

Achieving positive behaviour Policy

Policy statement

St Bees Little Learners Nursery 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 feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example. The principles that underpin how we achieve positive and considerate behaviour exist within our programme for promoting personal, social and emotional development.

Procedures

We have a named person who has overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour.

- We require the named person to:
 - keep her/himself 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 programme 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 volunteers with the setting's Achieving Positive Behaviour Policy and its guidelines for behaviour.
- We expect all members of our setting - children, parents, staff, volunteers and students - to keep to the guidelines, requiring these to be applied consistently.
- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person. 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, volunteers and students 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 popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We acknowledge considerate behaviour such as kindness and willingness to share.
- We support each child in developing self-esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their actions and support them in learning how to cope more appropriately.
- We never send children out of the room by themselves, nor do we use a 'naughty chair' or a 'time out' strategy that excludes children from the group.
- We never use physical 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 such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of our manager and are recorded in the child's personal file.
- 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 blame.
- We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.

Children under three years

- *When children under three years old 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 - such as a change or upheaval at home, or a frequent change of carers. Sometimes a child has not settled in well and the behaviour may be the result of 'separation anxiety'.
- We focus on ensuring a child's attachment figure in the setting, their key person, is building a strong relationship to provide security to the child.

Rough and tumble play and fantasy aggression

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 them, 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 the 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 experiences with problem solving, supported by patient adults and clear 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;

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- 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.

Further guidance

- Special Educational Needs Code of Practice (DfES 2014)

Admissions Policy

Policy statement

At St Bees Little Learners Nursery 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 arrange our waiting list as first come first served. In addition, our policy may take into account the 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.

Allegations of Abuse against Staff Policy

Introduction

It is essential that any allegation of abuse made against a member of staff, students on placement, volunteers, bank staff in our setting is dealt with fairly, quickly, and consistently, in a way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation. Thus, the procedures outlined in this policy will be followed alongside the nursery's complaints procedure and child protection policy.

All staff and volunteers should understand what to do if they receive an allegation against another member of staff or they themselves have concerns about the behaviour of another member of staff. It is our policy that all allegations will be reported straight away, to the manager, or to the Chairman of Governors in cases where the Manager is absent or is the subject of the allegation or concern.

This policy follows the Government guidance in chapter 5 of 'Safeguarding Children and Safer Recruitment in Education 34'. LSE Nursery also adopts the Government guidance - "Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children" (2006), which sets out the framework for managing cases of allegations of abuse against people who work with children.

Purpose

This policy will be adopted in respect of allegations that might indicate that a person is unsuitable to continue to work with children in their present position, or in any capacity. The Nursery's complaints and child protection procedures will be followed alongside this policy.

This policy will be used in respect of all cases in which it is alleged that a member of staff (including a volunteer, student) has:

- behaved in a way that has harmed a child, or may have harmed a child (see Child Protection Policy for definition of harm);
- possibly committed a criminal offence against or related to a child; or,
- behaved towards a child or children in a way that indicates s/he is unsuitable to work with children. This will include cases of verbal abuse.
- There may be up to 3 strands in the consideration of an allegation:
 - a police investigation of a possible criminal offence;
 - enquiries and assessment by children's social care about whether a child is in need of protection or in need of services;
 - consideration by the Nursery of disciplinary action in respect of the individual.

Supporting Those Involved

Parents or carers of a child or children involved will be told about the allegation as soon as possible if they do not already know of it. They will also be kept informed about the progress of the case, and told the outcome where there is not a criminal prosecution. That includes the outcome of any disciplinary process. NB. The deliberations of a disciplinary hearing, and the information taken into account in reaching a decision, cannot normally be disclosed, but the parents or carers of the child will be told the outcome.

In cases where a child may have suffered significant harm, or there may be a criminal prosecution, children's social care, or the police as appropriate, will be consulted by the Chairman of Governors to consider what support the child or children involved may need. The Chairman of Governors and manager will also keep the person who is the subject of the allegations informed of the progress of the case and consider what other support is appropriate for the individual. If the person is suspended, the Chairman of Governors and manager will also keep the individual informed about developments at the nursery. If the person is a member of a union or professional association s/he will be advised to contact that body at the outset.

Confidentiality

Every effort will be made to maintain confidentiality and guard against publicity while an allegation is being investigated/considered.

Resignations and "Compromise Agreements"

The fact that a person tenders his or her resignation, or ceases to provide their services, will not prevent an allegation being followed up in accordance with these procedures. Every effort will be made to reach a conclusion in all cases of allegations bearing in mind the safety or welfare of children including any in which the person concerned refuses to cooperate with the process.

Wherever possible the person will be given a full opportunity to answer the allegation and make representations about it. The process of investigating the allegation, and reaching a judgement about whether it can be regarded as substantiated will continue even if the person does not cooperate.

Similarly, so called "compromise agreements" by which a person agrees to resign, the nursery agrees not to pursue disciplinary action, and both parties agree a form of words to be used in any future reference, will not be used in cases of alleged child abuse. In any event, such an agreement will not prevent a thorough police investigation where that is appropriate. Furthermore, it will not override the statutory duty to make a referral to the Independent Safeguarding Authority (ISA) for consideration of placing the person's name on the Children's Barred List where circumstances require that.

Record Keeping

A clear and comprehensive summary of any allegations made, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, will be kept on a person's confidential personnel file, and a copy provided to the person concerned. The purpose of the record is to enable accurate information to be given in response to any future request for a reference if the person has moved on.

It will provide clarification in cases where a future DBS Disclosure reveals information from the police about an allegation that did not result in a criminal conviction. In addition, it will help to prevent unnecessary re-investigation if, as sometimes happens, an allegation re-surfaces after a period of time. The record will be retained at least until the person has reached normal retirement age or for a period of 10 years from the date of the allegation, if that is longer.

Timescales

It is in everyone's interest to resolve cases as quickly as possible consistent with a fair and thorough investigation. Every effort will be made to manage cases to avoid any unnecessary delay.

Initial Considerations

The Local Authority Designated Officer (LADO) should be informed, by the manager of all allegations of abuse against staff on the same day, even where the police are contacted directly.

The manager will inform the accused person about the allegation as soon as possible after consulting the LADO. However, where a strategy discussion is needed, or where police or children's social care need to be involved, the manager will not do that until those agencies have been consulted, and have agreed what information can be disclosed to the person. If the person is a member of a union or professional association s/he will be advised to contact that organisation at the outset.

If the allegation is not demonstrably false or unfounded, and there is cause to suspect a child is suffering or is likely to suffer significant harm, a strategy discussion will be convened by the manager with the LADO and other appropriate agencies, such as the police and social services.

In cases where a formal strategy discussion is not considered appropriate because the threshold of "significant harm" is not reached, but a police investigation might be needed, the manager will consult with the LADO, police and any other agencies involved with the child to evaluate the allegation and decide how it should be dealt with.

(NB. The police will be consulted about any case in which a criminal offence may have been committed.)

If the allegation is about physical contact, the strategy discussion or initial evaluation with the police will take account of the fact that nursery staff are entitled to use reasonable force to control or restrain children in certain

circumstances, including dealing with disruptive behaviour, under s.93 of the Education and Inspections Act 2006.

The LADO and the manager may conclude that the complaint or allegation is such that it is clear that an investigation by police and/or enquiries by social care is not necessary. In these circumstances the options open to the nursery depend on the nature and circumstances of the allegation and the evidence and information available, and will range from taking no further action to summary dismissal or a decision not to use the person's services in future.

Suspension

Suspension will be considered in any case where there is cause to suspect a child is at risk of significant harm, or the allegation warrants investigation by the police, or is so serious that it might be grounds for dismissal. However, a person will not be suspended automatically, or without careful thought.

The power to suspend is vested in the Manager. However, they will speak to the LADO who may canvass police/social care views about whether the accused member of staff needs to be suspended from contact with children, to inform the nursery's consideration of suspension.

Action on Conclusion of a Case

If the allegation is substantiated and the person is dismissed or the nursery ceases to use the person's services, or the person resigns or otherwise ceases to provide his/her services, the Manager will determine with the LADO whether a referral to the ISA is required, or advisable. The school must report to the ISA, any person (whether employed, contracted or a volunteer) whose services are no longer used because he or she is considered unsuitable to work with children. (The ISA, PO Box 181, Darlington DL1 9FA. Tel: 0300 1231111). This report will be made within one month of the decision to cease using the services of that person.

In cases where it is decided on the conclusion of the case that a person who has been suspended can return to work the nursery will consider how best to facilitate that. We appreciate that most people will benefit from some help and support to return to work after a very stressful experience. Depending on the individual's circumstances, a phased return and/or the provision of a mentor to provide assistance and support in the short term may be appropriate. The nursery will also consider how the person's contact with the child or children who made the allegation can best be managed if they are still attending the nursery

Action in Respect of False Allegations

If an allegation is determined to be false, the manager will refer the matter to children's social services to determine whether the child concerned is in need of services, or may have been abused by someone else. In the rare event that an allegation is shown to have been deliberately invented or malicious, the manager will consider whether any disciplinary action is appropriate against the staff/child who made it, or the police should be asked to consider whether any action might be appropriate against the person responsible if s/he was not a child.

