

The Breakfast and Afterschool Club Policies and Procedures 2020

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Child Protection / Safeguarding Children Policy

Co-Ordinator's: Zara Nogales, Sue Collinson, Lauren Collinson, Toni Everett.

Our first responsibility and priority are towards the children in our care. If we have any cause for concern, we will record and report it accordingly, following the Hillingdon Local Safeguarding Children Board procedures. We understand that child abuse can be physical, sexual, emotional and neglectful, or a mixture of all these. We are also aware that children with additional needs are particularly vulnerable, as are children who may witness domestic violence. Staff must also be aware of children acting inappropriately towards each other e.g. sexually, bullying Children may show signs of child trafficking and FGM (female genital mutilation) breast ironing, we must notify Ofsted and social care of any allegations of abuse that are alleged to have taken place while the child is in our care or if we have any concerns for a child's welfare at home or any other setting.

Procedure (how we put the statement into practice)

We keep up to date with child protection and safeguarding issues and relevant legislation, by ensuring it is a continuous agenda item at team meetings, by taking part in regular training courses and by reading relevant publications e.g. the 'What to do if you are concerned' document, accessing Hillingdon's LSCB(local safeguarding children's board web page) and circulars sent by Hillingdon's Early years quality team. This ensures we are aware of the signs of abuse or neglect and what to do if we have a concern, and any changes of policy that we need to action?

It will also support all members of staff to feel confident in what is their duty of care regarding child protection, and to be familiar with the designated safeguarding officers one of whom must always be on duty.

The designated officers will access relevant training to support various aspects of child protection (e.g. FGM, child trafficking forced marriage, county lines) which will then be cascaded to all staff members. See attached information sheets regarding, FGM, Iron boarding, child trafficking, forced marriage, Private fostering, Fabricated illness, Domestic abuse.

Supervision's is also an important opportunity where concerns can be discussed in confidence, and staff red flag behaviors can be explored.

Child protection concerns that could identify a particular child must be kept confidential and only shared with people who need to know this information.

All investigations and referrals will be made by the Designated Safeguarding Leads (one of whom will be on duty at all times)Who will be responsible for taking the lead for any cause for concern raised for children, and any concerns raised about the behaviour of a member of staff or other professional.

If concerns about a child's welfare, the designated lead will contact the local authority MASH team,(Multi Agency Safeguarding hub) who will support the DSL on the next steps to be taken, and will inform Ofsted within 14 days.

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Child protection concerns that could identify a particular child are kept confidential and only shared with people who need to know this information.

The DSL will inform the LADO of any allegations that may have been made against a member of staff or other professional- Statutory Framework 2017.

Parents must notify us of any concerns they have about their child, and any accidents, incidents or injuries affecting the child, which must then be recorded by a staff member. We will work together with parents to make sure the care of their child is consistent – please refer to our Working with Parents policy.

If we notice:

- significant changes in children’s behavior unexpected bruising or marks or signs of possible abuse
- any comments made which give us cause for concern
- child on child behaviors that cause us concern
- deterioration in general wellbeing which causes concern
- signs of neglect
- We are aware that children with additional needs maybe particularly vulnerable
- Staff must be alert to child Peer on Peer abuse
- Concerns about radicalization of the child or family

We will implement the Local Safeguarding Children Board procedures without delay to minimize any risk to the child. We will call the local social care duty desk immediately who will then refer the referral to MASH (multi agency safeguarding hub), if it is felt that a child is at risk of harm. We will keep a factual record of the concern and any notes taken and stored in the child’s file. Referral forms will be completed when referring a child to MASH.

If a child discloses that they, or another child is being abused, we will:

- show that we have heard what they are saying, and that we take their allegations seriously
- Encourage the child to talk, but we will not prompt them or ask them leading questions. We will not interrupt when a child is recalling significant events and will not make a child repeat their account
- explain what actions we must take, in a way that is appropriate to the age and understanding of the child
- write down what has told using exact words where possible
- make a note of the date, time, place and people who were present at the discussion
- Then report my concerns immediately to the duty Social Care Team who has the experience and responsibility to make an assessment of the situation.

Referrals of child abuse

a) If a child arrives with injuries the staff should:

- Ensure immediate medical attention, if necessary.
- If possible, ask the parent/carer how the injuries occurred.
- Explanations, however puzzling, should be accepted and accusations should not be made. Make a written record, including diagrams, of observations and explanations given. Have a witness wherever possible. This recording of information is to ensure that reasonably full and clear information is obtained in order to be able to make an appropriate referral to the Social Services Department if necessary. Sign and date any notes made.
- If you suspect that the injuries have been caused by assault or by failure to protect the child, you must tell the member of staff in charge. That person will contact, without delay, the Duty Social Worker in the Social Services Office for the district in which the child resides or the Emergency Duty Team out of office hours. The

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member of staff in charge should also contact the Under Eights Officer who will offer support and advice wherever possible. Current LADDO-Robert Wratten 01895556633.

b) Suspicion of Abuse

If through conversations or other contact with the child you have cause to suspect physical, sexual or emotional abuse or neglect or a child in your care:

- Listen to what the child says. Be comforting and sympathetic.
- It is particularly important not to make any suggestions to the child regarding how the incident may have happened, therefore do not question the child except to clarify what s/he is saying.
- Write down exactly what the child says, or what actions concern you, and what you said in response. Sign and date it.
- Do not make assumptions about who the allegation might concern. If a member of staff may be involved, appropriate steps must be taken to ensure the safety of the child and other children.
- Inform the member of staff in charge of your suspicions and that person will contact without delay the Duty Social Worker in the Social Services office for the District in which the child lives, or the Emergency Duty team if out of hours.
- Once a child is referred to Social Services, they will make an assessment of the child's needs.

