied.

#### *Use of rewards and sanctions*

- All children need consistent messages, clear boundaries and guidance to intrinsically manage their behaviour through self-reflection and control.
- Rewards such as excessive praise and stickers may provide an immediate change in the behaviour but will not teach children how to act when a 'prize' is not being given or provide the child with the skills to manage situations and their emotions. Instead, a child is taught how to be 'compliant' and respond to meet adult's own expectations in order to obtain a reward (or for fear of a sanction). If used then the type of rewards and their functions must be carefully considered before applying.

- Children should never be labelled, criticised, humiliated, punished, shouted at or isolated by removing them from the group and left alone in ‘time out’ or on a ‘naughty chair’.
- However, if necessary children can be accompanied and removed from the group in order to calm down and if appropriate helped to reflect on what has happened.

### *Use of physical intervention*

The term physical intervention is used to describe any forceful physical contact by an adult to a child such as grabbing, pulling, dragging, or any form of restraint of a child such as holding down. Where a child is upset or Where a child is upset or angry, staff will speak to them calmly, encouraging them to vent their frustration in other ways by diverting the child’s attention.

- Staff should not use physical intervention – or the threat of physical intervention, to manage a child’s behaviour unless it is necessary to use ‘reasonable force in order to prevent children from injuring themselves or others or damage property’ (EYFS).’
- If ‘reasonable force’ has been used for any of the reasons shown above, parents are to be informed on the same day that it occurs. The intervention will be recorded as soon as possible within the child’s file, which states clearly when and how parents were informed.
- Corporal (physical) punishment of any kind should never be used or threatened.

### *Challenging Behaviour/Aggression by children towards other children*

- Any aggressive behaviour by children towards other children will result in a staff member intervening immediately to challenge and prevent escalation.
- If the behaviour has been significant or may potentially have a detrimental effect on the child, the parents of the child who has been the victim of behaviour and the parents of the child who has been the perpetrator should be informed.
- The designated person will contact children’s social services if appropriate and will consider whether notifying the police if appropriate.
- The designated person will make a written record of the incident, which is kept in the child’s file; in line with the *Safeguarding children, young people and vulnerable adults* policy.
- The designated person should complete a risk assessment related to the child’s challenging behaviour to avoid any further instances.
- The designated person should meet with the parents of the child who has been affected by the behaviour to advise them of the incident and the setting’s response to the incident.
- Ofsted should be notified if appropriate.
- Relevant health and safety procedures and procedures for dealing with concerns and complaints should be followed.
- Parents should also be asked to sign risk assessments where the risk assessment relates to managing the behaviour of a specific child.

*Challenging unwanted behaviour from adults in the setting*

- Settings will not tolerate behaviour from an adult which demonstrates a dislike, prejudice and/or discriminatory attitude or action towards any individual or group. This includes negativity towards groups and individuals living outside the UK (xenophobia). This also applies to the same behaviour if directed towards specific groups of people and individuals who are British Citizens residing in the UK.
- Allegations of discriminatory remarks or behaviour including xenophobia made in the setting by any adult will be taken seriously. The perpetrator will be asked to stop the behaviour and failure to do so may result in the adult being asked to leave the premises and in the case of a staff member, disciplinary measures being taken.

## **8.0 Safety and Suitability of Premises, Environment and Equipment**

### **8.1 Health and safety general standards**

#### **Policy statement**

Our setting believes 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 aim to make children, parents, staff and volunteers aware of health and safety issues and to minimise the hazards and risks to enable the children to thrive in a healthy and safe environment.
- Our member of staff responsible for health and safety is: Susan Farber
- He/she is competent to carry out these responsibilities.
- He/she has undertaken health and safety training and regularly updates his/her knowledge and understanding.
- We display the necessary health and safety poster in the kitchen area

#### **Insurance cover**

We have public liability insurance and employers' liability insurance. The certificate for public liability insurance is displayed on the notice board.

#### **Procedures**

##### **Awareness raising**

- Our induction training for staff and volunteers includes a clear explanation of health and safety issues, so that all adults are able to adhere to our policy and procedures as they understand their shared responsibility for health and safety. The induction training covers matters of employee well-being, including safe lifting and the storage of potentially dangerous substances.
- Records are kept of these induction training sessions and new staff and volunteers are asked to sign the records to confirm that they have taken part.
- Health and safety issues are explained to the parents of new children, so that they understand the part played by these issues in the daily life of the setting.
- As necessary, health and safety training is included in the annual training plans of staff, and health and safety is discussed regularly at staff meetings.
- We operate a no-smoking policy.
- Children are made aware of health and safety issues through discussions, planned activities and routines.

##### **Safety of adults**

- Adults are provided with guidance about the safe storage, movement, lifting and of large pieces of equipment.
- When adults need to reach up to store equipment or to change light bulbs, they are provided with safe equipment to do so.
- All warning signs are clear and in appropriate languages.
- Adults do not remain in the building on their own or leave on their own after dark.
- The sickness of staff and their involvement in accidents is recorded. The records

are reviewed termly to identify any issues that need to be addressed.

- We keep a record of all substances that may be hazardous to health - such as cleaning chemicals, or gardening chemicals if used. This states what the risks are and what to do if they have contact with eyes or skin or are ingested. It also states where they are stored.
- We keep all cleaning chemicals in their original containers.

### **Windows**

- Low level windows are made from materials that prevent accidental breakage or are made safe.

### **Doors**

- We take precautions to prevent children's fingers from being trapped in doors.

### **Floors**

- All floor surfaces are checked daily to ensure they are clean and not uneven, wet or damaged.

### **Electrical/gas equipment**

- All electrical/gas equipment conforms to safety requirements and is checked regularly.
- Our boiler/electrical switch gear/meter cupboard is not accessible to the children.
- Fires, heaters, electric sockets, wires and leads are properly guarded and the children are taught not to touch them.
- There are sufficient sockets to prevent overloading.
- The temperature of hot water is controlled to prevent scalds.
- Lighting and ventilation is adequate in all areas including storage areas.

### **Storage**

- All resources and materials, which are used by the children, are stored safely.
- All equipment and resources are stored or stacked safely to prevent them accidentally falling or collapsing.

### **Outdoor area**

- Our outdoor area is securely fenced.
- Our outdoor area is checked for safety and cleared of rubbish before it is used.
- Adults and children are alerted to the dangers of poisonous plants, herbicides and pesticides.
- Our outdoor sand pit is covered when not in use and is cleaned regularly.
- All outdoor activities are supervised at all times.

### **Hygiene**

- We seek information from the Health Protection Agency to ensure that we keep up-to-date with the latest recommendations.

- Our daily routines encourage the children to learn about personal hygiene.
- We have a daily cleaning routine for the setting, which includes the play room(s), kitchen, rest area, toilets and nappy changing areas.
- We have a schedule for cleaning resources and equipment, dressing-up clothes and furnishings.
- The toilet area has a high standard of hygiene, including hand washing and drying facilities.
- We implement good hygiene practices by:
  - cleaning tables between activities;
  - cleaning and checking toilets regularly;
  - wearing protective clothing - such as aprons and disposable gloves - as appropriate;
  - parents providing sets of clean clothes;
  - providing tissues and wipes; and tissues

### **Activities and resources**

- Before purchase or loan, equipment and resources are checked to ensure that they are safe for the ages and stages of the children currently attending the setting.
- The layout of play equipment allows adults and children to move safely and freely between activities.
- All equipment is regularly checked for cleanliness and safety, and any dangerous items are repaired or discarded.
- All materials, including paint and glue, are non-toxic.
- Sand is clean and suitable for children's play.
- Physical play is constantly supervised.
- Children are taught to handle and store tools safely.
- Children learn about health, safety and personal hygiene through the activities we provide and the routines we follow.
- Any faulty equipment is removed from use and is repaired. If it cannot be repaired it is discarded.
- Large pieces of equipment are discarded as appropriate

## **8.2 Maintaining children's safety and security on premises**

### **Policy statement**

We maintain the highest possible security of our premises to ensure that each child is safely cared for during their time with us.