Child Absence Procedure

Reported Absence

All reported cases of non-attendance either for illness or other absences should be reported to the Management Team. Absences may either be reported by telephone or in person by the parent/carer using the following procedure;

- The Parent/carer should inform the nursery of their child's absence either by telephone or in person.
- The staff member taking the information must then inform the Room Leader who will adjust the registers accordingly.
- The Room Leader must then inform the Management Team.
- The Room Leader must also record information of the absence including the; child's name, date and reason for absence on the absence form in the nursery office.

Unreported Absence

All unreported cases of non-attendance will be investigated by the Room Leader using the following procedure;

- Children who have not arrived in the setting an hour after their intended arrival will be contacted in order to confirm the reason for absence.
- The Room Leader must then inform the Manager and adjust the registers within the room as necessary.
- All child absences must be verified, in a case whereby parents/carers are un-contactable, the Nursery will then contact the emergency contact on the child's registration form.
- In cases whereby no contact is made with any contact on the child's registration form, and when the child does not return to the setting for an extended period of time, steps will be taken to ensure the well-being of the child and this information will be reported to the relevant organisations following our 'Safeguarding and Promoting Children's Welfare Policy'.

All absences are recorded and monitored

The nursery management team must be made aware of all absences on a daily basis.

Please help us in implementing this procedure which is designed to protect children in emergency situations. Please also note that it is parent responsibility to ensure that emergency contact numbers are up to date.

Whilst attendance at nursery is not a statutory requirement, adhering to the safeguarding and promoting children's welfare policy is required in order to protect children from harm. It is also very helpful to the smooth running of the nursery and to effectively forward plan the children's activities

Unfortunately we cannot make any reductions for unplanned absence.

Children's Records Policy

Policy statement

St Bees Little Learners Nursery 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).

Procedures

We keep two kinds of records on children attending our 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 the main nursery and can be freely accessed, and contributed to, by staff, the child and the child's 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 an office or other 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.

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 taking 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

- Data Protection Act (1998)
- Human Rights Act (1998)

Further guidance

- Information Sharing: Guidance for Practitioners and Managers (DCSF 2008)

Complaints Policy

Statement of Intent.

At Little Learners Nursery we believe 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 the Nursery and to any concerns about the running Little Learners. We will give prompt and serious attention if you are dissatisfied about the way your child is being treated, or any actions or lack of action by us. 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 procedure for dealing with concerns.

Aims

We aim to bring all concerns about the running of the Nursery to a satisfactory conclusion for all parties involved.

Procedures

All Nurseries are required to keep a “*summary log*” of all complaints that reach stage 2. This is to be made available to all parents as well as to Ofsted inspectors..

Making a complaint

Stage 1

- Any parent who has a concern about an aspect of the Nurseries provision talks over, first all, his/ her concerns with Nursery Manager.
- 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 should put the concerns or complaint in writing to the manager and the owner
- For parents not comfortable with making written complaints, there is a template form for recording complaints (see below).
- The setting stores written complaints from parents in the child's personal file. However, if the complaint involves a detailed investigation, the manager 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 manager meets with the parent to discuss the outcome.

- A written complaint will be investigated and the results of this investigation will be made available to the parent within 28 working days of the complaint being received.
- When the complaint is resolved at this stage, the summative points are logged in the Complaints Summary Record

Stage 3

- If the parent is not satisfied with the outcome of the investigation, he or she requests a meeting with the manager and the owner. The parent should have a friend or partner present if required and the manager should have the support of the owner.
- 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 Complaints Summary Record

Parents may approach OFSTED directly at any stage of this complaints procedure. In addition, where there seems to be a possible breach of our registration requirements, it is essential to involve OFSTED.

Please see attached a copy of the Formal Complaints Form. If you do require the form please ask the Manager of Little Learners Nursery.

FORMAL COMPLAINT FORM

Name:

Address:

Telephone No: Day:

Evening:

What is it you wish to complain about?

Have you complained to the Manager?

YES

NO

When did you do this?

Date:

What happened when you complained to the Manager?

Confidentiality and client access to records Policy

Policy statement

'Confidential information is information that is not normally in the public domain or readily available from another source, it should have a degree of sensitivity and value and be subject to a duty of confidence. A duty of confidence arises when one person provides information to another in circumstances where it is reasonable to expect that the information will be held in confidence.'

Information Sharing: Guidance for Practitioners and Managers (DCSF 2008)

At St Bees Little Learners Nursery, staff and managers can be said to have a 'confidential relationship' with families. It is our intention to respect the privacy of children and their parents and carers, while ensuring that they access high quality early years care and education in our setting. We aim to ensure that all parents and carers can share their information in the confidence that it will only be used to enhance the welfare of their children. There are 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).

Confidentiality procedures

- We always check whether parents regard the information they share with us to be confidential or not.
- Some parents may share information about themselves with other parents as well as staff; the setting cannot be held responsible if information is shared beyond those parents whom the person has 'confided' in.
- Information shared between parents in a discussion or training group is usually bound by a shared agreement that the information is confidential to the group and not discussed outside of it.
- We inform parents when we need to record confidential information beyond the general personal information we keep (see our Children's Records Policy) - for example with regard to any injuries, concerns or changes in relation to the child or the family, any discussions with parents on sensitive matters, any records we are obliged to keep regarding action taken in respect of child protection and any contact and correspondence with external agencies in relation to their child.
- We keep all records securely (see our Children's Records Policy).

Client access to records procedures

Parents may request access to any confidential records held on their child and family following the procedure below:

- Any request to see the child's personal file by a parent or person with parental responsibility must be made in writing to the manager or owner.
- The manager sends a written acknowledgement.
- The setting commits to providing access within 14 days, although this may be extended.
- The manager or owner prepare the file for viewing.
- All third parties are written to, stating that a request for disclosure has been received and asking for their permission to disclose to the person requesting it. Copies of these letters are retained on file.
- 'Third parties' include all family members who may be referred to in the records.
- It also includes workers from any other agency, including children's social care, the health authority, etc. It is usual for agencies to refuse consent to disclose, preferring the individual to go directly to them.
- When all the consents/refusals to disclose have been received, these are attached to the copy of the request letter.
- A photocopy of the complete file is taken.
- The manager or owner go through the file and remove any information which a third party has refused consent to disclose. A thick black marker is used, to score through every reference to the third party and information they have added to the file.
- What remains is the information recorded by the setting, detailing the work initiated and followed by them in relation to confidential matters. This is called the 'clean copy'.
- The 'clean copy' is photocopied for the parents, who are then invited in to discuss the contents. The file should never be given straight over, but should be gone through by the setting leader, so that it can be explained.
- Legal advice may be sought before sharing a file, especially where the parent has possible grounds for litigation against the setting or another (third party) agency.

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

Legal framework

- Data Protection Act (1998)
- Human Rights Act (1998)

Further guidance

- Information Sharing: Guidance for Practitioners and Managers (DCSF 2008)

Equality, Inclusion and Valuing Diversity Policy

Statement of intent

We will ensure that our service is fully inclusive in meeting the needs of all children, particularly those that arise from their ethnic heritage, social and economic background, gender, special educational needs, ability or disability.

Our setting is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families.

Aim

We aim to:

- provide a secure and accessible environment in which all 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 ethnic and cultural groups and disabled people
- improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity
- make inclusion a thread that runs through all of the activities of the setting

The legal framework for this policy is:

- The Equality Act 2006
- Disability Discrimination Act (DDA) 1995, 2005
- Race Relations Act 1976
- Race Relations Amendment Act 2000
- Sex Discrimination Act 1976, 1986
- Children Act 1989, 2004
- Special Educational Needs and Disability Act 2014

Method

In order to meet our legal duties, promote equality and inclusion in our setting and value diversity we follow these procedures:

Admissions

- Our setting is open to all members of the community.
- We advertise our service widely.
- We reflect the diversity of members 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 equality and diversity

policy and all other relevant policies.

- We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of colour, ethnicity, religion or social background, such as being a member of a Travelling community or an asylum seeker.
- We do not discriminate against disabled children. Consideration needs to be given to any reasonable adjustments required to include any child who may have a disability or special educational needs.
- We develop an action plan to ensure that all individuals can participate successfully in the services offered by the setting and in the curriculum offered.
- We take action against any discriminatory behaviour by staff or parents. 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 criteria required.
- Applicants are welcome from all backgrounds and cultures. Posts are open to all, subject to appropriate experience and qualifications.
- We may use 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 DBS. This ensures fairness in the selection process.
- All job descriptions include a commitment to valuing equality, inclusion 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 trained in administering relevant medicines and performing invasive care procedures.
- We review our practices to ensure that we are fully implementing our policy for promoting equality, valuing diversity and inclusion.

Curriculum and environment

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.