D) If a member of staff was involved

- Somebody receives information that an allegation has been made against an employee, volunteer or professional working with/providing services for young children in relation to harm to a child, a criminal act or behaviour that would have implications for working with children.
- The person receiving the allegation should immediately notify his/her senior or the designated safeguarding officer. The safeguarding officer then needs to notify their Local Authority Designated Officer (LADO) Tel: 01895556633.
NB If it is extremely serious (i.e. current injury, risk of losing forensic evidence, imminent danger to the child/public/staff, crime ongoing etc – first contact the police then contact the LADO ASAP.
- In all but the most serious the LADO and the managers will initially consider:
 - Whether or not it needs referring to the police
 - Whether any immediate action needs taking to make the child, other children and the nursery safe etc.
- The LADO will consult with the police and the employer or senior of the accused person if that is different to the person referring it.
- The LADO will then convene a strategy discussion if required or record the decision and action agreed with the senior and co-ordinate next steps.
- The LADO will co-ordinate and review future action as necessary and ensure all parties required are involved, informed and recorded information as per regulations.

If it is false or malicious it should nevertheless be reported to the LADDO to decide:

- If the police need to act against the person making the allegation and
- If the alleged victim has other needs underlying the false allegation.

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Regardless of the nature of the allegation and regardless of who receives it, whether it appears of little importance or potentially very serious – it MUST be reported to the LADO.

Access to inappropriate images and internet usage:

Staff should:

- Ensure that children/young people are not exposed to unsuitable material on the internet.
- Ensure that any films or material shown to the children are age appropriate.

Confidentiality

The E.Y.E Nursery/Breakfast Club/After School Club/Holiday Club has the right to share any information regarding child protection with other childcare professionals. All information will be kept confidential.

Safeguarding and Welfare Requirement: Child Protection

Children's Rights and entitlements

Policy Statement - how we will carry it out

We promote children's right to be strong, resilient and listened to by creating an environment in our setting that encourages children to develop a positive self-image, which includes their heritage arising from their colour and ethnicity, their language spoken at home, their religious beliefs, cultural traditions and home background.

We promote the children's right to be strong, resilient and listened to by encouraging children to develop a sense of autonomy and independence.

We promote children's right to be strong, resilient and listened to by enabling children to have the self-confidence and the vocabulary to resist in appropriate approaches,

We help children to establish and sustain satisfying relationships within their families, with peers, and other adults

We work with parents to build their understanding of and commitment to, the principles of safeguarding all our children

What we feel it means to be '**strong, resilient and listened to**'

To be strong means to be:

- Secure in their attachment relationships, where they are loved cared for by at least one person who is there to offer consistent, positive and unconditional regard and who can be relied on:
- Safe and valued as individuals in their families and in their relationships beyond the family, such as day care or school

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- Self-assured and form a positive sense of themselves - including all aspects of their identity and heritage:
- Included equally and belong in early years settings and in community life
- Confident in their abilities and proud of their achievements
- Progressing in all aspects of their learning & development
- Part of a peer group in which to learn negotiate, develop social skills and identity as global citizens, respecting the rights of others in a diverse world:
- Able to represent themselves by voicing their agreement or concerns about key decisions that affect their lives

To be resilient means to:

- Be sure of their self-worth
- Be able to be assertive and state their needs effectively
- Be able to overcome difficulties and problems
- Be positive in their outlook on life
- Be able to cope with challenge and change
- Have a sense of justice towards themselves and others
- Develop a sense of responsibility towards themselves and others
- Be able to represent themselves and others in key decisions

To be listened to means:

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

Mobile Phones

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

We have procedures in place which we ask everyone to respect, to help promote the safety of the children in our care.

We believe our staff should be completely attentive during their hours of work to ensure all children in the nursery receive good quality care and education. Mobile phones must not be used during working hours unless in the case of an emergency which it is to be kept on management desk.

- Mobiles must be kept on silent or switched off during working hours and kept in bags/lockers
- Mobiles may only be used on a designated break and only in a child free area of the nursery

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- Ideally a nursery mobile should be used on outings however if this is not available staff may use mobiles on outings for the setting/emergency use only. The Nursery/Holiday club mobile should be stored in the office.
 - Parents are not permitted to use mobile phones on in the Nursery/BC/ASC/Holiday club. No phone signs are displayed, and staff have the right to remind parents of this.

It is the responsibility of all members of staff to be vigilant and deal with phones in the nursery, and report concerns to the Nursery Manager. Concerns will be taken seriously, logged and investigated appropriately. The Manager's reserve the right to check the image contents of a member of staff's mobile phone should there be any cause for concern over the appropriate use of it. Should inappropriate material be found then our Local Authority Designated Officer (LADO) will be contacted immediately. We will follow the guidance of the LADO as to the appropriate measures for the staff member's dismissal.

Social Network

There are now a variety of different internet based social networks, for example, Facebook, Instagram and Twitter. Whilst these provide excellent means for communicating and sharing of information, they also can be used to bully, intimidate and cause problems.

We are regular users of our protected Facebook page however it is important that confidentiality is maintained for our staff and families.

In order to achieve this, we have established the following guidelines for staff and families:

- We will not put personal information of families or staff on the internet
- Staff will not befriend families on their personal Facebook page
- We will not discuss family's personal information
- We will, with your permission, send photos of your child at activities during the day via email, or add them to the Facebook page with signed permission in the Childs application form.

If you have any concerns regarding this policy, please do not hesitate to contact the manager

Camera's

We will use a setting's camera either a camera, iPad or work mobile to track a child's development and to build a learning story of their time with us. All photos taken are in line with our GDPR policy and are strictly for the purpose of tracking development or for our website/Facebook page with parental consent. The Camera's used are locked away securely and password protected.

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Peer on Peer Abuse-

We are mindful throughout the setting of keeping children safe and safeguarded. Our policy and procedures aim to minimise the risk of peer on peer abuse and sets out how allegations of peer on peer abuse will be investigated and dealt with’.

We recognize the importance of ensuring there are opportunities for seeking the voice of the child, as age appropriate. Our setting will ensure the child’s wishes and feelings are considered when determining what action to provide. Ultimately, any actions and processes will operate with the best interests of the child at heart.’

We continue to ensure that any form of abuse or harmful behavior is dealt with immediately and consistently to reduce the extent of harm to the child, with full consideration to impact on that individual child’s emotional and mental health and well-being.

Procedure - how we will put this into practice

Children may be harmful to one another in several ways which would be classified as peer on peer abuse.

We have the following policies in place that should be read in conjunction with this policy:

Types of abuse There are many forms of abuse that may occur between peers and this list is not exhaustive. Each form of abuse or prejudiced behavior is described in detail followed by advice and support on actions to be taken.