### **Procedures**

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

- We ensure all employed staff have been checked for criminal records via an enhanced disclosure through the Criminal Records Bureau.
- Adults do not normally supervise children on their own.
- All children are supervised by adults at all times.
- Whenever children are on the premises at least two adults are present.
- We carry out risk assessments to ensure children are not made vulnerable within any part of our premises, nor by any activity.

### **Security**

- Systems are in place for the safe arrival and departure of children.
- The times of the children's arrivals and departures are recorded.
- The arrival and departure times of adults - staff, volunteers and visitors - are recorded.
- Our systems prevent unauthorised access to our premises.
- Our systems prevent children from leaving our premises unnoticed.
- The personal possessions of staff and volunteers are securely stored during sessions.

## 8.3 Supervision of children on outings and visits

### Policy statement

Children benefit from being taken out of the setting to go on visits or trips to local parks, or other suitable venues, for activities which enhance their learning experiences. Some settings do not have direct access to outdoor provision on their premises and will need to take children out daily. Staff in our setting ensure that there are procedures to keep children safe on outings; all staff and volunteers are aware of and follow the procedures as laid out below.

### Procedures

- Parents sign a general consent on registration for their children to be taken out as a part of the daily activities of the setting.
- This general consent details the venues used for daily activities.
- There is a risk assessment for each venue carried out, which is reviewed regularly.
- Parents are always asked to sign specific consent forms before major outings.
- A risk assessment is carried out before an outing takes place.
- All venue risk assessments are made available for parents to see.
- Our adult to child ratio is high, normally one adult to two children, depending on their age, sensibility and the type of venue, as well as how it is to be reached.
- Named children are assigned to individual staff to ensure that each child is well supervised, that no child goes astray and that there is no unauthorised access to children.
- Outings are recorded in an outings record book kept in the setting, stating:
  - The date and time of the outing.
  - The venue and mode of transport used.
  - The names of the staff members assigned to each of the children.
  - The time of return.
- Staff take a mobile phone on outings, as well as supplies of tissues, wipes, spare clothing and nappies, medicines required for individual children, a mini first aid kit, snacks and water. The amount of equipment will vary and be consistent with the venue and the number of children, as well as how long they will be out for.
- Staff take a list of children with them with contact numbers of parents/carers, as well as an accident book and a copy of our Missing Child Policy.
- Records are kept of the vehicles used to transport children, with named drivers and appropriate insurance cover.
- A minimum of two staff accompany children on outings and a minimum of two remain behind with the rest of the children.

## **8.4 Risk assessment**

### **Policy statement**

Our setting believes 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 by assessing and minimising the hazards and risks to enable the children to thrive in a healthy and safe environment.

This policy is based on the Pre-school Learning Alliance risk assessment processes, which follow five steps as follows:

- identification of a risk: Where is it and what is it?
- Who is at risk: Childcare staff, children, parents, cooks, cleaners etc?
- Assessment as to whether the level of a risk is high, medium, low. This takes into account both the likelihood of it happening, as well as the possible impact if it did.
- Control measures to reduce/eliminate risk: What will you need to do, or ensure others will do, in order to reduce that risk?
- Monitoring and review: How do you know if what you 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.
- Weekly risk assessments are written for the following areas within our setting: the garden, the toilet area, the art room and the main room.

### **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, in relation to our premises and activities;
- 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, the time-scales for action, the person responsible for the action and any funding required.
- Where more than five staff and volunteers are employed, the risk assessment is written and is reviewed regularly.
- We maintain lists of health and safety issues, which are checked daily before the session begins, as well as those that are checked on a weekly and termly basis when a full risk assessment is carried out.

## **8.5 Fire safety and emergency evacuation**

### **Policy statement**

We ensure our premises present no risk of fire by ensuring the highest possible standard of fire precautions. The person in charge and staff are familiar with the current legal requirements. Where necessary we seek the advice of a competent person, such as our Fire Officer, or Fire Safety Consultant.

### **Procedures**

- The basis of fire safety is risk assessment, carried out by a 'competent person'.
- The manager has received training in fire safety sufficient to be competent to carry out the risk assessment; this will be written where there are more than five staff and will follow the Government guidance Fire Safety Risk Assessment - Educational Premises (HMG 2006).
- Where we rent premises, we will ensure that we have a copy of the fire safety risk assessment that applies to the building and that we contribute to regular reviews.
- Fire doors are clearly marked, never obstructed and easily opened from the inside.
- Smoke detectors/alarms and fire fighting appliances conform to BS EN standards, are fitted in appropriate high risk areas of the building and are checked as specified by the manufacturer.
- Our emergency evacuation procedures are approved by the Fire Safety Officer and are:
  - clearly displayed in the premises;
  - explained to new members of staff, volunteers and parents; and
  - practised regularly, at least once every six weeks.
  - Records are kept of fire drills and of the servicing of fire safety equipment. (held in office of Nansen Village)

### **Emergency evacuation procedure**

Every setting is different and the evacuation procedure will be suitable for each setting. It must cover procedures for practice drills including:

- How children are familiar with the sound of the fire alarm.
- How the children, staff and parents know where the fire exits are.
- How children are led from the building to the assembly point.
- How children will be accounted for and who by.
- How long it takes to get the children out safely.
- Who calls the emergency services, and when, in the event of a real fire.
- How parents are contacted.

**The fire drill record book must contain:**

- The date and time of the drill.
- How long it took.
- Whether there were any problems that delayed evacuation.
- Any further action taken to improve the drill procedure.

## **8.6 No-smoking**

### **Policy statement**

We comply with health and safety regulations and the Safeguarding and Welfare Requirements of the Early Years Foundation Stage in making our setting a no-smoking environment - both indoors and outdoors.

### **Procedures**

All staff, parents and volunteers are made aware of our No-smoking Policy.

- We display no-smoking signs.
- The No-smoking Policy is stated in our information for parents.
- We actively encourage no-smoking by having information for parents and staff about where to get help to stop smoking if they are seeking this information.
- Staff who smoke do not do so during working hours, unless on a break and off the premises.
- Staff who smoke during their break make every effort to reduce the effect of the odour and lingering effects of passive smoking for children and colleagues.

## **9.0 Equal Opportunities**

### **9.1 Valuing diversity and promoting equality**

#### **Policy statement**

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

Some children have needs that arise from disability or impairment, or may have parents that are affected by disability or impairment. Some children come from families who experience social exclusion or severe hardship; some have to face discrimination and prejudice because of their ethnicity, the languages they speak, their religious or belief background, their gender or their impairment.

We understand that these factors affect the well-being of children and can impact on their learning and attainment. Our setting is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. We aim to:

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

#### **Procedures**

##### **Admissions**

Our setting is open to all members of the community.

- We advertise our service widely.
- We reflect the diversity of our society in our publicity and promotional materials.
- We provide information in clear, concise language, whether in spoken or written form.
- We provide information in as many languages as possible.