The environment is accessible for all visitors and service users. Reasonable adjustments have been made to accommodate the needs of disabled children and adults.

We do this by:

- making children feel valued and good about themselves
- 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 by enhancing 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 children learning English as an additional language have full access to the curriculum and are supported in their learning
- 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 parents/carers to take part in the life of the setting and to contribute fully.
- For families who speak languages in addition to English, we will develop means to ensure their full inclusion.

Food

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

Monitoring and reviewing

- To ensure our policy and procedures remain effective we follow the Early Years Foundation Stage (EYFS) statutory guidance and review our policies annually to ensure our strategies meet the overall aims to promote equality, inclusion and valuing diversity.
- We provide a complaints procedure.

Feedback

The Nursery welcomes feedback from parents/guardians. This can be given via our comments books which are placed in the boot room, verbally to any member of staff or alternatively if you prefer you can email Kayleigh on Kayleigh@stbeeslittlelearners.co.uk

Questionnaires will be sent out to parents/guardians with the child's completed 6 week progress check, then once a year and upon child leaving. Any issues or areas to be further developed are reflected upon and if found to be necessary, changes will be made with immediate effect.

Staff meetings are held regularly. The aim of these meetings is to monitor the standards of the Nursery, to reflect upon the Nursery policies and procedures and to discuss and plan additional staff training which could enhance the provision we provide.

First aid Policy

Policy statement

At St Bees Little Learners Nursery, staff are able to take action to apply first aid treatment in the event of an accident involving a child or adult. At least one member of staff with a current first aid certificate is on the premises, or on an outing at any one time. The first aid qualification includes first aid training for infants and 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

- 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, parents or staff.
- At the time of each child's admission to the setting, parents' written permission for obtaining emergency medical advice or treatment is sought. Parents sign and date their written approval.
- Parents sign a consent form at registration allowing staff to take their child to the nearest Accident and Emergency unit to be examined, treated or admitted as necessary on the understanding that parents have been informed and are on their way to the hospital.

Legal framework

- Health and Safety (First Aid) Regulations (1981)

Further guidance

- First Aid at Work: Your questions answered (HSE Revised 2009)
- Basic Advice on First Aid at Work (HSE Revised 2008)
- Guidance on First Aid for Schools (DfEE)

Food and Drink Policy

Snack and meal times are an important part of the nursery day. Eating represents a social time for children and adults and helps children to learn about healthy eating.

The children will be provided with 1/3 pint of milk, or water if preferred. Children are able to access drinking water throughout the day.

Formula bottles must be prepared and brought in.

The nursery will provide a mid-morning and afternoon snack – we aim to promote healthy eating. The nursery endeavours to meet with every child's individual dietary needs.

If your child is at the nursery at 12.15 they will require a packed lunch. We highly recommend health foods. Please no crisps, sweets or chocolate bars, there is no need to provide a drink. If you would like to advice or suggestions regarding the lunch you provide for your child please speak to a member of staff.

If your child is in the nursery later than 4.30pm you are welcome to provide them with a 'finger food' tea.

It's important that foods are transported as safely as possible to Nursery. On arrival foods are placed in the storage shelves in the individual child's space.

For babies less than 1, milk must be labelled and can be put directly into the nursery refrigerator.

Information sharing

'Practitioners need to understand their organisation's position and commitment to information sharing. They need to have confidence in the continued support of their organisation where they have used their professional judgement and shared information professionally.'

Information Sharing: Guidance for Practitioners and Managers (DCSF 2008).

Policy statement

At St Bees Little Learners Nursery 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 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.

The decision should never be made as an individual, but with the back-up of the management team. The three critical criteria are:

- Where there is evidence that the child is suffering, or is at risk of suffering, significant harm.
- Where there is reasonable cause to believe that a child may be suffering, or is at risk of suffering, significant harm.
- To prevent significant harm arising to children and young people or adults, including the prevention, detection and prosecution of serious crime.

Procedures

Our procedure is based on the seven golden rules for information sharing as set out in Information Sharing: Guidance for Practitioners and Managers (DCSF 2008).

1. *Remember that the Data Protection Act is not a barrier to sharing information but provides a framework to ensure that personal information about living persons is shared appropriately.*
 - Our policy and procedures on Information Sharing provide guidance to appropriate sharing of information with external agencies.
2. *Be open and honest with the person (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 agreement, unless it is unsafe or inappropriate to do so.*

At St Bees Little Learners Nursery we ensure parents:

- receive information about our Information Sharing Policy when starting their child in the setting and that they sign our 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 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 if you are in any doubt, without disclosing the identity of the person where possible.*

- Managers contact children's social care for advice where they have doubts or are unsure.

4. *Share with 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, that lack of consent can be overridden in the public interest. You will need to base your judgement on the facts of the case.*

- 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 person and others who may be affected by their actions.*

At St Bees Little Learners Nursery we:

- record concerns and discuss these with the setting's designated person 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.

6. *Necessary, proportionate, relevant, 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 people 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, the reasons for doing so are recorded in the child's file; where it is decided that information is not to be shared that is recorded too.

Consent

Parents have a right to be informed that their consent to share information will be sought in most cases, as well as the kinds of circumstances when their consent may not be sought, or their refusal to give consent may be overridden. We do this as follows:

- Our policies and procedures set out our 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 say they understand this.
- Parents are asked 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.
- Copies are given to parents of the forms they sign.
- We consider the following questions when we need to share:
 - Is there legitimate purpose to 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 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?

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

Legal framework

- Data Protection Act (1998)
- Human Rights Act (1998)

Further guidance

- Information Sharing: Guidance for Practitioners and Managers (DCSF 2008)

Manual Handling Policy

As it is not possible to eliminate manual handling altogether, correct handling techniques must be followed to minimise the risks of injury. A variety of injuries may result from poor manual handling and staff must all be aware and adhere to the nursery's manual handling policy.

Preventing injuries

As with other health and safety issues, the most effective method of prevention is to eliminate the hazard – in this case, to remove the need to carry out hazardous manual handling.

Where manual-handling tasks cannot be avoided, they must be assessed as part of the risk assessment. This involves examining the tasks and deciding what the risks associated with them are, and how these can be removed or reduced by adding control measures.

Correct lifting procedure

Planning and procedure

- think about the task to be performed and plan the lift
- consider what you will be lifting, where you will put it, how far you are going to move it and how you are going to get there
- never attempt manual handling unless you have read the correct techniques and understood how to use them
- ensure that you are capable of undertaking the task – people with health problems and pregnant women may be particularly at risk of injury
- assess the size, weight and centre of gravity of the load to make sure that you can maintain a firm grip and see where you are going
- remove any unnecessary packaging, if this will make the task safer
- reduce the size and weight of loads to make handling easier. This could involve suppliers packing items into smaller consignments before delivery or unpacking packages before moving them
- assess whether you can lift the load safely without help. If not, get help or use specialist moving equipment e.g. a trolley. Bear in mind that it may be too dangerous to attempt to lift some loads
- if more than one person is involved, plan the lift first and agree who will lead and give instructions
- plan your route and remove any obstructions. Check for any hazards such as uneven/slippery flooring
- lighting should be adequate
- control harmful loads – for instance, by covering sharp edges or by insulating hot containers
- avoid lifting unsafe loads, such as damaged glass or badly packed chemicals

- check whether you need any personal protective equipment (PPE) and obtain the necessary items, if appropriate. Check the equipment before use and check that it fits you
- ensure that you are wearing the correct clothing, avoiding tight clothing and unsuitable footwear. Consider a resting point before moving a heavy load or carrying something any distance.

Position

- stand in front of the load with your feet apart and your leading leg forward. Your weight should be even over both feet.
- Position yourself (or turn the load around) so that the heaviest part is next to you. If the load is too far away, move toward it or bring it nearer before starting the lift. Do not twist your body to pick it up.

Lifting

Always lift using the correct posture:

- bend the knees slowly, keeping the back straight
- tuck the chin in on the way down
- lean slightly forward if necessary and get a good grip
- keep the shoulders level, without twisting or turning from the hips
- try to grip with the hands around the base of the load
- bring the load to waist height, keeping the lift as smooth as possible.

Moving the load

- move the feet, keeping the load close to the body
- proceed carefully, making sure that you can see where you are going
- lower the load, reversing the procedure for lifting
- avoid crushing fingers or toes as you put the load down
- position and secure the load after putting it down. Make sure that it is rested on a stable base
- report any problems immediately, for example, strains and sprains.
- Where there are changes, for example to the activity or the load, the task must be reassessed.

The task

- carry loads close to the body, lifting and carrying the load at arm's length increases the risk of injury
- avoid awkward movements such as stooping, reaching or twisting ensure that the task is well designed and that procedures are followed
- try never to lift from the floor or to above shoulder height. Limit the distances for carrying
- minimise repetitive actions by re-designing and rotating tasks
- ensure that there are adequate rest periods and breaks between tasks
- plan ahead – use teamwork where the load is too heavy for one person.