Physical abuse e.g. (biting, hitting, kicking, hair pulling etc.) Physical abuse may include, hitting, kicking, nipping, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behavior, including accidentally,

Sexually harmful behavior/sexual abuse e.g. (inappropriate sexual language, touching, sexual assault etc.) Sexually harmful behavior from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behavior and it may be just as distressing to the young person who instigates it as well as the young person it is intended towards. Sexually harmful behavior may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault/abuse.

Emotional Behavior The term prejudice-related bullying refers to a range of hurtful behavior, physical or emotional or both, which causes someone to feel powerless, worthless, excluded and which impacts on a sense of belonging, identity and equality in wider society and our setting – in particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual).

Expected action taken from all staff Although the type of abuse may have a varying effect on the child or abuser, these steps will help clarify the situation. It is important to deal with a situation of peer abuse

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immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts around what has occurred as soon after the child(ren) may have forgotten. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved.

In all cases of peer on peer abuse it is necessary that all staff are trained in dealing with such incidents, offering immediate support in a calm and consistent manner. Staff should not be prejudiced, judgmental, and dismissive when a child discloses to them or they witness abuse. Staff who was present should speak with the children dependent on age and understanding, using consistent language and open questions. If it is concern of sexual abuse this must be shared with the designated lead in the setting. The staff should follow the procedure for disclosure only prompting the child if necessary, If from the information that you gather you believe any child to be at risk of significant harm the designated lead must make a referral to MASH, and follow their lead in what action we must take.

Signs staff need to be aware of.

Age of the children involved. how old are the young people involved in the incident and is there any age difference between those involved? (In relation to sexual exploration, children under the age of 5, 1-4-year old's in particular who are learning toileting skills may show a particular interest in exploration at around this stage. This, however, should not be overlooked if other issues arise (see following)

Where did the incident or incidents take place? Was the incident in an open, visible place to others? If so, was it observed? If not, is more supervision required within this area?

What was the explanation by all children involved of what occurred? Is the incident seen to be bullying for example, in which case regular and repetitive?

What is each of the children's own understanding of what occurred? Do the young people know/understand what they are doing? E.g. do they have knowledge of body parts, of privacy and that it is inappropriate to touch? Is the young person's explanation in relation to something they may have heard or been learning about that has prompted the behavior? Is the behavior deliberate and contrived? Does the young person have an understanding of the impact of their behavior on the other person?

Repetition Has the behavior been repeated to an individual on more than one occasion? In the same way it must be considered has the behavior persisted to an individual after the issue has already been discussed or dealt with and appropriately resolved?

Uncollected children

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The setting has an obligation to stay with any uncollected child at the end of the day, until that child is collected.

The setting must not release the child to an unauthorised person, even if the collection is late, unless an authorised person telephones to state that because of an emergency a different person will be collecting. The authorised person should give a password to the unauthorised person and the nursery and the manager or acting manager should check the password before permitting the child to leave.

A record will be kept of all children who are not collected by the due time. This will note the date, the time at which the child was collected.

If a child is not collected by 6pm, ring the given contact numbers to arrange the collection of the child.

If the parents cannot be contacted social services should be called by 7pm.

If in doubt, the duty social worker should be contacted.

Missing Children

Our Setting has the highest regard for the safety of the children in our care. Staff will always be extremely aware of the potential for children to go missing during sessions.

Even when all precautions are properly observed, emergencies can still arise, therefore, members of staff will undertake periodic head counts, especially at the transition points between sessions (in addition to the registration procedures). If for any reason a member of staff cannot account for a child's whereabouts during a session at the Setting, the following procedure will be activated:

- The member of staff in question will inform both the Manager and the rest of the staff team that the child is missing, and a thorough search of the entire premises will commence. The staff team will be careful not to create an atmosphere of panic and to ensure that the other children remain safe and adequately supervised.
- The Manager will nominate two members of staff, to search the area surrounding the premises. All staff will be extra vigilant to any potentially suspicious behaviour or persons in and around the Setting.
- If after 15 minutes of thorough searching the child is still missing, the Manager will inform the police and then the child's parent/carer.
- While waiting for the police and the parent/carer to arrive, searches for the child will continue. During this period, other members of staff will maintain as normal a routine as is possible for the rest of the children in the setting.
- The Manager will be responsible for meeting the police and the missing child's parent/carer. The Manager will co-ordinate any actions instructed by the police and do all they can to comfort and reassure the parents/carers.
- Once the incident is resolved, the Manager and the staff team will review relevant policies and procedures and implement any necessary changes (paying note to the relevant provisions of the settings Site Security and Risk Assessment policies).
- All incidents of children going missing from the setting will be recorded on an Incident Record, and in cases where either the police or social services have been informed, Ofsted will also be informed, as soon as is practicable.

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Abduction and Intruder policy

Our Setting recognises its responsibility to keep children in their care safe and to support them to keep themselves safe from abduction and actions to take if they see an intruder in the building. All actions and language should be age appropriate and in the first instance shared with parents, for consent and affirmation.

Staff are not to allow an unknown person to enter the premises, if someone at the door is unknown a member of management are to be made aware and to deal with them. Unknown people are not to enter the property-visit are not to be conducted without application forms. Parents attending a visit must have completed an application form with contact details on prior. External agencies are to show a valid ID and sign the signing in book on arrival. If an unauthorised person is to enter the building panic alarms are to be activated and 999 to be alerted. Staff are to follow the evacuation process if required.

The Tips below will be offered to new parents for their agreement and support.

Staff should be aware that under 5's should always be under the direct supervision of an adult and be taught their full name, address, and telephone number and how to dial 999. They also need to learn what "private parts" are and be able to distinguish between an "OK touch" and a "not OK touch." If lost, they need to seek assistance from a uniformed police officer, store cashier, or woman with a child. They should always ask a parent before accepting gifts or going anywhere with anyone. Especially important are dialogues with children to make them understand that they need to inform a parent or trusted adult if anyone hurts them or asks them to keep a secret.

Older children (6 to 10 years) should never go anywhere unaccompanied and where possible use a buddy system. Parents need to know where their children are, where they are going, and the approximate times of arrival and departure. Children need to keep a safe distance (10 feet or more) from a car with someone in it, and they should never get into a car unless a parent gives permission.