- We base our Admissions Policy on a fair system.
- We ensure that all parents are made aware of our Valuing Diversity and Promoting Equality Policy.
- We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of a protected characteristic as defined by the Equalities Act (2010).  
These are:
  - disability;
  - race;
  - gender reassignment;
  - religion or belief;
  - sex;
  - sexual orientation;
  - age;
  - pregnancy and maternity; and
  - marriage and civil partnership.
- We do not discriminate against a child with a disability or refuse a child entry to our setting for reasons relating to disability.
- We ensure, wherever possible, that we have a balanced intake of boys and girls in the setting.
- We develop an action plan to ensure that people with impairments can participate
- We take action against any discriminatory behaviour by staff or parents whether by:
  - direct discrimination – someone is treated less favourably because of a protected characteristic e.g. preventing families of some racial groups from using the service;
  - indirect discrimination - someone is affected unfavourably by a general policy e.g. children must only speak English in the setting;
  - association – discriminating against someone who is associated with a person with a protected characteristic e.g. behaving unfavourably to someone who is married to a person from a different cultural background; or
  - perception – discrimination on the basis that it is thought someone has a protected characteristic e.g. making assumptions about someone's sexual orientation because of their mannerisms or how they speak.
- Displaying of openly discriminatory and possibly offensive materials, name calling, or threatening behaviour are unacceptable on, or around, the premises and will be dealt with in the strongest manner.

## **Employment**

- Posts are advertised and all applicants are judged against explicit and fair criteria.
- Applicants are welcome from all backgrounds and posts are open to all.

- We may use the exemption clauses in relevant legislation to enable the service to best meet the needs of the community.
- The applicant who best meets the criteria is offered the post, subject to references and checks by the Criminal Records Bureau. This ensures fairness in the selection process.
- All job descriptions include a commitment to promoting equality and recognising and respecting diversity as part of their specifications.
- We monitor our application process to ensure that it is fair and accessible.

## **Training**

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

## **Curriculum**

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

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

- ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities;
- ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning; and
- ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages.

### **Valuing diversity in families**

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

### **Food**

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

### **Monitoring and reviewing**

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

## 9.2 Supporting Children with Special Educational Needs and Disabilities

### Inclusions Policy

At Laurel Way Playgroup we have regard for the Special Education Needs and Disability Code of Practice 2014 and the Equality Act (2010).

All children are welcomed into our community, regardless of need or disability. When we know that a child may have a special education need or disability (SEND) before they start with us, we will endeavour to set up a good transition for them into our setting involving child, parents/carers and any outside professionals know to the child. This may involve the child visiting our setting on a number of occasions and/or a home visit by one of our members of staff.

We have a named SENCO (Special Educational Needs Co-ordinator) and their name is:

**Susan Farber**

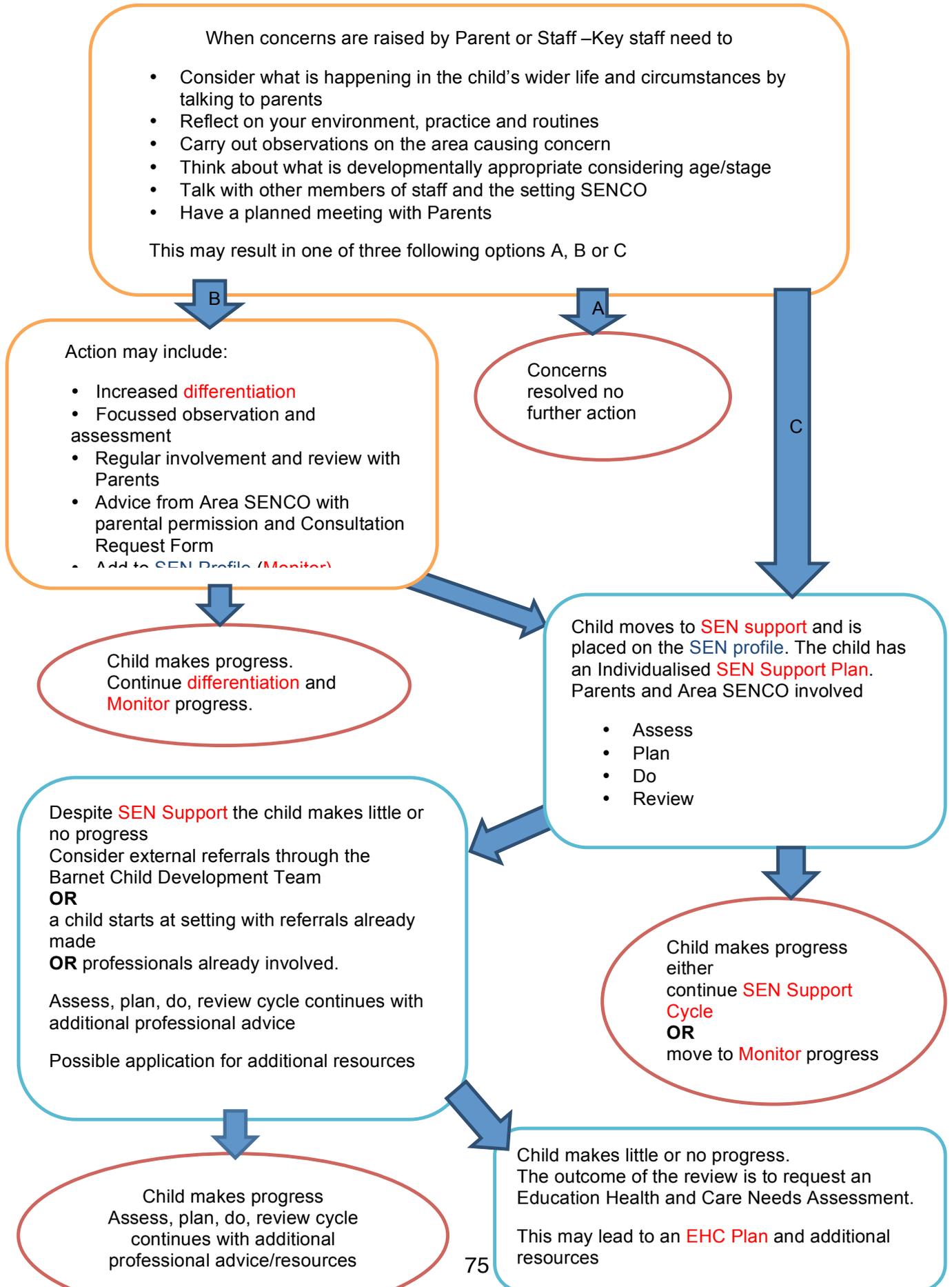
The SENCO is there to support all members of staff in the early identification of special needs. The SENCO is also responsible for the day-to-day provision for children with SEND. The individual needs of all our children are taken into consideration when planning the curriculum so as to ensure it is accessible to the needs of all our children.

Together with your child's key person, our SENCO maintains and oversees all records for children with SEND in our setting. Following discussion and consultation with parents/carers the SENCO may liaise with other staff and outside agencies as appropriate (such as health, education and social services) regarding the Special Educational Needs and Disabilities of a child.

We are committed to effective collaboration between all agencies working with a child together with a multi-disciplinary approach to meeting children's special education needs.

The detailed systems and procedures on the "Graduated Approach to Identifying and Planning for needs in the Early Years' protocol (see attached) ensure that where there is an identified need, we will work in true partnership with the child, their family and other professionals to achieve the best possible outcomes.

## A Graduated Approach to Identifying and Planning for needs in the Early Years



## **10.0 Information and Records**

### **10.1 Our Prospectus (available to prospective parents) when visiting the setting**

#### **Information we hold about you and your child**

We have procedures in place for the recording and sharing of information [data] about you and your child that is compliant with the principles of the General Data Protection Regulations (2018) as follows:

The data we collect is

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

When you register your child with us we will provide you with a privacy notice that gives you further details of how we fulfil our obligations with regard to your data.

#### **Safeguarding children**

Our setting has a duty under the law to help safeguard children against suspected or actual 'significant harm'. Our employment practices ensure children against the likelihood of abuse in our setting and we have a procedure for managing complaints or allegations against a member of staff.