The environment

- ensure that the surroundings are safe. Flooring should be even and not slippery, lighting should be adequate, and the temperature and humidity should be suitable
- remove obstructions and ensure that the correct equipment is available.

The individual

- never attempt manual handling unless you have been trained and given permission to do so
- ensure that you are capable of undertaking the task – people with health problems and pregnant women may be particularly at risk of injury.

Lifting children

- remember lifting children is not the same as lifting an object. Children move.
- use the above techniques when manoeuvring children, e.g. to change a child's nappy, but remember to take into account that the child may struggle or wriggle whilst on the move. If this happens- stop, place the child back down and start again after using reassuring words to calm the child.
- encourage the child to hold onto you where possible, this will support you and the child when lifting

Medication and Illness Policy and Procedure

We promote the good health of children attending nursery and take necessary steps to prevent the spread of infection. If a child requires medicine we will obtain information about the child's needs for this, and will ensure this information is kept up-to-date.

When dealing with medication of any kind in the nursery, strict guidelines will be followed.

Prescription medication

Any child who has been given medication from a doctor will be expected to have received the first dose at least 24 hours before they come in to nursery, this is to ensure the child does not have any allergic reaction from the medication.

- Prescription medicine will only be given to the person named on the bottle for the dosage stated
- Medicines must be in their original containers
- Those with parental responsibility of any child requiring prescription medication should allow a senior member of staff to have sight of the bottle. The staff member should note the details of the administration on the appropriate form and another member of staff should check these details
- Those with parental responsibility must give prior written permission for the administration of each and every medication. However we will accept written permission once for a whole course of medication or for the ongoing use of a particular medication under the following circumstances:
 1. The written permission is only acceptable for that brand name of medication and cannot be used for similar types of medication, e.g. if the course of antibiotics changes, a new form will need to be completed
 2. The dosage on the written permission is the only dosage that will be administered. We will not give a different dose unless a new form is completed
 3. Parents should notify us IMMEDIATELY if the child's circumstances change, e.g. a dose has been given at home, or a change in strength/dose needs to be given.
- The nursery will not administer a dosage that exceeds the recommended dose on the instructions unless accompanied by a doctor's letter
- The parent must be asked when the child had last been given the medication before coming to nursery; this information will be recorded on the medication form. Similarly when the child is picked up, the parent or guardian must be given precise details of the times and dosage given throughout the day. The parent's signature must be obtained at both times
- At the time of administering the medicine, a senior member of staff will ask the child to take the medicine, or offer it in a manner acceptable to the child at the prescribed time and in the prescribed form.

Non-prescription medication

- Over-the-counter medicine such as pain and fever-relief and teething gel may be administered. However, the same procedures must be followed regarding

- documenting the dosage to be given and when it is administered (medicine form)
- The nursery will administer non-prescription medication for a short initial period, dependant on the medication or the condition of the child. After this time medical attention should be sought
- If a child needs liquid paracetamol or similar medication during their time at nursery, such medication will need to be provided by the parent/carer and not stored within the setting for longer than required by the child.
(medicines containing aspirin will only be given if prescribed by a doctor) – staff will check non – prescribed medication to ensure it does not contain aspirin
- Giving liquid paracetamol will be a last resort and the nursery staff will use other methods first to try and reduce a child’s temperature, e.g. remove clothing, fanning, tepid cooling with a wet flannel. The child will be closely monitored until the parents collect the child
- For any non-prescription cream for skin conditions e.g. Sudocrem, prior written permission must be obtained from the parent and the onus is on the parent to provide the cream which should be clearly labelled with the child’s name
- If any child is brought to the nursery in a condition in which he/she may require medication sometime during the day, the manager will decide if the child is fit to be left at the nursery. If the child is staying, the parent must be asked if any kind of medication has already been given, at what time and in what dosage and this must be stated on the medication form
- As with any kind of medication, staff will ensure that the parent is informed of any non-prescription medicines given to the child whilst at the nursery, together with the times and dosage given
- The nursery **DOES NOT** administer any medication unless prior written consent is given for each and every medicine
- In the case of medication that may need to be given to a child due to them becoming ill during the day, e.g. liquid paracetamol for temperature reduction, parents will be contacted before any medication is administered.

Injections, pessaries, suppositories

As the administration of injections, pessaries and suppositories represents intrusive nursing, they should not be administered by any member of staff unless appropriate medical training is given to each member of staff caring for this child. This training would be specific for each child and not generic.

Staff medication

- Staff medication on the premises must be securely stored in their locked locker, if the medication needs to be refrigerated then it must be stored in the lockable fridge box. Staff must inform their manager if they are bringing any medicine on to the premises and ensure that it doesn’t impair their ability to work.
- Providers must ensure that those practitioners taking medication have medical advice that confirms that the medication is unlikely to impair that staff member’s ability to look after children properly. (3.17 EYFS 2014)

Storage

- All medication for children must have the child's name clearly written on the original container and kept in a closed box, which is out of reach of all children and under supervision at all times.
- Emergency medication, such as inhalers and epipens, will be within easy reach of staff in case of an immediate need, but will remain out of children's reach and under supervision at all times. Epi-pens must be stored in a sealed box clearly labelled with the child's name. These must be checked and replenished when necessary.
- Any antibiotics requiring refrigeration must be kept in an area inaccessible to children.
- Medication **MUST NOT** be stored in children's bags.
- All medications must be in their original containers, legible and not tampered with or they will not be given. All prescription medications should have the pharmacist's details and notes attached to show the dosage needed and the date the prescription was issued. This will all be checked, along with expiry dates, before staff agree to administer medication.

Administration

- Prior to administering medication the child's parent/carer must complete the medication form with a member of staff (see above section). The staff member must sign to state they have discussed this with the parent/carer and attach a photograph of the child to the medication form. The child's initials and time the medication is required should be recorded on a white board in the room. The medication is to be stored correctly (see above section).
- Medicine will only be administered to children by a first aid trained senior member of staff. Another member of staff must witness this taking place. Both staff are required to check the details on the medication form and sign the form stating the medication was administered.
- The nursery will allow children to self-administer inhalers if felt by the staff and parent/carer that the child is competent to do so. However, the medication will still need to be stored out of reach of children.
- All medication records are stored within the classroom whilst the medication is running and then filed confidentially.
- If at any point during the course of medication staff administer the treatment incorrectly the parents will be telephoned immediately and the management will take appropriate measures, this could be either calling a local GP, NHS direct or taking the child in to hospital.

Illness

- Parents must inform the nursery if any child attending the nursery is admitted to hospital for any reason the nursery must then inform Ofsted.
- There may be occasions when these exclusion times are extended due to regional outbreaks of contagious illnesses.
- If your child is sent home by the nursery staff your fees for that session are still payable. If a child is off sick for any reason fees are still payable.

Measures for High Temperature

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

- Take child's temperature using the thermometer.
- Record the child's temperature on a monitoring form
 - Record comment's that shows what measures have been done to help reduce temp.
 - Take layers of clothing off to help reduce temperature Give the child some water to drink
- Call the Parent and record time of call on the monitoring sheet
- Ask the parent to collect the child
 - Comfort the child if upset (however try not to cuddle them for too long as your body heat will add to temperature)
- Record and monitor every 10 minutes
- If continues to rise call parent again to see how long before collection
 - If you are unable to bring the temperature down and it continues to rise, and you cannot contact the parent/carers contact other named persons on the child's registration pack.

If a child refuses to take medicine, staff will make every attempt to encourage them but cannot force them. In this instance the parent will be contacted immediately to inform them.

The following chart details which medication we can administer and for how long:

| Medication Chart | | | |
|----------------------------------|---|---|---|
| Type of medication | Examples of reasons for administering | Examples of medication (This list is not exhaustive) | Where there is a health reason to do so we can administer: |
| Short term non-prescribed | Child requires short term treatment or pain relief which can be treated with over the counter medication. | Paracetamol Ibuprofen Eye drops Ear drops Cough syrup Cream/lotions Homeopathic | For 2 consecutive days |
| Short term prescribed | Child requires short term treatment or pain relief and has been prescribed a course of treatment by their GP which lasts for no more than 2 weeks. | Antibiotics Paracetamol Ibuprofen Aspirin Eye drops Ear drops Cough syrup Cream/lotions Homeopathic | As per the length of time stated on the instructions |
| Long term non-prescribed | Child has been diagnosed with a long term condition (which they suffer from regularly or constantly) which can be treated with over the counter medication. | Teething gel Teething powders Nappy rash cream Eczema cream Paracetamol* Ibuprofen* * a supporting letter is required from their GP | As and when required |
| Long term prescribed | Child has been diagnosed with a long term condition (which they suffer from regularly or constantly) and has been prescribed a course of treatment by their GP. | Epipen Insulin Inhaler Eczema cream Paracetamol* Ibuprofen* Aspirin* * a supporting letter is required from their GP | As and when required |

Missing/Lost Child Policy

Policy Statement

Children's safety is maintained as the highest priority at all times. Every attempt is made through carrying out the collection procedure and the exit/entrance procedure to ensure the security of children is maintained at all times. In the unlikely event of a child going missing, our missing child procedure is followed.