In addition, children should be warned about common tricks that abductors and intruders use to "befriend" children. Adults do not need to ask children for directions or for help in finding a lost animal or child. Latchkey children should never tell phone callers that their parent isn't home and should not open the door if someone knocks. They also need to know who to call in an emergency. When threatened, children should scream "No" or say "Fire"—such actions immediately attract attention and are one of the most effective manoeuvres to thwart an abductor.

If a child is followed by someone, he (or she) should run to a safe place, a shop, or anywhere there are lots of people. Last, if a child is grabbed by someone whose intention is unknown, he should immediately attempt to twist away and then run as quickly as possible.

The tips noted below will help families lessen the opportunity for abduction and kidnapping and better safeguard their children.

1. **Teach children to run away from danger**, never toward it. Danger is anyone or anything invading their personal space. If anyone should try to grab them, tell them to make a scene; loudly yell this person is not my father/mother/guardian; and make every effort to get away by kicking, screaming, and resisting. Their

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safety is more important than being polite. Teach your children if they are ever followed in a vehicle to turn around and run in the other direction to you or another trusted adult.

2. **Never let your children go places alone**, and always supervise your young children or make sure there is a trusted adult present to supervise them if you cannot. Make sure your older children always take a friend when they go anywhere.
3. **Know where your children are and whom they are with at all times.** Remind children never to take anything or respond in any way if approached by anyone they don't know. Teach them to run away as quickly as possible to you or another trusted adult.
4. **Talk openly to your children about safety** and encourage them to tell you or a trusted adult if anyone or anything makes them feel scared, uncomfortable, or confused. Discuss security issues with your children so they will understand the need for precautions. Advise your older children about steps they may take to help safeguard themselves. Know your children's friends and their families. Pay attention to your children and listen to them. If you don't, there's always someone else who will. And others may have ulterior motives for befriending your children.
5. **Practice what you teach** by creating "what if" scenarios with your children to make sure they understand the safety message and are able to use it in a real situation.
6. **Consider installing an alarm system in your home** with a monitoring feature. Make sure your home is secured with deadbolt locks and ensure landscaping around it doesn't provide places for people to hide. Check other access points such as gates, and make sure they have been secured. Consider installing exterior lighting around your home. Make sure your home is fully secured before you go to sleep and items such as ladders have been stored inside. Prepare a plan to vacate your home in case of **any** emergency. This should include but is not limited to a fire. Have a plan if an intruder tries or gets into your home.
7. **Make your children part of securing your home.** If you have installed an alarm system, demonstrate it to your children and show them how to make sure doors and windows are locked. This will not only help calm their fears but will also help make them part of your "safety plan" at home.
8. **Have a list of family members who could be contacted in case of an emergency.** Designate a family member or close associate who would be able to fill the role of advisor in case of an emergency.
9. **Be alert to and aware of your surroundings.** Know the "escape routes" and plan what you would do in different emergencies. Practice "what if" scenarios, so you will be well prepared. Know the location of local hospitals and best routes to take to reach them. Know how to reach the nearest local police station.

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10. **Know your employees and co-workers.** Do background checks and reference checks on everyone who works at your home, particularly those individuals who care for your children. Their knowledge of your family is extensive so make sure you have an equivalent understanding of them.
11. **Consider varying your daily routines and habits.** Do not take the same routes or go at the same time on your regular errands. If you take your children to school, change that route as well.
12. **Take steps to secure personal information about yourself. Report any suspicious persons or activities to the police.**
13. **Remember you are your best resource** for better safeguarding your family. Do not become complacent about personal security issues.

All policies are reviewed yearly or in line with legislation or a change in practice

21st May 2018

GDPR PRIVACY NOTICE
FOR
CHILDREN ATTENDING THE EYE NURSERY LIMITED
AND THEIR PARENTS

Compiled by

Stephensons Solicitors LLP, 1st Floor Sefton House,

working
with you,
for you | **Stephensons**

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National Day Nurseries Association

WHAT IS THE PURPOSE OF THIS DOCUMENT?

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Date of review: 16th October 2022

Signature: S. Collinson

The Eye Nursery is a company incorporated and registered in England and Wales (company number 0267312) with its registered office address at Dawlish Drive, Ruislip Manor, Middlesex HA4 9SF (“the Nursery” or “we”) is committed to protecting the privacy and security of your personal information.

This privacy notice describes how the Clubs collects and uses personal information about children attending the Clubs (“Child” or “Children”) and the parents of the Children (“Parents”) (known collectively as “You” or “Your”), in accordance with the General Data Protection Regulation (GDPR).

The Eye Nursery Limited is a “data controller”. This means that we are responsible for deciding how we hold and use personal information about You. We are required under data protection legislation to notify You of the information contained in this privacy notice.

This notice applies to Children and Parents. This notice does not form part of any contract to provide services. We may update this notice at any time but if we do so, we will provide You with an updated copy of this notice as soon as reasonably practical.

It is important that Children and Parents read and retain this notice, together with any other privacy notice we may provide on specific occasions when we are collecting or processing personal information about You, so that You are aware of how and why we are using such information and what Your rights are under the data protection legislation.

DATA PROTECTION PRINCIPLES

We will comply with data protection law. This says that the personal information we hold about You must be:

1. Used lawfully, fairly and in a transparent way.
2. Collected only for valid purposes that we have clearly explained to You and not used in any way that is incompatible with those purposes.
3. Relevant to the purposes we have told You about and limited only to those purposes.
4. Accurate and kept up to date.
5. Kept only as long as necessary for the purposes we have told You about.
6. Kept securely.

THE KIND OF INFORMATION WE HOLD ABOUT YOU

Personal data, or personal information, means any information about an individual from which that person can be identified. It does not include data where the identity has been removed (anonymous data).

There are “special categories” of more sensitive personal data which require a higher level of protection, such as information about a person’s health or sexual orientation.