Our way of working with children and their parents ensures that we are aware of any problems that may emerge and can offer support, including referral to appropriate agencies when necessary, to help families in difficulty.

#### **Special needs**

To make sure that [our/my] provision meets the needs of each individual child, [we/I] take account of any special needs a child may have. [We/I] work to the requirements of the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015).

## **10.1b Sample Privacy notice**

### **Laurel Way Playgroup's Privacy Notice**

Data Protection Officer: **Susan Farber/Audrey Ngwira**

#### **Introduction**

We are committed to ensuring that any personal data we hold about you and your child is protected in accordance with data protection laws and is used in line with your expectations.

This privacy notice explains what personal data we collect, why we collect it, how we use it and how we protect it.

#### **What personal data do we collect?**

We collect personal data about you and your child to provide care and learning that is tailored to meet your child's individual needs. We also collect information in order to verify your eligibility for free childcare as applicable.

Personal details that we collect about your child include:

- your child's name, date of birth, address, health and medical needs, development needs, and any special educational needs

We will also ask for information about who has parental responsibility for your child

Personal details that we collect about you include:

- your name, home address, phone numbers, emergency contact details, and family details

This information will be collected from you directly in the registration form.

If you apply for up to 30 hours free childcare, we will also collect:

- your national insurance number or unique taxpayer reference (UTR), if you're self-employed. We may also collect information regarding benefits and family credits that you are in receipt of.

#### **Why we collect this information and the legal basis for handling your data**

We use personal data about you and your child in order to provide childcare services and fulfil the contractual arrangement you have entered into. This includes using your data to:

- contact you in case of an emergency
- to support your child's wellbeing and development
- to manage any special educational, health or medical needs of your child whilst at [my/our] setting
- to carry out regular assessment of your child's progress and to identify any areas of concern
- to maintain contact with you about your child's progress and respond to any questions you may have
- to process your claim for up to 30 hours free childcare (only where applicable)
- to keep you updated with information about our service

With your consent, [we will also record your child's activities for their individual learning record. This may include photographs and videos. You will have the opportunity to withdraw your consent at any time, for images taken by confirming so in writing.

We also have a legal obligation to transfer records and certain information about your child to the school that your child will be attending (see *Transfer of Records* policy).

### **Who we share your data with**

In order for us to deliver childcare services will also share your data as required with the following categories of recipients:

- Ofsted – during an inspection or following a complaint about [my/our] service
- banking services to process chip and pin and/or direct debit payments (as applicable)
- the Local Authority (where you claim up to 30 hours free childcare as applicable)
- the government's eligibility checker (as above)
- our insurance underwriter (if applicable)
- the school that your child will be attending

### **How do we protect your data?**

We protect unauthorised access to your personal data and prevent it from being lost, accidentally destroyed, misused, or disclosed by:

All data stored in locked cupboard.

### **How long do we retain your data?**

We retain your child's personal data for up to 3 years after your child no longer uses our setting, or until our next Ofsted inspection after your child leaves our setting. Medication records and accident records are kept for longer according to legal requirements. Your child's learning and development records are shared your child's next school (Tapestry) and all photos are handed to you when your child leaves on a memory stick. Photos are then deleted from our system.

In some instances (child protection, or other support service referrals) we are obliged to keep your data for longer if it is necessary to comply with legal requirements (see our Children's and Provider Records policies).

### **Your rights with respect to your data**

You have the right to:

- request access, amend or correct your/your child's personal data
- request that we delete or stop processing your/your child's personal data, for example where the data is no longer necessary for the purposes of processing; and
- request that we transfer your, and your child's personal data to another person

If you wish to exercise any of these rights at any time or if you have any questions, comments or concerns about this privacy notice, or how we handle your data please contact Susan Farber. If you have concerns about the way your data is handled and remain dissatisfied after raising your concern with me, you have the right to complain to the Information Commissioner Office (ICO). The ICO can be contacted at Information Commissioner's Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF or [ico.org.uk/](http://ico.org.uk/)

### **Changes to this notice**

We keep this notice under regular review. You will be notified of any changes where appropriate.

## 10.2 Admissions

### Policy statement

It is our intention to make our setting accessible to children and families from all sections of the local community. We aim to ensure that all sections of our community have access to the setting through open, fair and clearly communicated procedures.

### Procedures

- We ensure that the existence of our setting is widely advertised in places accessible to all sections of the community.
- We ensure that information about our setting is accessible and provided in written and spoken form.
- We will provide translated written materials where language needs of families suggest this is required, as well as access to an interpreter. Where necessary, we will try to provide information in Braille, or through British Sign Language.
- We arrange our waiting list in birth order. In addition, our policy may take into account following:
  - the vicinity of the home to the setting; and
  - siblings already attending the setting.
- We keep a place vacant, if this is financially viable, to accommodate an emergency admission.
- We describe our setting and its practices in terms that make it clear that it welcomes both fathers and mothers, other relations and other carers, including childminders.
- We describe how our practices treat each child and their family, having regard to their needs arising from their gender, special educational needs, disabilities, social background, religion and ethnicity or from English being a newly acquired additional language.
- We describe how our practices enable children and/or parents with disabilities to take part in the life of the setting.
- We monitor the gender and ethnic background of children joining the group to ensure that our intake is representative of social diversity.
- We make our Valuing Diversity and Promoting Equality Policy widely known.
- We consult with families about the opening times of the setting to ensure we accommodate a broad range of families' needs.
- We are flexible about attendance patterns to accommodate the needs of individual children and families, providing these do not disrupt the pattern of continuity in the setting that provides stability for all the children.

## **10.3 Parental involvement**

### **Policy statement**

We believe that children benefit most from early years education and care when parents and settings work together in partnership.

Our aim is to support parents as their children's first and most important educators by involving them in their children's education and in the full life of the setting. We also aim to support parents in their own continuing education and personal development.

Some parents are less well represented in early years settings; these include fathers, parents who live apart from their children, but who still play a part in their lives, as well as working parents. In carrying out the following procedures, we will ensure that all parents are included.

When we refer to 'parents' we mean both mothers and fathers; these include both natural or birth parents, as well as step-parents and parents who do not live with their children, but have contact with them and play a part in their lives. 'Parents' also includes same sex parents, as well as foster parents.

The Children Act (1989) defines parental responsibility as 'all the rights, duties, powers, responsibilities and authority which by law a parent of a child has in relation to the child and his property'. (For a full explanation of who has parental responsibility, refer to the Pre-school Learning Alliance publication Safeguarding Children.)

### **Procedures**

- We have a means to ensure all parents are included - that may mean we have different strategies for involving fathers, or parents who work or live apart from their children.
- We consult with all parents to find out what works best for them.
- We ensure ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families.
- We inform all parents about how the setting is run and its policies, through access to written information and through regular informal communication. We check to ensure parents understand the information that is given to them.
- We encourage and support parents to play an active part in the governance and management of the setting.
- We inform all parents on a regular basis about their children's progress.
- We involve parents in the shared record keeping about their children - either formally or informally – and ensure parents have access to their children's written developmental records. We use Tapestry a web based Learning Journal.
- We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting.

- We inform parents about relevant conferences, workshops and training.
- We consult with parents about the times of meetings to avoid excluding anyone.
- We provide information about opportunities to be involved in the setting in ways that are accessible to parents with basic skills needs, or those for whom English is an additional language.
- We hold meetings in venues that are accessible and appropriate for all.
- We welcome the contributions of parents, in whatever form these may take.
- We inform all parents of the systems for registering queries, complaints or suggestions and we check to ensure these are understood. All parents have access to our written complaints procedure.
- We provide opportunities for parents to learn about the curriculum offered in the setting and about young children's learning, in the setting and at home.