Procedures

Child going missing on the premises

- As soon as it is noticed that a child is missing the key person/staff alerts the setting Manager.
- The setting Manager will carry out a thorough search of the building and garden.
- Doors and gates are checked to see if there has been a breach of security whereby a child could wander out.
- The setting Manager talks to the staff to find out when and where the child was last seen and records this.
- The register is checked to make sure no other child has also gone astray.
- Ensure the safety of the other children, with regard to supervision and security whilst the search is taking place
- CCTV camera footage will be checked for sightings of the child.
- If the child cannot be found within fifteen minutes then the parents and the police must be informed.
- Continue the search, widening the area until the police arrive.

Investigation

- Staff keep calm and do not let the other children become anxious or worried.
- The setting manager together with the owner speaks with the parent(s).
- The Manager and owner, carry out a full investigation taking written statements from all the staff in the setting.
- The key person/Manager writes an incident report detailing:
 - The date and time of the report.
 - What staff/children were in the Nursery and the name of the staff designated responsible for the missing child.
 - When the child was last seen in the session.
 - What has taken place in the session since the child went missing.
 - 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. Children's Social Care may be involved if it seems likely that there is a child protection issue to address.
- The incident is reported under RIDDOR arrangements (see the Reporting of Accidents and Incidents policy); the local authority Health and Safety Officer may want to investigate and will decide if there is a case for prosecution.
- In the event of disciplinary action needing to be taken, Ofsted is informed.
- The insurance provider is informed.

Managing people

- Missing child incidents are very worrying for all concerned. Part of managing the incident is to try to keep everyone as calm as possible.
- The staff will feel worried about the child, especially the key person or the designated carer responsible for the safety of that child. They may blame themselves and their feelings of anxiety and distress will rise as the length of time the child is missing increases.
- Staff may be the understandable target of parental anger and they may be afraid. Setting leaders need to ensure that staff under investigation are not only fairly treated but receive support while feeling vulnerable.
- The parents will feel angry, and fraught. They may want to blame staff and may single out one staff member over others; they may direct their anger at the setting leader. When dealing with a distraught and angry parent, there should always be two members of staff, one of whom is the setting Manager and the other should be the owner. No matter how understandable the parent's anger may be, aggression or threats against staff are not tolerated, and the police should be called.
- The other children are also sensitive to what is going on around them. They too may be worried. The remaining staff caring for them need to be focused on their needs and must not discuss the incident in front of them. They should answer children's questions honestly but also reassure them.
- In accordance with the severity of the final outcome, staff may need counselling and support. If a child is not found, or is injured, or worse, this will be a very difficult time. The manager and owner will use their discretion to decide what action to take.
- Staff must not discuss any missing child incident with the press without taking advice.

Mobile Phone, camera and technological device policy

1. Use of personal technological devices by staff and volunteers

St Bees Little Learners Nursery recognises that staff, students and volunteers may wish to have their personal mobile phones at work for use in case of emergency. It is acknowledged that staff may also have other technological devices in their possession or within their personal belongings.

However, safeguarding of children within the setting is paramount and it is recognised that personal mobile phones and technological devices have the potential to be used inappropriately and therefore the setting management has implemented the following policy:

- Personal mobile phones and technological devices should only be used outside of working hours and never whilst children are present.
- Personal mobile phones and technological devices should be stored in staff lockers or in the staff room.
- In very unusual circumstances, such as a family emergency, staff and volunteers should seek permission from the manager or employer to use their mobile phone.
- If a staff member, student or volunteer must use their mobile phone (see above) this should be away from the children and ensuring that staff supervision levels are not compromised.
- Staff, students or volunteers who ignore this policy and use a mobile phone on the setting premises without permission may face disciplinary action.
- The setting's main telephone number can be used for emergencies by staff or volunteers or by people who need to contact them.
- In circumstances such as outings and off site visits, staff will agree with their manager the appropriate use of personal mobile phones in the event of an emergency.
- Where there is a suspicion that the material on a mobile phone or technological device may be unsuitable and may constitute evidence relating to a criminal offence, the 'Allegations of Abuse' process will be followed (please refer to the setting's 'Child Protection Policy').
- Staff, students or volunteers remain responsible for their own property and will bear the responsibility of any losses.

2. Use of personal mobile phones, cameras and technological devices by non staff

St Bees Little Learners Nursery recognises that visitors may wish to have their personal mobile phones and technological devices with them.

However, safeguarding of children within the setting is paramount and it is recognised that personal mobile phones and technological devices have the potential to be used inappropriately and therefore the setting management has implemented the following policy:

- Mobile phones and technological devices must only be used away from the children and where possible, off site.
- In exceptional circumstances, such as a family emergency, visitors should seek permission from the setting manager to use their mobile phone.
- The setting's main telephone number can be used for emergencies.
- Photos of children must not be taken without prior discussion with the setting manager and in accordance with the Data Protection Act 1998 and using the 'Use of images consent form' (please refer to the setting's document 'Guidance for settings on the use of images, cameras and technological devices' in accordance with the Data Protection Act 1998').
- In circumstances where there is a suspicion that the material on a mobile phone or technological device may be unsuitable and provide evidence relating to a criminal offence, the 'Allegations of Abuse' process will be followed (please refer to the setting's 'Child Protection Policy').
- Visitors remain responsible for their own property and will bear the responsibility of any losses.
- In after school/holiday club children must leave mobile phones/cameras with the staff member upon arrival, which will be returned at the end of the session.

3. Use of the setting's mobile phone, camera and technological devices

St Bees Little Learners Nursery provides a mobile phone/tablet and camera for staff, students and volunteers to use to support their work with children. To ensure the appropriate use of this equipment, and to safeguard children, the following policy applies:

- Only the camera and technological devices belonging to the setting may be used to take appropriate and relevant images of children, i.e. observations, photographs of setting events.
- Images must be used in accordance with the Data Protection Act 1998 (please refer to the setting's document 'Guidance for settings on the use of Images, Mobile Phones and Cameras in accordance with the Data Protection Act 1998').
- Cameras and technological devices should only be used where two or more staff members are present.
- It is not appropriate to take photographs of bruising or injuries on a child for child protection concerns. The 'Logging Concern Form and Body Map' must be used to record factual observations.
- The setting's mobile phone must only be used for work related matters.
- In circumstances where there is a suspicion that the material on the setting's mobile phone or technological devices may be unsuitable and provide evidence relating to a criminal offence, the 'Allegations of Abuse' process will be followed (please refer to the setting's 'Safeguarding and Child Protection Policy').
- The setting's mobile phone and technological devices remain the property of the setting at all times and should not be taken off of the premises (with the exception of visits and outings).

No-smoking Policy

Policy statement

We comply with health and safety regulations and 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.

Legal framework

- The Smoke-free (Premises and Enforcement) Regulations (2006)
- The Smoke-free (Signs) Regulations (2012)

Provider Records Policy

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 management team who ensure 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; or
- any other event as detailed in the Statutory Framework for the Early Years Foundation Stage (DfE 2012).

Legal framework

- Data Protection Act 1998
- Human Rights Act 1998

Risk Assessment Policy

It is important as a nursery that we have in place procedures that firstly identify potential risks and secondly enable us to implement measures to limit these risks.

Aim

At St Bees Little Learners Nursery we aim to provide a safe and secure environment for children in our care. We strive to create a stimulating and welcoming atmosphere wherein children can learn and grow, whilst ensuring potential hazards are minimal.

Procedures

- Identify potential hazard
- Decide who might be harmed and how
- Identify actions necessary to minimize the risk
- Evaluate the risk and take appropriate action if necessary
- Record your findings
- Monitor and review

Detailed risk assessments should be carried out for all areas within the Nursery Class and grounds. These should be completed using the pro forma issued by preschool learning alliance and reviewed annually. A copy of each can be found in the risk assessment file.

If an accident occurs, reassessment of the risk should take place and action should be taken to reduce the risk.

An outing risk assessment audit should be completed by a member of staff before the nursery go to a place outwith the nursery

Safeguarding Children and Child Protection

Including managing allegations of abuse against a member of staff and Prevent Duty (Extremism, Radicalism and British Values)

Policy statement

Our setting will work with children, parents and the community to ensure the rights and safety of children and to give them the very best start in life. Our safeguarding policy is based on the three key commitments of the Pre-school Learning Alliance Safeguarding Children Policy.

Procedures

We carry out the following procedures to ensure we meet the three key commitments of the Pre-School Learning Alliance Safeguarding Children Policy.

We must contact the LADO if you have a concern or allegation regarding any professional who works with a child including foster carers or volunteers. This must be done within one WORKING day. See <http://www.cumbrialscb.com/professionals/lado.asp> or contact safeguarding hub telephone 0333 2401727 or <http://cumbrialscb.proceduresonline.com/> for guidance

Key commitment 1

St Bees Little Learners Nursery is committed to building a 'culture of safety' in which children are protected from abuse and harm in all areas of its service delivery.