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Children:

We will collect, store, and use the following categories of personal information about Children:

- Name
- Date of birth
- Home address
- Dietary requirements
- Attendance information
- Photographs and video clips of the Child to signpost Children to where their belongings are stored at the Nursery that they attend, and also for general display purposes
- Emergency contact should Parents be unavailable and the emergency contact's contact details
- Records relating to individual Children e.g. care plans, common assessment frameworks, speech and language referral forms
- Accidents and pre-existing injuries forms
- Records of any reportable death, injury, disease, or dangerous occurrence
- Observation, planning and assessment records of Children

We may also collect, store and use the following "special categories" of more sensitive personal information:

- Information about a Child's race or ethnicity, spoken language and nationality.
- Information about a Child's health, including any medical condition, health and sickness records.
- Information about a Child's accident or incident reports including reports of pre-existing injuries.
- Information about a Child's incident forms / child protection referral forms / child protection case details / reports.
- Any given Covid 19 test results will destroyed after two weeks.

Parents:

We will collect, store, and use the following categories of personal information about Parents:

- Name
- Home address
- Telephone numbers, and personal email addresses.
- National Insurance number.
- Bank account details.
- Any given Covid 19 test results will destroyed after two weeks.

We may also collect, store and use the following "special categories" of more sensitive personal

information:

- Information about a Parent's race or ethnicity, spoken language and nationality.
- Conversations with Parents where Employees of the Nursery deem it relevant to the prevention of radicalisation or other aspects of the governments Prevent strategy or other safeguarding issues.

HOW IS YOUR PERSONAL INFORMATION COLLECTED?

Children

and

Parents:

We collect personal information about Children and Parents from when the initial enquiry is made by the Parents, through the enrolment process and until the Children stop using the Nursery's services.

HOW WE WILL USE INFORMATION ABOUT YOU?

We will only use Your personal information when the law allows us to. Most commonly, we will use Your personal information in the following circumstances:

1. Where we need to perform the contract we have entered into with You.
2. Where we need to comply with a legal obligation.
3. Where it is necessary for our legitimate interests (or those of a third party) and Your interests and fundamental rights do not override those interests.

We may also use Your personal information in the following situations, which are likely to be rare:

1. Where we need to protect Your interests (or someone else's interests).
2. Where it is needed in the public interest or for official purposes.

Situations in which the Nursery will use personal information of Children

We need all the categories of information in the list above (see Children section within the Paragraph entitled 'The Kind of Information We Hold About You') primarily to allow us to perform our obligations (including our legal obligations to Children. The situations in which we will process personal information of Children are listed below.

- Upon consent from the Parents, Personal Data of Children will be shared with schools for progression into the next stage of their education.
- Personal information of Children will be shared with local authorities without the consent of Parents where there is a situation where child protection is necessary.
- Ofsted will be allowed access to the Nursery's systems to review child protection records.
- To ensure we meet the needs of the Children
- Report on a Child's progress whilst with the Nursery

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- To check safeguarding records
- To check complaint records
- To check attendance patterns are recorded
- When a Child's Progress Report is given to its Parent in order for that Parent to pass the same Progress Report to a school for application or enrolment purposes

Situations in which the Club will use personal information of Parents

We need all the categories of information in the list above (see Parents section within the Paragraph entitled 'The Kind of Information we Hold About You') primarily to allow us to perform our contracts with Parents and to enable us to comply with legal obligations. The situations in which we will process personal information of Parents are listed below.

- The personal information of Parents will be shared with local authorities without the consent of Parents for funding purposes.
- To report on a Child's attendance
- To be able to contact a Parent or a Child's emergency contact about their Child
- To ensure nursery fees are paid

If Parents fail to provide personal information

If Parents fail to provide certain information when requested, we may not be able to perform the respective contracts we have entered into with Parents, or we may be prevented from complying with our respective legal obligations to Children and Parents.

Change of purpose

We will only use Your personal information for the purposes for which we collected it, unless we reasonably consider that we need to use it for another reason and that reason is compatible with the original purpose. If we need to use Your personal information for an unrelated purpose, we will notify You and we will explain the legal basis which allows us to do so.

Please note that we may process a Child's or a Parent's personal information without their respective knowledge or consent, as relevant to the circumstances, in compliance with the above rules, where this is required or permitted by law.

HOW WE USE PARTICULARLY SENSITIVE PERSONAL INFORMATION

"Special categories" of particularly sensitive personal information require higher levels of protection. We need to have further justification for collecting, storing and using this type of personal information. We have in place an appropriate policy document and safeguards which we are required by law to maintain when processing such data. We may process special categories of personal information in limited circumstances, with Parent explicit written consent.

Less commonly, we may process this type of information where it is needed in relation to legal claims or where it is needed to protect a Child or a Parents' interests (or someone else's interests) and the Child or Parent as is

appropriate is not capable of giving consent, or where the Parent has already made the information public.

AUTOMATED DECISION-MAKING

Automated decision-making takes place when an electronic system uses personal information to make a decision without human intervention. We are allowed to use automated decision-making in the following circumstances:

1. Where we have notified Parents of the decision and given the Parent as is appropriate 21 days to request a reconsideration.
2. Where it is necessary to perform the contract with a Parent and appropriate measures are in place to safeguard the Child's or the Parent's rights as is appropriate.
3. In limited circumstances, with explicit written consent from the Parent, as is appropriate, and where appropriate measures are in place to safeguard Parent rights.

If we make an automated decision on the basis of any particularly sensitive personal information, we must have either explicit written consent from a Parent as is appropriate, or it must be justified in the public interest, and we must also put in place appropriate measures to safeguard a Parents' rights as is relevant in the circumstances.

You will not be subject to decisions that will have a significant impact on You based solely on automated decision-making, unless we have a lawful basis for doing so and we have notified the Parent as is appropriate in the circumstances.

DATA SHARING

We may have to share Child or Parent data with third parties, including third-party service providers and other entities in the group.

We require third parties to respect the security of Your data and to treat it in accordance with the law.

Why might the Nursery share Child or Parent personal information with third parties?

We will share Your personal information with third parties where required by law, where it is necessary to administer the working relationship with You or where we have another legitimate interest in doing so.

Which third-party service providers process my personal information?