In compliance with the Safeguarding and Welfare Requirements, the following documentation is in place:

- Admissions Policy.
- Complaints procedure.
- Record of complaints.
- Developmental records of children.

## 10.4 Children's records

### Policy statement

We have record keeping systems in place that meet legal requirements; the means we use to store and share that information takes place within the framework of the Data Protection Act (1998) and the Human Rights Act (1998).

This policy and procedure is taken in conjunction with the Confidentiality and Client Access to Records Policy and the Information Sharing Policy.

### Procedures

We keep two kinds of records on children attending our setting:

#### Developmental records

- We use an online Learning Journal called Tapestry to record your child's learning and development. Tapestry is hosted in the UK on secure servers.
- For further information visit <http://eylj.org>.
- Each child will have a personal on line Learning Journey which records photos, videos, observations, and assessments to be shared with parents.

#### Personal records

- These include registration and admission forms, signed consent forms, correspondence concerning the child or family, reports or minutes from meetings concerning the child from other agencies, an ongoing record of relevant contact with parents, and observations by staff on any confidential matter involving the child, such as developmental concerns or child protection matters.
- These confidential records are stored in a lockable file or cabinet and are kept secure by the person in charge in a suitably safe place.
- Parents have access, in accordance with our Client Access to Records Policy, to the files and records of their own children, but do not have access to information about any other child.
- Staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs. Staff induction includes an awareness of the importance of confidentiality in the role of the key person.
- We retain children's records for three years after they have left the setting, except records that relate to an accident or child protection matter, which are kept until a child reaches the age of 21 years. These are kept in a secure place.
- Child's development, health and well-being – including a summary only of the child's EYFS profile report, a record of discussions about every day matters about the child's development health and well-being with the parent.
- Early Support – including any additional focussed intervention provided by our setting (e.g. support for behaviour, language or development that needs an SEN action plan) and records of any meetings held.
- Welfare and child protection concerns – including records of all welfare and protection concerns, and [our/my] resulting action, meetings and telephone conversations about

the child, an Education, Health and Care Plan and any information regarding a Looked After Child.

- Correspondence and Reports – including a copy of the child’s 2 Year Old Progress Check (as applicable), all letters and emails to and from other agencies and any confidential reports from other agencies.
- These confidential records are stored in a lockable file or cabinet, which is always locked when not in use and which [our manager keeps/I keep] secure in an office or other suitably safe place.
- [We/I] read any correspondence in relation to a child, note any actions and file it immediately
- [We/I] ensure that access to children’s files is restricted to those authorised to see them and make entries in them, this being [our manager, deputy or designated person for child protection, the child’s key person, or other staff as authorised by our manager/myself and other staff as authorised by me].
- [We/I] may be required to hand children’s personal files to Ofsted as part of an inspection or investigation process; or to local authority staff conducting a S11 audit, as long as authorisation is seen. [We/I] ensure that children’s personal files are not handed over to anyone else to look at.
- Parents have access, in accordance with [our/my] Privacy Notice, Confidentiality and Client Access to Records Policy, to the files and records of their own children, but do not have access to information about any other child.
- [Our staff/I] will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs. [Our/My] staff induction programme includes an awareness of the importance of confidentiality in the role of the key person.
- [We/I] retain children’s records for three years after they have left the setting; except records that relate to an accident or child protection matter, which are kept until a child reaches the age of 21 years or 24 years respectively. These are kept in a secure place.

#### *Archiving children’s files*

- When a child leaves our setting, we remove all paper documents from the child’s personal file and place them in a robust envelope, with the child’s name and date of birth on the front and the date they left. We seal this and place it in an archive box, stored in a safe place for three years. After three years it is destroyed.
- If data is kept electronically it is encrypted and stored as above.
- Where there were s.47 child protection investigations, [we/I] mark the envelope with a star and archive it for 25 years.
- [We/I] store financial information according to [our/my] finance procedures.

#### **Other records**

- We keep a daily record of the names of the children we are caring for, their hours of attendance and the names of their key person.
- Issues to do with the employment of staff, whether paid or unpaid, remain confidential to the people directly involved with making personnel decisions.
- Students on Pre-school Learning Alliance or other recognised qualifications and training, when they are observing in the setting, are advised of our Confidentiality and Client Access to Records Policy and are required to respect it.

## **Provider records**

### **Policy statement**

We keep records and documentation for the purpose of maintaining our business. These include:

- Records pertaining to our registration.
- Landlord/lease documents and other contractual documentation pertaining to amenities, services and goods.
- Financial records pertaining to income and expenditure.
- Risk assessments.
- Employment records of staff including their name, home address and telephone number.
- Names, addresses and telephone numbers of anyone else who is regularly in unsupervised contact with the children.

We consider our records as confidential based on the sensitivity of information, such as with employment records. These confidential records are maintained with regard to the framework of the Data Protection Act (1998) and the Human Rights Act (1998).

This policy and procedure is taken in conjunction with the Confidentiality and Client Access to Records Policy and Information Sharing Policy.

### **Procedures**

- All records are the responsibility of the manager who ensures they are kept securely.
- All records are kept in an orderly way in files and filing is kept up-to-date.
- Financial records are kept up-to-date for audit purposes.
- Health and safety records are maintained; these include risk assessments, details of checks or inspections and guidance etc.
- Our Ofsted registration certificate is displayed.
- Our Public Liability insurance certificate is displayed.
- All our employment and staff records are kept securely and confidentially.

We notify Ofsted of any change:

- in the address of the premises;
- to the premises which may affect the space available to us or the quality of childcare we provide;
- to the name and address of the provider, or the provider's contact information;
- to the person managing the provision;
- any significant event which is likely to affect our suitability to look after children;
- any other event as detailed in the Statutory Framework for the Early Years Foundation Stage (DfE 2012).

## 10.5 Parental involvement

### Policy statement

We believe that children benefit most from early years education and care when parents and settings work together in partnership.

Our aim is to support parents as their children's first and most important educators by involving them in their children's education and in the full life of our setting. We also aim to support parents in their own continuing education and personal development.

Some parents are less well represented in early years settings; these include fathers, parents who live apart from their children, but who still play a part in their lives, as well as working parents. In carrying out the following procedures, we will ensure that all parents are included.

When we refer to 'parents', we mean both mothers and fathers; these include both natural or birth parents, as well as step-parents and parents who do not live with their children, but have contact with them and play a part in their lives. 'Parents' also includes same sex parents, as well as foster parents.

The Children Act (1989) defines *parental responsibility* as '*all the rights, duties, powers, responsibilities and authority which by law a parent of a child has in relation to the child and his property*'. (For a full explanation of who has parental responsibility, refer to the Pre-school Learning Alliance publication *Safeguarding Children*.)

### Procedures

- Parents are made to feel welcome in our setting; they are greeted appropriately.
- We have a means to ensure all parents are included - that may mean that we have different strategies for involving fathers, or parents who work or live apart from their children.
- We make every effort to accommodate parents who have a disability or impairment.
- We consult with all parents to find out what works best for them.
- We ensure on-going dialogue with parents to improve our knowledge of the needs of their children and to support their families.