Staff and volunteers

- Our designated person (a member of staff) who co-ordinates child protection issues is: **Deanna Magill - Manager**
- Our designated officer who oversees this work is: **Kayleigh Robertson – Owner**
- We ensure all staff are trained to understand our safeguarding policies and procedures and that parents are aware of them too.
- All staff have an up-to-date knowledge of safeguarding issues.
- There will be a designated member of staff for safeguarding available at all times
- We provide adequate and appropriate staffing resources 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.
- Candidates are informed of the need to carry out 'enhanced disclosure' checks with the Disclosure and Barring Service (DBS) before posts can be confirmed.
- Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.
- All permanent applicants for work within the pre-school will be interviewed before an appointment is made and will be asked to provide at least two references. They will also need to provide confirmation of their right to work in the UK.
- All permanent appointments will be subject to a six month probationary period and will not be confirmed unless the nursery is confident that the applicant can be safely entrusted with the children.
- We abide by Ofsted requirements in respect of references and Disclosure and

Barring Service checks for staff and volunteers, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children.

- Volunteers and students do not work unsupervised.
- We inform all staff 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.
- We record information about staff qualifications and the identity checks and vetting processes that have been completed including:
 - -The Disclosure and Barring Service reference number -
The date the disclosure was obtained; and
 - -Details of whom obtained it.
- We abide by the Protection of Vulnerable Groups Act (2006) requirements in respect of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have lead to dismissal for reasons of child protection concern.
- We have procedures for recording the details of visitors to the setting.
- We take security steps to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children.
- We take steps 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.

Key commitment 2

St Bees Little Learners Nursery is committed to responding promptly and appropriately to all incidents 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).

Responding to suspicions of abuse

- We acknowledge that abuse of children can take different forms - physical, emotional, and sexual, as well as neglect.
- When children are suffering from physical, sexual or emotional abuse, or may be experiencing neglect, this may be demonstrated through:
 - significant changes in 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 take into account factors affecting parental capacity, such as social exclusion, domestic violence, parent's drug or alcohol abuse, mental or physical illness or parent's learning disability.
- We are aware of other factors that affect children's vulnerability such as abuse of disabled children, fabricated or induced illness, child abuse linked to beliefs in spirit possession, sexual exploitation of children such as through internet abuse and Female Genital Mutilation that may affect or may have affected children and young people using our provision.
- We will ensure suitable filters are in place on the nurseries internet and monitoring of

staff and children.

- 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 maybe 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.
- We actively protect children and teach them to value British Values by recognising and valuing the universal uniqueness of all individuals and we are mindful to instil learning and resilience to protect children against the development of extremist and radicalised thinking and behaviour.
- Where we believe a child in our care or known to us may be affected by any of these factors we follow the procedure for reporting child protection concerns.
- 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 setting's Leader who is acting as the 'designated person'. The information is stored on the child's personal file.
- We refer concerns to the local authority children's social care department 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's 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.

Recording suspicions of abuse and disclosures

- Where a child makes comments to a member of staff that gives cause for concern (disclosure), or a member of staff observes signs or signals that gives 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; (The child will be helped to understand that they are valued and respected and not at fault or blame)
 - does not question the child; Use TED (Tell, Explain, Describe)
 - 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;
 - describing objectively the child's behaviour/ appearance without comment, judgement, interpretation or speculation;
 - the name of the person to whom the concern was reported, with date and time;
 - the names of any other person present at the time;
 - the name, age and address of the child.

- These records are signed and dated and kept in a confidential safeguarding file which is kept secure and confidential with restricted access for authorised personnel only
- 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 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. This is based on 'What to do if you are worried a child is being abused' (HMG 2006-updated 2015).
- We keep a copy of this document alongside procedures set down by our Local Safeguarding Children Board.

Informing parents

- Parents are normally the first point of contact. We discuss concerns with parents to gain their view of events unless we feel this may put the child in greater danger.
- We inform parents where we make a record of concerns in their child's file and that we also make a note of any discussion we 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 is 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 in greater danger. This will usually be the case where the parent is the likely abuser. In these cases the social workers will inform parents.
- If parents are unable to allay any legitimate anxieties that the pre-school may have then these matters will be notified to Social services.
- In exceptional circumstances, as outlined above, Social Services will be the first point of reference or in cases where the pre-school consider the child to be in danger or at risk of harm the police will be called for immediate assistance.

Liaison with other agencies

- We work within the Local Safeguarding Children Board guidelines.
- We have procedures for contacting the local authority on child protection issues, including maintaining a list of names, addresses and telephone numbers of social workers. This is to ensure that it is easy, in any emergency, for the setting and social services to work well together.
- We notify the registration authority (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 as soon as reasonably possible, but within 14 days.

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 or any other person working with the children, 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 complain 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 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. We do this by first recording the details of any such alleged incident.

Key commitment 3

St Bees Little Learners Nursery is committed to promoting awareness of child abuse issues throughout its training and learning programmes for adults. It is also committed to empowering young children, through its early childhood curriculum, promoting their right to be strong, resilient and listened to.

Training and Good Practice

- We seek out training opportunities 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 and neglect and that they are aware of the local authority guidelines for making referrals.
- We ensure the designated person receive training in accordance with that recommended by the Local Safeguarding Children Board. Training will be at least every two years with regular updates at least annually
- We ensure that all staff know the procedures for reporting and recording their concerns in the setting.
- Qualified DBS disclosed members of our nursery are the only members of staff allowed to take a child to the toilet. No adult, other than appointed individuals, will be allowed either to take a child to the toilet or to be left alone with them.
- Children will be encouraged to develop a sense of autonomy and independence through adult support in making choices and learning ways to express their own feelings. This will enable children to have the self-confidence and the vocabulary to resist/reject inappropriate approaches.

Planning

- The layout of the rooms allows for constant supervision. No child is left alone with staff or volunteers in a one-to-one situation without being visible to others.

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 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.
- 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. The people most commonly involved will be the member of staff/key worker, nursery Manager and the owner. 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 in the group.
- We make clear to parents our role and responsibilities in relation to child protection. This includes the reporting of concerns, providing information, 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 care 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.
-

Attendance

- Whilst attendance at nursery is not a statutory requirement, adhering to the safeguarding and promoting children's welfare policy is required in order to protect children from harm.
- The nursery must be informed for any child absence
- Must be aware of children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect.

Online Safety

- Appropriate filters and monitoring are in place on all computers in the workplace.

Peer on peer

- Peer on peer abuse is included as something all staff should be aware of.
- Sexting is specifically mentioned as a form of peer on peer abuse, we ensure that their approach to it is clearly reflected in our child protection policy.

Early Help

- Nursery will aim to identify children who may benefit from early help. This means the ability to provide support as soon as a problem emerges
- Support may be required from other agencies and professionals
- The designated safeguarding lead will support the staff member dealing with other agencies

- Constant review and communication with children's social care if the child's welfare is a concern

Staff

Refer to staff behaviour policy for information on:

- Mobile phone/ camera use
- Staff conduct
- Staff supervision

Legal framework

Primary legislation

- The Prevent duty Departmental advice for schools and childcare providers (June 2015)
- Prevent Duty Guidance: for England and Wales (2015)
- Safeguarding: Ofsted Inspections and Safeguarding from (Sept. 2015)
- Information Sharing (2015)
- What to do if you are worried a child is being abused (2015)
- Children Act (1989 s47)
- Working Together to Safeguard Children (2015)
- Protection of Children Act (1999)
- The Children Act (2004)
- Safeguarding Vulnerable Groups Act (2006)
- Human Right Act (1998)

Secondary legislation

- Sexual Offences Act (2003)
- Criminal Justice and Court Services Act (2000)
- Equalities Act (2010)
- Data Protection Act (1998) Non Statutory Guidance
- Domestic Violence, Crime and Victims (amendment) Act 2012

Further Guidance

- Working Together to Safeguard Children (revised HMG 2010-under revision 2012-updated 2015)
- What to do if you are Worried a Child is Being Abused (HMG 2006-updated 2015)
- Every Child Matters - Green Paper (2003)
- 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 2007)
- Sexual Offences Act (2003)
- Female Genital Mutilation Act (2003)
- Adoption and Children's Act (2002)
- Information Sharing: Guidance for Practitioners and Managers (HMG 2008-updated 2015)
- Independent Safeguarding Authority: www.isa.gov.org.uk.
- United Nations Convention on the Rights of the Child. UK (1991)

Useful contacts/telephone numbers

- In addition the multi-agency business support teams can be contacted on 01768 812267.
- You no longer contact a named LADO directly in the first instance (email lado@cumbria.gov.uk) . Now you must contact them via the multi-agency BUSINESS SUPPORT Team on 01768 812267 for allegations against **any** professional who works with a child.
- The LADO service works Monday to Friday and the Business Support Team will be available from 9 am to 5pm Monday to Thursday and from 9am to 4.30pm on Friday. (These are the same working hours as the LADO.)
- Outside these hours the Emergency Duty Team is available on 0333 240 1727 and they will be able to offer you advice until you are able to speak to a LADO.
- http://cumbrialscb.proceduresonline.com/files/multi_agency_thresh.pdf

Settling in policy

The settling in period is paramount for your child to feel safe and secure in the Nursery environment. The nursery wants parents/guardians to have the confidence in the nursery to look after the child's wellbeing.