"Third parties" includes third-party service providers (including contractors and designated agents), local authorities, regulatory bodies, schools and other entities within our group. The following third-

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party service providers process personal information about you for the following purposes:

- Local Authorities – for funding and monitoring reasons (e.g. equal opportunities and uptake of funded hours)
- Regulatory bodies – for ensuring compliance and the safety and welfare of the children
- Schools – to provide a successful transition by ensuring information about the child’s progress and current level of development and interests are shared
- Multi-disciplinary teams e.g. inclusion, speech and language therapists, physiologists and Your own General Physician (GP)
- Emergency services and hospitals

How secure is my information with third-party service providers and other entities in our group?

All our third-party service providers and other entities in the group are required to take appropriate security measures to protect Your personal information in line with our policies. We do not allow our third-party service providers to use Your personal data for their own purposes. We only permit them to process Your personal data for specified purposes and in accordance with our instructions.

When might you share my personal information with other entities in the group?

We will share Your personal information with other entities in our group as part of our service to You to include:

- Professional Photography
- Extra-Curricular Clubs

What about other third parties?

We may share Your personal information with other third parties, for example in the context of the possible sale or restructuring of the business. In this situation we will, so far as possible, share anonymised data with the other parties before the transaction completes. Once the transaction is completed, we will share Your personal data with the other parties if and to the extent required under the terms of the transaction.

We may also need to share Your personal information with a regulator or to otherwise comply with the law.

DATA RETENTION

How long will you use my information for?

We will only retain Your personal information for as long as necessary to fulfil the purposes we collected it for, including for the purposes of satisfying any legal, accounting, or reporting requirements. Details of retention periods for different aspects of your personal information are available in our retention policy which is available from the manager. To determine the appropriate

retention period for personal data, we consider the amount, nature, and sensitivity of the personal data, the potential risk of harm from unauthorised use or disclosure of Your personal data, the purposes for which we process Your personal data and whether we can achieve those purposes through other means, and the applicable legal requirements.

In some circumstances we may anonymise Your personal information so that it can no longer be associated with You, in which case we may use such information without further notice to You. Once you are no longer a Child benefiting from the Nursery's services or a Parent, as is appropriate, we will retain and securely destroy your personal information in accordance with [our data retention policy **OR** applicable laws and regulations].

Any given Covid 19 test results will be destroyed after two weeks.

RIGHTS OF ACCESS, CORRECTION, ERASURE, AND RESTRICTION

Your duty to inform us of changes

It is important that the personal information we hold about You is accurate and current. Please keep us informed if Your personal information changes during your working relationship with us.

Your rights in connection with personal information

Under certain circumstances, by law You have the right to:

- **Request access** to Your personal information (commonly known as a “data subject access request”). This enables You to receive a copy of the personal information we hold about You and to check that we are lawfully processing it.
- **Request correction** of the personal information that we hold about You. This enables You to have any incomplete or inaccurate information we hold about You corrected.
- **Request erasure** of your personal information. This enables Parents to ask us to delete or remove personal information where there is no good reason for us continuing to process it. You also have the right to ask us to delete or remove Your personal information where You have exercised Your right to object to processing (see below).
- **Object to processing** of Your personal information where we are relying on a legitimate interest (or those of a third party) and there is something about Your particular situation which makes You want to object to processing on this ground. You also have the right to object where we are processing Your personal information for direct marketing purposes.
- **Request the restriction of processing** of Your personal information. This enables Parents to ask us to suspend the processing of personal information about You for example if You want us to establish its accuracy or the reason for processing it.
- **Request the transfer** of Your personal information to another party.

If You want to review, verify, correct or request erasure of Your personal information, object to the processing of Your personal data, or request that we transfer a copy of Your personal information to another party, please contact the manager in writing.

No fee usually required

You will not have to pay a fee to access Your personal information (or to exercise any of the other rights).

What we may need from You

We may need to request specific information from You to help us confirm your identity and ensure Your right to access the information (or to exercise any of Your other rights). This is another appropriate security measure to ensure that personal information is not disclosed to any person who has no right to receive it.

RIGHT TO WITHDRAW CONSENT

In the limited circumstances where You may have provided Your consent to the collection, processing and transfer of Your personal information for a specific purpose, You have the right to withdraw Your consent for that specific processing at any time.

To withdraw Your consent, please contact the nursery manager. Once we have received notification that You have withdrawn Your consent, we will no longer process Your information for the purpose or purposes You originally agreed to, unless we have another legitimate basis for doing so in law.

CHANGES TO THIS PRIVACY NOTICE

We reserve the right to update this privacy notice at any time, and we will provide You with a new privacy notice when we make any substantial updates. We may also notify You in other ways from time to time about the processing of your personal information.

If you have any questions about this privacy notice, please contact Zara Nogales, Nursery Manager.

Female genital mutilation

Female Genital mutilation (sometimes referred to as female circumcision) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

It has been estimated that over 20,000 girls under the age of 15 are at risk of female genital mutilation (FGM) in the UK each year, and that 66,000 women in the UK are living with the consequences of FGM. However, the true extent is unknown, due to the "hidden" nature of the crime.

The girls may be taken to their countries of origin so that FGM can be carried out during the summer holidays, allowing them time to "heal" before they return to school. There are also worries that some girls may have FGM performed in the UK.

In February 2014, the UK government announced plans to part-fund a new study into how many women and girls living in England and Wales are affected by FGM. This was part of a wider commitment to preventing FGM during the International Day of Zero Tolerance for Female Genital Mutilation. Read the [2015 Government declaration on female genital mutilation](#) for details on other steps being taken.

The EYE Nursery Ltd staff are to be trained in FGM during safeguarding training are to be aware of the process which usually occurs before a child is taken for the procedure. Any long period of absence and place of visit are to be recorded. Staff are to be aware of the cultures that often support this and to look for signs that this could be the reason for a visit, any suspicions should be noted and reported to the LADDO for their response on actions to be taken. Staff should be vigilant where possible to notice any of the below signs that FGM has taken place. They are to record all concerns, visual, comments etc as appropriate and disclose to management, LADDO to then be informed.

Forms of mutilation

FGM is usually carried out on young girls between infancy and the age of 15, most commonly before puberty starts.

The procedure is traditionally carried out by a woman with no medical training. Anaesthetics and antiseptic treatments are not generally used, and the practice is usually carried out using knives, scissors, scalpels, pieces of glass or razor blades. Girls may have to be forcibly restrained.