- We inform all parents about how the setting is run and its policies, through access to written information, including our Safeguarding *Children and Child Protection* policy and our responsibilities under the Prevent Duty, and through regular informal communication. We check to ensure parents understand the information that is given to them.
- Information about a child and his or her family is kept confidential within our setting. We provide you with a privacy notice that details how and why we process your personal information. The exception to this is where there is cause to believe that a child may be suffering, or is likely to suffer, significant harm, or where there are concerns regarding child's development that need to be shared with another agency. We will seek parental permission unless there are reasons not to in order to protect the safety of the child. Reference is made to our Information Sharing Policy on seeking consent for disclosure.
- We seek specific parental consent to administer medication, take a child for emergency treatment, take a child on an outing and take photographs for the purposes of record keeping.
- The expectations that we make on parents are made clear at the point of registration.
- We make clear our expectation that parents will participate in settling their child at the commencement of a place according to an agreed plan.
- We seek parents' views regarding changes in the delivery of our service.
- We encourage parents to become involved in the social and cultural life of the setting and actively contribute to it.
- As far as possible our] service is provided in a flexible way to meet the needs of parents without compromising the needs of children.
- We provide sufficient opportunity for parents to share necessary information with staff] and this is recorded and stored to protect confidentiality.
- Our key persons meet regularly with parents to discuss their child's progress and to share concerns if they arise.
- Where applicable, our key persons work with parents to carry out an agreed plan to support special educational needs.
- Where applicable, our key persons work with parents to carry out any agreed tasks where a Protection Plan is in place for a child.
- We involve parents in the shared record keeping about their children - either formally or informally – and ensure parents have access to their children's written developmental records.
- We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting.
- We support families to be involved in activities that promote their own learning and well-being; informing parents about relevant conferences, workshops and training.
- We consult with parents about the times of meetings to avoid excluding anyone.
- We provide information about opportunities to be involved in the setting in ways that are accessible to parents with basic skills needs, or those for whom English is an additional language; making every effort to provide an interpreter for parents who speak a language other than English and to provide translated written materials.

## 10.6 Children's records

### Policy statement

We have record keeping systems in place that meet legal requirements; the means we use to store and share that information takes place within the framework of the General Data Protection Regulations (GDPR) (2018) and the Human Rights Act (1998).

This policy and procedure should be read alongside [our/my] Privacy Notice, Confidentiality and Client Access to Records Policy and [our/my] Information Sharing Policy.

### Procedures

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

We keep two kinds of records on children attending [our/my] setting:

#### *Developmental records*

- These include observations of children in the setting, photographs, video clips and samples of their work and summary developmental reports.
- These are usually kept in [state location] and can be accessed, and contributed to, by [our staff/me], the child and the child's parents.

#### *Personal records*

These may include the following (as applicable):

- Personal details – including the child's registration form and any consent forms.
- Contractual matters – including a copy of the signed parent contract, the child's days and times of attendance, a record of the child's fees, any fee reminders or records of disputes about fees.
- Child's development, health and well-being – including a summary only of the child's EYFS profile report, a record of discussions about every day matters about the child's development health and well-being with the parent.
- Early Support – including any additional focussed intervention provided by our setting (e.g. support for behaviour, language or development that needs an SEN action plan) and records of any meetings held.
- Welfare and child protection concerns – including records of all welfare and protection concerns, and our resulting action, meetings and telephone conversations about the child, an Education, Health and Care Plan and any information regarding a Looked After Child.
- Correspondence and Reports – including a copy of the child's 2 Year Old Progress Check (as applicable), all letters and emails to and from other agencies and any confidential reports from other agencies.

- These confidential records are stored in a lockable file or cabinet, which is always locked when not in use and which [our manager keeps secure in an suitably safe place.
- We read any correspondence in relation to a child, note any actions and file it immediately
- We ensure that access to children's files is restricted to those authorised to see them and make entries in them, this being our manager, deputy or designated person for child protection, the child's key person, or other staff as authorised by our manager/ myself and other staff.
- We may be required to hand children's personal files to Ofsted as part of an inspection or investigation process; or to local authority staff conducting a S11 audit, as long as authorisation is seen. We ensure that children's personal files are not handed over to anyone else to look at.
- Parents have access, in accordance with our Privacy Notice, Confidentiality and Client Access to Records Policy, to the files and records of their own children, but do not have access to information about any other child.
- Our staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs. Our staff induction programme includes an awareness of the importance of confidentiality in the role of the key person.
- We retain children's records for three years after they have left the setting; except records that relate to an accident or child protection matter, which are kept until a child reaches the age of 21 years or 24 years respectively. These are kept in a secure place.

#### *Archiving children's files*

- When a child leaves [our/my] setting, [we/I] remove all paper documents from the child's personal file and place them in a robust envelope, with the child's name and date of birth on the front and the date they left. [We/I] seal this and place it in an archive box, stored in a safe place (i.e. a locked cabinet) for three years. After three years it is destroyed.
- If data is kept electronically it is encrypted and stored as above

#### *Other records*

- We keep a daily record of the names of the children we are caring for, their hours of attendance and the names of their key person.
- Students on Pre-school Learning Alliance or other recognised qualifications and training, when they are observing in the setting, are advised of our Confidentiality and Client Access to Records Policy and are required to respect it.

#### **Legal framework**

- General Data Protection Regulations (GDPR) (2018)
- Human Rights Act (1998)

## 10.7 Provider records

### Policy statement

We keep records and documentation for the purpose of maintaining our business. These include:

- Records pertaining to our registration.
- Landlord/lease documents and other contractual documentation pertaining to amenities, services and goods.
- Financial records pertaining to income and expenditure.
- Risk assessments.
- Employment records of my staff including their name, home address and telephone number.
- Names, addresses and telephone numbers of anyone else who is regularly in unsupervised contact with the children.

We consider our records as confidential based on the sensitivity of information, such as with employment records. These confidential records are maintained with regard to the framework of the General Data Protection Regulations (2018), further details are given in our Privacy Notice and the Human Rights Act (1998).

This policy and procedure should be read alongside our Privacy Notice, Confidentiality and Client Access to Records Policy and Information Sharing Policy.

### Procedures

- All records are [the responsibility of our management team who/my responsibility and I] ensure they are kept securely.
- All [our/my] records are kept in an orderly way in files and filing is kept up-to-date.
- [Our/My] financial records are kept up-to-date for audit purposes.
- [We/I] maintain health and safety records; these include risk assessments, details of checks or inspections and guidance etc.
- [Our/My] Ofsted registration certificate is displayed.
- [Our/My] Public Liability insurance certificate is displayed.
- All [our/my] employment and staff records are kept securely and confidentially.

We notify Ofsted of any:

- change in the address of [our/my] premises;
- change to my premises which may affect the space available to us or the quality of childcare provide;
- change to [the name and address of our registered provider, or the provider's contact information/my name, address or contact information];
- For group provision: change to the person managing my provision];
- significant event which is likely to affect our suitability to look after children; or
- other event as detailed in the *Statutory Framework for the Early Years Foundation Stage* (DfE 2017).

## **Legal framework**

- General Data Protection Regulations (GDPR) (2018)
- Human Rights Act

## 10.8 Information sharing

*Sharing information is an intrinsic part of any frontline practitioners' job when working with children and young people. The decisions about how much information to share, with whom and when, can have a profound impact on individuals' lives. It could ensure that an individual receives the right services at the right time and prevent a need from becoming more acute and difficult to meet. At the other end of the spectrum it could be the difference between life and death.'*

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

### Policy statement

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

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

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

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

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

## Procedures

Our procedure is based on the GDPR principles as listed above and the seven golden rules for sharing information in the Information sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers. We also follow the guidance on information sharing from the Local Safeguarding Children Board.