The nursery allocates a key person to each child and family. You will be informed of this person once you have enrolled.

All parents/guardians are encouraged to visit the nursery with their child during the weeks before starting nursery. During these visits the nursery can work with the parent/guardian to decide on the best induction plan to meet the needs to the individual child. A gradual build-up of time can be devised at first to ensure the child and the parent/guardian is comfortable with the situation.

You are welcome to telephone the nursery as frequently as you like to enquire how your child has settled. You can visit the nursery at any time; appointments do not need to be made.

Parents/guardians will always be contacted if their child becomes distressed during the nursery session

Staffing and Employment

The Nursery provides a staffing ratio in line with Ofsted, to ensure that children have sufficient individual attention and to guarantee care and education of a high quality. Our employees are appropriately qualified and we carry out checks for criminal and other records through DBS checks

We aim to ensure that children below school age and their parents are offered high quality early years care and education.

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

- children under two years of age: 1 adult : 3 children
- children aged two years of age: 1 adult : 4 children
- children aged three - seven years of age: 1 adult : 8 children

Minimums of two employees/adults are on duty at any one time and will never be below the ratios as set out above.

All new staff will shadow an experienced member of staff to ensure that they are complying with the nurseries policies and procedures and have a good understanding of the Early Years Foundation Stage so that they can work independently alongside the children

All staff are expected to attend a monthly staff meeting to reflect upon Nursery practices, children's experience, achievements and what 'comes next'.

Staff will have an annual Appraisal to appraise their ability to perform their job responsibilities, to show that they are a value member of staff in their contribution to the Nursery and to identify any further support needed to enhance their work performance.

- We work towards offering equality of opportunity by using non-discriminatory procedures for employee's recruitment and selection.
- All employees have job descriptions which set out their employee's roles and responsibilities.
- We welcome applications from all sections of the community. Applicants will be considered on the basis of their suitability for the post, regardless of marital status, age, gender, culture, religious belief, ethnic origin or sexual orientation. Applicants will not be placed at a disadvantage by our imposing conditions or requirements that are not justifiable.
- We provide employees induction training in the first week of employment. This induction includes our Health and Safety Policy and Safeguarding Children and Child Protection Policy. Other policies and procedures will be introduced within an induction plan to include Employee Handbook which includes disciplinary procedures.
- We support the work of our employees by holding regular supervision meetings and appraisals.
- We are committed to recruiting, appointing and employing employees in accordance with all relevant legislation and best practice.

- We use Ofsted guidance on obtaining references and criminal record checks through the DBS for employees and volunteers who will have substantial access to children.

All staff must take part in regular CPD (continuous personal development) sessions to ensure that keep up to date with new childcare legislations, guidelines and good practice.

All staff has their own copy of the Nursery Prospectus and are required to sign as recognition of reading, understanding and complying with all policies and procedures.

Students - We may offer places to students undertaking Early Years qualifications and training

All students will be DBS checked in accordance with OFSTED requirements..

Current staff at ST Bees Little Learners

| | | |
|--------------------|--------------------------|--|
| Kayleigh Robertson | Nursery Owner | Working towards EYTS PGCE (Post Graduate Certificate in Education) & BA Hons Business Management |
| Deanna Magill | Manager | BSc Hons Early Years |
| Laura Slater | Early Years practitioner | Level 3 Childcare & working towards BSc Hons Early Years |
| Naomi McKenzie | Early Years practitioner | Level 3 Childcare |

Key Person

Each child is assigned a member of staff as their key person, this responsibility is to

- Build a relationship with the child to make sure the child feels safe and secure in while at nursery
- To know the interest and stages of development of their key children
- To monitor the emotional, intellectual and physical development of their key children
- To carry out observations and for these to be recorded in their learning journals, (anything that happens for the first time or specific dialog, childs interests or anything significant.
- To work closely with the parent/guardian.

Employment Policy

(Including suitability, contingency plans, training and development)

Policy statement

St Bees Little Learners Nursery 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 DBS 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 welcome applications from all sections of the community. Applicants will be considered on the basis of their suitability for the post, regardless of disability, gender reassignment, pregnancy and maternity, race, religion or belief, sexual orientation, sex, age, marriage or civil partnership. Applicants will not be placed at a disadvantage by our imposing conditions or requirements that are not justifiable.
- We use Ofsted guidance on obtaining references and enhanced criminal record checks through the DBS 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 DBS check.
- Staff are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children – 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 an employee, we will take appropriate action to ensure the safety of children. In the event of disqualification, that person's employment with us will be terminated.

Changes to staff

- We inform Ofsted of any changes in the person responsible for our setting.

Training and staff development

- The manager will hold a level 3 or above qualification in Childcare.
- We provide regular in-service training to all staff - whether paid staff or
- Our setting budget allocates resources to training.
- We provide staff induction training in the first week of employment. This induction includes our Health and Safety Policy and Safeguarding Children and Child Protection Policy. Other policies and procedures will be introduced within an induction plan.
- We support the work of our staff by holding regular supervision meetings and appraisals.
- We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation and best practice.

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

- St Bees Little Learners Nursery organises staff annual leave so that ratios are not compromised. Where staff are unwell and take sick leave in accordance with their contract of employment, we organise cover to ensure ratios are maintained.
- Sick leave is monitored and action is taken where necessary, in accordance with the contract of employment.

Student placements Policy

Policy statement

St Bees Little Learners Nursery 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 quality, 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 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 co-operate with students' tutors in order to help students to fulfil the requirements of their course of study.
- We provide students, at the first session of their placement, with a short induction on how our setting is managed, how our sessions are organised and our policies and procedures.
- We communicate a positive message to students about the value of qualifications and training.
- 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.

Supervision of Staff Policy

ST Bees Little Learners Nursery recognises the need for regular and effective supervision of all staff that have contact with children and families. Supervision will provide support, coaching and training for the practitioner and promotes the interests of children.

Supervision should foster a culture of mutual support, teamwork and continuous improvement which encourages the confidential discussion of sensitive issues. [EYFS 2014]

We have informal supervision during monthly staff meetings which minutes are taken and recorded.

Formal supervision takes place 3 times a year and is recorded in each staff file.

Purpose of supervision:

- Review staff member's work load
- Monitor progress and review the direction of their work
- Identify any gaps in training needs and skills in order to enhance professional development
- Celebrate work achievements
- A place to be challenged supportively and constructively
- Issues related to work are addressed
- Working practices are discussed
- Emotional well-being/work-life balance; a place for personal development
- Mutually agreed and acceptable boundaries
- A place to offload

Supervisee can expect from supervision:

- A place where guidance is received
- To be challenged; a place to address actions and follow up
- That notes and records of the sessions are made and stored appropriately
- An assessment of training needs
- Support is offered
- That the supervisor has an understanding of the supervisee's work and workload
- Acknowledgement and praise is received
- Work is discussed and targets agreed
- discuss any issues – particularly concerning children's development or well-being;
- identify solutions to address issues as they arise;
- receive coaching to improve their personal effectiveness
- A place where personal things (not work related) can be discussed; but this is optional
- A place to offload

Procedure:

- Supervision meetings usually last approximately one hour.
- Supervision should take place in a private and uninterrupted space.
- If meetings have to be cancelled for any reason they should be rescheduled as soon as possible.
- Notice and relevant paperwork will be given to the employee prior to supervision meetings.

- Both parties should bring relevant paperwork to the meeting
- It is the supervisor's responsibility to record the meeting and provide a copy for the supervisee and file appropriately.
- Both parties should sign the agreed paperwork.
- A date for the next meeting should always be arranged before the end of the supervision.

Confidentiality:

Confidentiality will be maintained in accordance with the confidentiality policy.

Working Guidelines for Good Practice:

Creating the right Environment

- Regarding venue: be aware this is a professional relationship so that a private room booked well in advance is good practice; however if the space needs to be in a public place then ensure that the supervisee has input into the final decision.
- Ensure that refreshments are available.
- No phones or mobile phones around or on (unless in an agreed/notified personal emergency; these will be identified, expected, urgent, work-related calls).
- To ensure that supervision time is prioritised and not interrupted.
- Ensure that room layout and furniture creates a comfortable atmosphere for open communication.
- Put supervision times in the diary and inform other colleagues.
- Where possible, place a sign on the door where supervisions are taking place to avoid interruptions.
- Make sure that sessions start and finish at agreed times.
- Consider the time of day that sessions are held.

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. Staff at St Bees Little Learners Nursery 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 are always asked to sign specific consent forms before 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.

Supporting children with special educational needs policy

Policy statement

St Bees Little Learners Nursery provide an environment in which all children, including those with special educational needs, are supported to reach their full potential.