There are four main types of FGM:

- **Type 1 – clitoridectomy** – removing part or all of the clitoris.
- **Type 2 – excision** – removing part or all of the clitoris and the inner labia (lips that surround the vagina), with or without removal of the labia majora (larger outer lips).
- **Type 3 – infibulation** – narrowing of the vaginal opening by creating a seal, formed by cutting and repositioning the labia.
- **Other harmful procedures** to the female genitals, which include pricking, piercing, cutting, scraping and burning the area.

Effects of FGM

There are no health benefits to FGM. Removing and damaging healthy and normal female genital tissue interferes with the natural functions of girls' and women's bodies.

Immediate effects

- severe pain
- shock
- bleeding
- wound infections, including tetanus and gangrene, as well as blood-borne viruses such as HIV, hepatitis B and hepatitis C
- inability to urinate
- injury to vulval tissues surrounding the entrance to the vagina
- damage to other organs nearby, such as the urethra (where urine passes) and the bowel

FGM can sometimes cause death.

Long-term consequences

- chronic vaginal and pelvic infections
- abnormal periods
- difficulty passing urine, and persistent urine infections
- kidney impairment and possible kidney failure
- damage to the reproductive system, including infertility
- cysts and the formation of scar tissue
- complications in pregnancy and newborn deaths
- pain during sex and lack of pleasurable sensation
- psychological damage, including low libido, depression and anxiety (see below)
- flashbacks during pregnancy and childbirth
- the need for later surgery to open the lower vagina for sexual intercourse and childbirth

Psychological and mental health problems

Case histories and personal accounts taken from women indicate that FGM is an extremely traumatic experience for girls and women, which stays with them for the rest of their lives.

Young women receiving psychological counselling in the UK report feelings of betrayal by parents, as well as regret and anger.

The legal situation

FGM is illegal in the UK. It is also illegal to arrange for a child to be taken abroad for FGM. If caught, offenders face a large fine and a prison sentence of up to 14 years.

What you can do

If you are worried about someone who is at risk of FGM or has had FGM, you must share this information with social care or the police. It is then their responsibility to investigate and protect any girls or women involved.

Read our page on [useful links for FGM](#), which has information on organisations you can go to for help.

Health professionals

If you are a health or social care professional who may come into contact with girls and women at risk of FGM, you can read the [Multi-Agency Practice Guidelines on Female Genital Mutilation \(HMG 2011\) \(PDF, 1.63Mb\)](#).

These guidelines contain detailed advice and guidance in relation to the protection of girls who may be at risk of FGM, as well as the care and treatment of women who have already undergone FGM.

Other useful resources are listed in the useful links section on this page.

Surgical 'reversal'

Surgery can be performed to open up the lower vagina. This is sometimes called "reversal", although it cannot restore sensitive tissue that has been removed.

Surgery may be necessary for women who are unable to have intercourse, as the vagina is too narrow. In addition, some pregnant women who have had FGM will need to have their lower vagina opened up before labour, to allow a safer birth.

FGM increases the risk of the vagina tearing during delivery, which causes damage and can lead to heavy bleeding. It can also increase the risk of the baby dying during, or just after birth.

Surgery is best performed before pregnancy, or at least within the second trimester of pregnancy (between about 13 and 28 weeks).

Some women may be reluctant to undergo reversal until labour starts, because this may be normal practice in their country of origin.

Surgery involves making a careful incision along the scar tissue that has closed up the entrance to the vagina, to expose the underlying vagina.

Adequate pain relief is essential – the procedure is usually performed under local anaesthetic in the outpatient clinic. However, a small number of women will need either a general or spinal anaesthetic (injection in the back), which would normally involve a one-day stay in hospital.

Where does FGM happen?

FGM is prevalent in Africa, the Middle East and Asia.

In the UK, FGM tends to occur in areas with larger populations of communities who practise FGM, such as first-generation immigrants, refugees and asylum seekers. These areas include London, Cardiff, Manchester, Sheffield, Northampton, Birmingham, Oxford, Crawley, Reading, Slough and Milton Keynes.

Why is it done?

FGM is carried out for cultural, religious and social reasons within families and communities.

For example, it is often considered a necessary part of raising a girl properly, and as a way to prepare her for adulthood and marriage. FGM is often motivated by the belief that it is beneficial for the girl or woman. Many communities believe it will reduce a woman's libido and discourage sexual activity before marriage.

Forced Marriage

Staff must be aware that young people may need protection from being forced into a marriage they do not want to be part of. They need to know the signs they may see and who they need to report too.

What forced marriage is - Forced marriage is when you face physical pressure to marry (for example, threats, physical violence or sexual violence) or emotional and psychological pressure (eg if you're made to feel like you're bringing shame on your family). You have the right to choose who you marry, when you marry or if you marry at all.

Staff must Contact the Forced Marriage Unit (FMU) if they want to stop a forced marriage or a young person needs help leaving a marriage they have been forced into. Or been taken abroad to be forced into marriage

Forced Marriage Unit

fmufco.gov.uk

Telephone: 020 7008 0151

From overseas: +44 (0)20 7008 0151

Monday to Friday, 9am to 5pm

Out of hours: 020 7008 1500 (ask for the Global Response Centre)

Call 999 in an emergency.

A trained professional will give free advice on what to do next. They can also help:

- find a safe place to stay
- stop a UK visa if coerced or forced to sponsor someone

Give as many details as you can, for example: if you know the person has been taken abroad

- where the person has gone
- when they were due back
- when you last heard from them

The FMU will contact the relevant embassy. If they're a British national, the embassy will try to contact the person and help them get back to the UK if that's what they want.