1. *Remember that the General Data Protection Regulations 2018 and human rights law are not barriers to justified information sharing as per the Children Act 1989, but provide a framework to ensure that personal information about living individuals is shared appropriately.*
  - Our policy and procedures on Information Sharing provide guidance to appropriate sharing of information [both within the setting, as well as] with external agencies.
2. *Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their consent, unless it is unsafe or if I have a legal obligation to do so. A Privacy Notice is given to parents at the point of registration to explain this further.*

In our setting we ensure parents:

- Receive a copy of [our/my] Privacy Notice and information about [our/my] Information Sharing Policy when starting their child in the setting and that they sign [our/my] Registration Form to say that they understand the circumstances in which information may be shared without their consent. This will only be when it is a matter of safeguarding a child or vulnerable adult;
  - have information about [our/my] Safeguarding Children and Child Protection Policy; and
  - have information about the other circumstances when information will be shared with external agencies, for example, with regard to any special needs the child may have or transition to school.
3. Seek advice from other practitioners if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
    - My staff discuss concerns about a child routinely in supervision and any actions are recorded in the child's file.
    - Our Safeguarding Children and Child Protection Policy sets out the duty of all members of our staff to refer concerns to our manager or deputy, as designated person, who will contact children's social care for advice where they have doubts or are unsure.

*4. 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. When you are sharing or requesting personal information from someone, be certain of the basis upon which you are doing so. Where you have consent, be mindful that an individual might not expect information to be shared.*

- We base decisions to share information without consent on judgements about the facts of the case and whether there is a legal obligation.
- Our guidelines for consent are part of this procedure.

*5. Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.*

In our setting we:

- record concerns and discuss these with our designated person and/or designated officer from the management team for child protection matters;
- record decisions made and the reasons why information will be shared and to whom; and
- follow the procedures for reporting concerns and record keeping as set out in our Safeguarding Children and Child Protection Policy.

*6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.*

- Our Safeguarding Children and Child Protection Policy and Children's Records Policy set out how and where information should be recorded and what information should be shared with another agency when making a referral.

7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

- Where information is shared, [we/I] record the reasons for doing so in the child's file; where it is decided that information is not to be shared that is recorded too.

## Consent

When parents choose our setting for their child, they will share information about themselves and their families. This information is regarded as confidential. Parents have a right to be informed that we seek their consent to share information in most cases, as well as the kinds of circumstances when we may not seek their consent, or may override their refusal to give consent. We inform them as follows:

- Our policies and procedures set out responsibility regarding gaining consent to share information and when it may not be sought or overridden.
- We may cover this verbally when the child starts or include this in our prospectus.
- Parents sign our Registration Form at registration to confirm that they understand this.
- We ask parents to give written consent to share information about any additional needs their child may have, or to pass on child development summaries to the next provider/school.
- We consider the following questions when [we/I] assess the need to share:
  - Is there a legitimate purpose to [us/me] sharing the information?
  - Does the information enable the person to be identified?
  - Is the information confidential?
  - If the information is confidential, do we have consent to share?
  - Is there a statutory duty or court order requiring us to share the information?
  - If consent is refused, or there are good reasons for us not to seek consent, is there sufficient public interest for us to share information?
  - If the decision is to share, [are we sharing the right information in the right way?
  - Have we properly recorded our decision?
  - Consent must be freely given and *informed* - that is the person giving consent needs to understand why information will be shared, what will be shared, who will see information, the purpose of sharing it and the implications for them of sharing that information as detailed in the Privacy Notice.
- Consent may be *explicit*, verbally but preferably in writing, or *implicit*, implied if the context is such that sharing information is an intrinsic part of our service or it has been explained and agreed at the outset.
- Consent can be withdrawn at any time.
- We explain our Information Sharing Policy to parents.

## Separated parents

- Consent to share need only be sought from one parent. Where parents are separated, this would normally be the parent with whom the child resides. Where there is a dispute, we will consider this carefully.
- Where the child is looked after, we may also need to consult the Local Authority, as 'corporate parent' before information is shared.

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

### **Legal framework**

- General Data Protection Regulations (GDPR) (2018)
- Human Rights Act (1998)

## **10.9 Working in partnership with other agencies**

### **Policy statement**

We work in partnership with local and national agencies to promote the well-being of all children.

### **Procedures**

- We work in partnership, or in tandem with, local and national agencies to promote the well-being of children.
- Procedures are in place for the sharing of information about children and families with other agencies. These are set out in the Information Sharing Policy, Safeguarding Children and Child Protection Policy and the Supporting Children with Special Educational Needs Policy.
- Information shared by other agencies with us is regarded as third party information. This is also kept in confidence and not shared without consent from that agency.
- When working in partnership with staff from other agencies, we make those individuals welcome in the setting and their professional roles are respected.
- We follow the protocols for working with agencies, for example on child protection.
- Staff from other agencies do not have unsupervised access to the child they are visiting in the setting and do not have access to any other child(ren) during their visit.
- Our staff do not casually share information or seek informal advice about any named child/family.
- When necessary, we consult with local and national agencies who offer a wealth of advice and information that help us to develop our understanding of the issues facing us and who can provide support and information for parents. For example, ethnic/cultural organisations, drug/alcohol agencies, welfare rights advisors or organisations promoting childcare and education, or adult education.

## **10.10 Making a complaint**

### **Policy statement**

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 of the parties involved.

### **Procedures**

All settings are required to keep a written record of any complaints that reach stage two and above, and their outcome. This is to be made available to parents, as well as to Ofsted inspectors on request. A full procedure is set out in the Pre-school Learning Alliance publication Complaint Investigation Record (2012) which acts as the 'summary log' for this purpose.

### **Making a complaint**

#### **Stage 1**

- Any parent who has a concern about an aspect of the setting's provision talks over, first of all, his/her concerns with the setting leader.
- Most complaints should be resolved amicably and informally at this stage.

#### **Stage 2**

- If this does not have a satisfactory outcome, or if the problem recurs, the parent moves to this stage of the procedure by putting the concerns or complaint in writing to the setting leader and the management team.
- For parents who are not comfortable with making written complaints, there is a template form for recording complaints in the Complaint Investigation Record; the form may be completed with the person in charge and signed by the parent.
- The setting stores written complaints from parents in the child's personal file. However, if the complaint involves a detailed investigation, the setting leader may wish to store all information relating to the investigation in a separate file designated for this complaint.
- When the investigation into the complaint is completed, the setting leader or manager meets with the parent to discuss the outcome.
- Parents must be informed of the outcome of the investigation within 28 days of making the complaint.
- When the complaint is resolved at this stage, the summative points are logged in the Complaint Investigation Record.

#### **Stage 3**

- If the parent is not satisfied with the outcome of the investigation, he or she requests a meeting with the setting leader and the chair, director or owner. The

parent may have a friend or partner present if they prefer and the leader should have the support of the management team.

- An agreed written record of the discussion is made, as well as any decision or action to take as a result. All of the parties present at the meeting sign the record and receive a copy of it.
- This signed record signifies that the procedure has concluded. When the complaint is resolved at this stage, the summative points are logged in the Complaint Investigation Record.

#### **Stage 4**

- If at the stage three meeting the parent and setting cannot reach agreement, an external mediator is invited to help to settle the complaint. This person should be acceptable to both parties, listen to both sides and offer advice. A mediator has no legal powers, but can help to define the problem, review the action so far and suggest further ways in which it might be resolved.
- Staff or volunteers within the Pre-school Learning Alliance are appropriate persons to be invited to act as mediators.
- The mediator keeps all discussions confidential. S/he can hold separate meetings with the setting personnel (setting leader and chair, director or owner) and the parent, if this is decided to be helpful. The mediator keeps an agreed
- written record of any meetings that are held and of any advice s/he gives.

#### **Stage 5**

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

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

#### **Safeguarding Children Board**

- Parents may approach Ofsted directly at any stage of this complaints procedure. In addition, where there seems to be a possible breach of the setting's registration requirements, it is essential to involve Ofsted as the registering and inspection body with a duty to ensure the Safeguarding and Welfare Requirements of the Early Years Foundation Stage are adhered to.
- The number to call Ofsted with regard to a complaint is: 0300 123 1231
- These details are displayed on our setting's notice board.
- If a child appears to be at risk, our setting follows the procedures of the Local Safeguarding Children Board.
- In these cases, both the parent and setting are informed and the setting leader

- works with Ofsted or the Local Safeguarding Children Board to ensure a proper
- investigation of the complaint, followed by appropriate action.