- We have regard for the DfES Special Educational Needs Code of Practice (2014).
- We ensure our provision is inclusive to all children with special educational needs.
- We support parents and children with special educational needs and disabilities (SEND).
- We identify the specific needs of children with special educational needs and meet those needs through a range of SEND strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.

Procedures

- We ensure that the provision for children with special educational needs is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We work closely with parents of children with special educational needs to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning provision and review of their children's education.
- We provide parents with information on sources of independent advice and support.
- We liaise with other professionals involved with children with special educational needs and their families, including transfer arrangements to other settings and schools.
- We provide a broad, balanced and differentiated curriculum for all children with special educational needs.
- We use a system of planning, implementing, monitoring, evaluating and reviewing individual educational plans (IEPs) for children with special educational needs.
- We ensure that children with special educational needs are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- We provide resources (human and financial) to implement our Special educational Needs Policy.
- We raise awareness of any specialism the setting has to offer.
- We ensure the effectiveness of our special education needs provision by collecting information from a range of sources e.g. Individual Education Plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure.
- We monitor and review our policy annually.

Tapestry Policy

Aims

St Bees Little Learners Nursery ensures that all children attending the setting have a personal Learning Journey which records photos, observations and comments, in line with the Early Years Foundation Stage, to build up a record of each child's achievements during their time with us.

It will also show children's developmental progress through the different age bands of the EYFS.

Procedures

- Each child will have an Early Years Practitioner (EYP) allocated to them who will be responsible for the compilation of that child's Learning Journey.
- ST Bees Little Learners Nursery uses an online Learning Journey system (Tapestry), allowing staff and parents to access the information from any computer via a personal, password-protected login.
- Staff access allows input of new observations and photos or amendment of existing observations and photos.
- Parent access allows input of new observations and photos or the addition of comments on existing observations and photos – parent log-ins do not have the necessary permission to edit existing material.
- Parents logging into the system are only able to see their own child's Learning Journey.
- Parents are asked to sign a consent form giving permission for their child's image to appear in other children's Learning Journeys, and to protect images of other children that may appear in any photos contained in their child's Learning Journey. Parents who sign this agreement also then agree that they will not use the photos of their children which may also contain other children for anything other than personal use; so must not go on any social networking sites or any other type of public use.
- The Learning Journey is started once the child has started Nursery. During the first term, entries will be made more frequently as staff get to know the children.
- New observational entries to a child's Learning Journey will usually be uploaded within two weeks of the observation being made.
- Observations are written in the present tense.
- In all written observations, other children are referred to by first name only.
- Tapestry is not used as a general communication tool between Nursery and home. A child's learning journey is a document recording their learning and development and parents may add comments on observations or contribute photos, videos or information about activities they have been doing at home.
- Parents may contact us through the usual channels for any other day-to-day matters, e.g. absence, lost property, etc.

Security

- The Tapestry on-line Learning journey system is hosted on secure dedicated servers based in the UK.
- Access to information stored on Tapestry can only be gained by unique user id and password.
- Parents can only see their own child's information and are unable to login to view other children's Learning Journeys.

The role of the key person and settling-in Policy

Policy statement

At St Bees Little Learners Nursery we believe that children settle best when they have a key person to relate to, who knows them and their parents well, and who can meet their individual needs. Research shows that a key person approach benefits the child, the parents, the staff and the setting by providing secure relationships in which children thrive, parents have confidence, staff are committed and the setting is a happy and dedicated place to attend or work in.

We want 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 with the setting.

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

The key person role is set out in the Safeguarding and Welfare Requirements of the Early Years Foundation Stage. Each setting must assign a key person for each child.

The procedures set out a model for developing a key person approach that promotes effective and positive relationships for children who are in settings.

Procedures

- We allocate a key person before the child starts.
- The key person is responsible for the induction of the family and for settling the child into our setting. The key person offers unconditional regard for the child and is non-judgemental.
- The key person works with the parents to plan and deliver a personalised plan for the child's well-being, care and learning.
- The key person acts as the key contact for the parents and has links with other carers involved with the child, such as a childminder, and co-ordinates the sharing of appropriate information about the child's development with those carers.
- The key person is responsible for developmental records and for sharing information on a regular basis with the child's parents to keep those records up-to-date, reflecting the full picture of the child in our setting and at home.
- The key person encourages positive relationships between children in her/his key group, spending time with them as a group each day.

- We provide a back-up key person so the child and the parents have a key contact in the absence of the child's key person.
- We promote the role of the key person as the child's primary carer in our setting, and as the basis for establishing relationships with other staff and children.

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), displays about activities available within the setting, information days and evenings and individual meetings with parents.
- During the weeks before a child is enrolled, we provide opportunities for the child and his/her parents to visit the setting.
- We allocate a key person to each child and his/her family before she/he starts to attend; the key person welcomes and looks after the child and his/her parents at the child's first session and during the settling-in process.
- We use pre-start visits and the first session at which a child attends to explain and complete, with his/her parents, the child's registration records.
- When a child starts to attend, we explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into the setting.
- We judge a child to be settled when they have formed a relationship with their key person; for example, the child looks for the key person when he/she arrives, goes to them for comfort, and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities.
- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.
- We recognise that some children will settle more readily than others, but that some children who appear to settle rapidly are not ready to be left.
- We reserve the right not to accept a child into the setting without a parent or carer if the child finds it distressing to be left. This is especially the case with very young children.
- Within the first four to six weeks of starting, we discuss and work with the child's parents to begin to create their child's record of achievement.

The progress check at age two

- The 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 A Know How Guide: The progress check at age two.
- The progress check aims to review the child's development and ensures 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).
- The key person will plan activities to meet the child's needs within the setting and will support parents to understand the child's needs in order to enhance their development at home.

Toilet Policy

Babies/children who wear nappies

Please ensure you provide enough nappies and wipes to last your child throughout the Nursery Day

If your child requires nappy cream, please ensure you supply the cream.

Toilet Training

It is important that the nursery follows your child's routine with regards to toilet training. When you think your child is ready please discuss this with your child's key person.

Signs to look for

- Nappy frequently dry
- Child tells you when their nappy needs changed
- Child can follow simple instructions

These signs do not usually appear until after 18 months

In case of accident please can parents/guardians provide two sets of clean clothes, ensuring that the clothes are clearly labelled with the child's name

Transfer of Records Policy

We recognise that children sometimes move to another early years setting before they go on to school, although many will leave our setting to enter a nursery or reception class.

We prepare children for these transitions and involve parents and the receiving setting or school in this process. We prepare records about a child's development and learning in the Early Years Foundation Stage in our setting; in order to enable smooth transitions, we share appropriate information with the receiving setting or school at transfer.

Confidential records are shared where there have been child protection concerns according to the process required by our Local Safeguarding Children Board.

The procedure guides this process and determines what information we can and cannot share with a receiving school or setting.

Procedures

Transfer of development records for a child moving to another early years setting or school

- Using the Development Matters in the Early Years Foundation Stage guidance and our assessment of children's development and learning, the key person will prepare a summary of achievements in the seven areas of learning and development.
- The record refers to:
 - any additional language spoken by the child and his or her progress in both languages;
 - any additional needs that have been identified or addressed by the setting;
 - any special needs or disability, whether a CAF was raised in respect of special needs or disability, whether there is a Statement of Special Educational Needs, and the name of the lead professional.
- The record contains a summary by the key person and a summary of the parent's view of the child.
- The document may be accompanied by other evidence, such as photos or drawings that the child has made.
- When a child transfers to a school, most local authorities provide an assessment summary format or a transition record, which we will follow as applicable.

- If there have been any welfare or protection concerns, a star is placed on the front of the assessment record.

Transfer of confidential information

- The receiving school or setting will need to have a record of any safeguarding or child protection concerns that were raised in the setting and what was done about them.
- A summary of the concerns will be made to send to the receiving setting or school, along with the date of the last professional meeting or case conference. Some Local Safeguarding Children Boards will stipulate the forms to be used and provide these.
- This information is posted or taken to the school or setting, addressed to the setting or school's designated person for child protection and marked as 'confidential'.

Legal framework

- Data Protection Act (1998)
- Freedom of Information Act (2000)
- Human Rights Act (1998)
- Children Act (1989)

Further guidance

- What to do if You're Worried a Child is Being Abused (HMG 2015)
- Information Sharing: Guidance for Practitioners and Managers (DCSF 2008)

Working in partnership with parents/guardians

The nursery aims to ensure all parents/guardians are made welcome to visit the nursery at any time

The nursery provides each child with an account on their assessment software Tapestry, this can then feedback information to each parent/guardian on a regular basis.

Babies up to 2 year old will have a family liaison book, which will document what the child has done throughout the day and anything that is needed to be sent home, this can also be used for parents/guardians to comment and feedback to the nursery staff.

The nursery welcomes parental support with activities. If you have skill that you would like to share with the children or you would like to be included in an activity, please see a member of staff.

Working in partnership with other agencies

Policy statement

At St Bees Little Learners Nursery 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.