### **Records**

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

## **10.11 Grievance Policy**

### **Policy Statement**

If an employee is dissatisfied he/she must have immediate discussions with her/his immediate supervisor. The aim of a grievance policy is to settle grievances fairly and is near as possible to the point of origin.

### **Procedure**

#### **Step 1: Statement of Grievance**

The employee must set out the grievance in writing, and the basis for it and send the statement or copy of it to the Nursery.

#### **Step 2: Meeting**

The nursery must invite the employee to attend a meeting to discuss the grievance. Employees are entitled to be accompanied at all stages of the grievance procedure. The meeting must not take place unless the employee has informed the nursery what the basis for the grievance is when making the statement under Step 1. The nursery must have a reasonable opportunity to consider a response to that information.

The employee must take all reasonable steps to attend the meeting.

After the meeting, the nursery must inform the employee of its decision as to its response to the grievance in writing and notify him/her of the right to appeal against the decision if he/she is not satisfied with it. The employee should be notified of the decision within 5 days of the meeting. any appeal must be submitted within 5 days of the date of the decision letter.

#### **Step 3: Appeal**

If the employee does wish to appeal, she/he must inform the nursery in writing. If the employee informs the nursery of his/her wish to appeal, the nursery must invite him/her to attend a further meeting.

The employee must take all reasonable steps to attend the meeting.

After the appeal meeting, the Nursery must inform the employee of its final decision.

The appeal hearing should be heard, if possible within 15 days of receipt of the appeal

The head/deputy other than those involved in the grievance meeting at the previous stage should hear the appeal if at all possible.

A written record of the meeting will be kept.

A modified procedure will apply in the following cases:

- the former employee is no longer employed by the Nursery
- the standard grievance procedure had not commenced or, if it had been commenced, had not been completed before the last day of the employee's employment; and. the parties have agreed in writing, after the nursery became aware of the grievance that the mobbed GP should apply in relation to the grievance.

In such circumstances the following procedure will apply:

#### **Step 1: Statement of Grievance**

The employee must set out in writing the grievance and the basis for it, and send a

copy of it to the nursery. If the employee wishes for the modified procedure to be followed after the employment has ended, then he/she must include this in their statement at step 1 of the process. The nursery can decide whether to accede to the employee's request to have the employer respond in writing or to insist that a meeting takes place in line with the standard grievance procedure.

**Step 2: Response**

The nursery must set out in writing his response and send the statement or a copy of it to the former employee.

Lockdown Policy (added to our Health & Safety Policy (12/17)

We check the police force website for advice about managing a range of issues that may be prevalent in the area.

We make sure we have local police contact numbers (101 for non-emergency and advice and 999 for emergency) clearly displayed for staff to refer to and staff actions and roles during 'lockdown'.

With regard to terrorism alert levels we check the current status on the [MI5 website](#). We follow any advice for managing emergency situations issued by the Local Authority. We review our existing emergency procedures and add to them if necessary and give particular consideration to 'lockdown'.

As soon as a serious incident is confirmed, we will text all parents.

The message which will be sent will say the following: "LWP red alert" which signifies and confirms that there is a serious incident and we are now in "lockdown"

When all clear, another alert will be sent by text saying "LWP Green"

Lockdown procedure

- Ensure staff and children stay in their designated areas. Stay in the room we are working in, secure all doors and windows and await further instructions.
- Close curtains and blinds where possible.
- Stay away from windows and doors. Stay low and keep calm.
- Tune into a local TV or radio station for more information.
- Do NOT make non-essential calls on mobile phones or landlines.
- Do NOT open the door once it has been secured until we officially are advised 'all clear' or are certain it is emergency services at the door.
- Co-operate with the emergency services to help in an orderly evacuation.
- Ensure we have the Register and children's details.
- Any staff or children who have witnessed an attack or incident will need to tell the police what they saw

# Laurel Way Playgroup's Privacy Notice

Data Protection Officer: Susan Farber/Audrey Ngwira

## Introduction

We are committed to ensuring that any personal data we hold about you and your child is protected in accordance with data protection laws and is used in line with your expectations. This privacy notice explains what personal data we collect, why we collect it, how we use it and how we protect it.

## What personal data do we collect?

We collect personal data about you and your child to provide care and learning that is tailored to meet your child's individual needs. We also collect information in order to verify your eligibility for free childcare as applicable.

Personal details that we collect about your child include:

- your child's name, date of birth, address, health and medical needs, development needs, and any special educational needs

We will also ask for information about who has parental responsibility for your child

Personal details that we collect about you include:

- your name, home address, phone numbers, emergency contact details, and family details

This information will be collected from you directly in the registration form.

If you apply for up to 30 hours free childcare, we will also collect:

- your national insurance number or unique taxpayer reference (UTR), if you're self-employed. We may also collect information regarding benefits and family credits that you are in receipt of.

Why we collect this information and the legal basis for handling your data

We use personal data about you and your child in order to provide childcare services and fulfil the contractual arrangement you have entered into. This includes using your data to:

- contact you in case of an emergency
- to support your child's wellbeing and development
- to manage any special educational, health or medical needs of your child whilst at [my/our] setting
- to carry out regular assessment of your child's progress and to identify any areas of concern
- to maintain contact with you about your child's progress and respond to any questions you may have
- to process your claim for up to 30 hours free childcare (only where applicable)
- to keep you updated with information about our service

With your consent, [we will also record your child's activities for their individual learning record.

This may include photographs and videos. You will have the opportunity to withdraw your consent at any time, for images taken by confirming so in writing.

We also have a legal obligation to transfer records and certain information about your child to the

school that your child will be attending (see Transfer of Records policy).

Who we share your data with

In order for us to deliver childcare services will also share your data as required with the following categories of recipients:

- Ofsted – during an inspection or following a complaint about [my/our] service
- banking services to process chip and pin and/or direct debit payments (as applicable)
- the Local Authority (where you claim up to 30 hours free childcare as applicable)
- the government's eligibility checker (as above)
- our insurance underwriter (if applicable)
- the school that your child will be attending

How do we protect your data?

We protect unauthorised access to your personal data and prevent it from being lost, accidentally destroyed, misused, or disclosed by:

All data stored in locked cupboard.

How long do we retain your data?

We retain your child's personal data for up to 3 years after your child no longer uses our setting, or until our next Ofsted inspection after your child leaves our setting. Medication records and accident records are kept for longer according to legal requirements. Your child's learning and development records are shared your child's next school (Tapestry) and all photos are handed to you when your child leaves on a memory stick. Photos are then deleted from our system.

In some instances (child protection, or other support service referrals) we are obliged to keep your data for longer if it is necessary to comply with legal requirements (see our Children's and Provider Records policies).

Your rights with respect to your data

You have the right to:

- request access, amend or correct your/your child's personal data
- request that we delete or stop processing your/your child's personal data, for example where the data is no longer necessary for the purposes of processing; and
- request that we transfer your, and your child's personal data to another person
- 

If you wish to exercise any of these rights at any time or if you have any questions, comments or concerns about this privacy notice, or how we handle your data please contact Susan Farber.

If you have concerns about the way your data is handled and remain dissatisfied after raising your concern with me, you have the right to complain to the Information Commissioner Office (ICO). The ICO can be contacted at Information Commissioner's Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF or [ico.org.uk/](http://ico.org.uk/)

Changes to this notice

We keep this notice under regular review. You will be notified of any changes where appropriate.