Force marriage offences - Forced marriage is illegal in England and Wales. This includes:

- taking someone overseas to force them to marry (whether or not the forced marriage takes place)
- marrying someone who lacks the mental capacity to consent to the marriage (whether they're pressured to or not)

County Lines

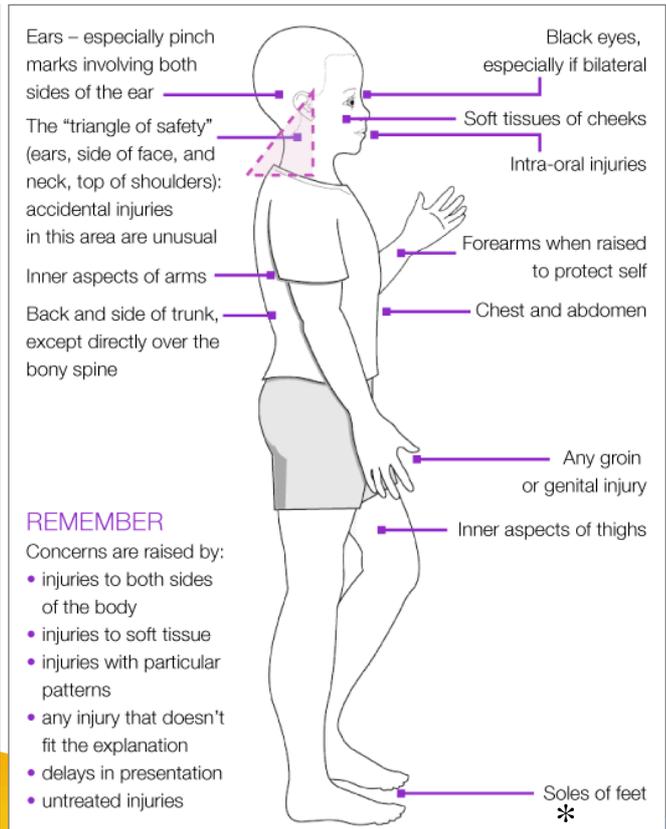
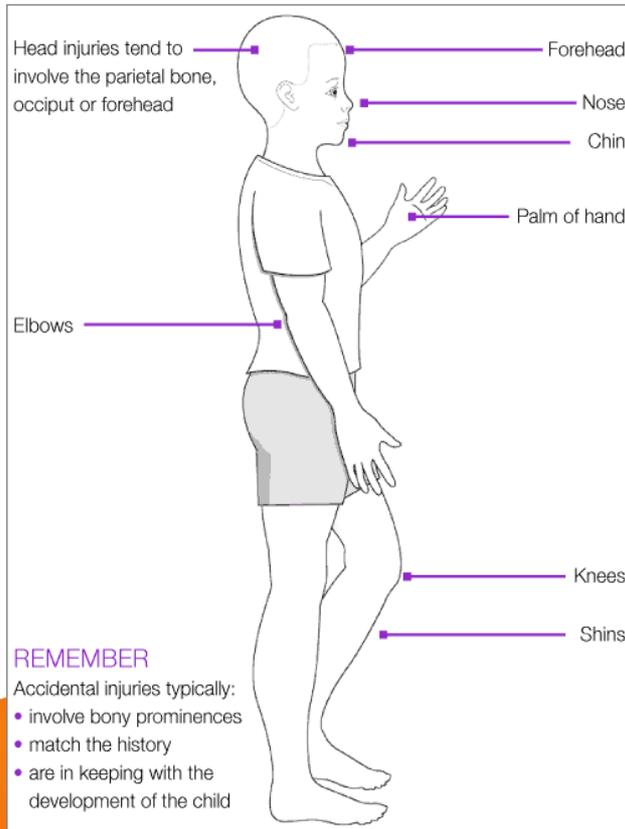
Staff of the EYE Nursery Ltd have attended safeguarding training which covers County Lines training. County lines- children being exploited by gangs to courier, conceal and supply drugs. This is affecting children from ages as young as 7. Cuckooing is using the homes of vulnerable people to store or supply drugs from. This is a widespread issue covering all the UK.

Those who have previously or currently suffered from forms of abuse, mental health, addiction, learning difficulties, economic vulnerability or those excluded from mainstream schools are at a higher risk of being Targeted. Staff need to ensure they are looking out for signs such as new people around-gangs, changes of behaviour. Both parents and children could be targeted by this so staff need to be vigilant of families not just individuals. Suspicions and observations should be taken seriously and documented. Reports can then be reported to the LADDO to decide on appropriate action.

Signs of Abuse

Accidental

Non accidental



Child Trafficking

Child sexual exploitation (CSE) is a type of sexual abuse in which children are sexually exploited for money, power or status.

Children or young people may be tricked into believing they're in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol. They may also be groomed online. Grooming is when someone builds an emotional connection with a child to gain their trust for the purposes of sexual abuse or exploitation.

Children and young people can be groomed online or in the real world, by a stranger or by someone they know - for example a family member, friend or professional. Groomers may be male or female. They could be any age. Many children and young people don't understand that they have been groomed, or that what has happened is abuse.

Some children and young people are trafficked into or within the UK for the purpose of sexual exploitation. Sexual exploitation can also happen to young people in gangs.

Sexual exploitation can be very difficult to identify. Warning signs can easily be mistaken for 'normal' teenage behaviour.

Child Sexual Exploitation-

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity, in exchange for something the victim needs or wants and or for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexual exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact, it can also occur through the use of technology. Modern slavery is the recruitment, movement harboring or receiving of children, women, or men through the use of force, coercion, abuse or vulnerability, deception, or other means of the purpose of exploitation. Individuals may be trafficked into, out of or within the UK, and they may be trafficked for a number of reasons including sexual exploitation, forced labor, domestic servitude and organ harvesting.

Young people who are being sexually exploited may:

- be involved in abusive relationships, intimidated and fearful of certain people or situations
- hang out with groups of older people, or antisocial groups, or with other vulnerable peers
- associate with other young people involved in sexual exploitation

- get involved in gangs, gang fights, gang membership

- have older boyfriends or girlfriends

- spend time at places of concern, such as hotels or known brothels

- not know where they are, because they have been moved around the country

- go missing from home, care or education.

Things you may notice - trafficking

If you're worried that a child is being abused, watch out for any unusual behaviour.

- withdrawn

- suddenly behaves differently

- anxious

- clingy

- depressed

- aggressive

- problems sleeping

eating disorders

wets the bed

soils clothes

takes risks

misses' school

changes in eating habits

obsessive behaviour

nightmares

drugs

alcohol

self-harm thoughts about suicide

Sexual exploitation can happen to any young person – whatever their background, age, gender, race or sexuality or wherever they live.

Risk factors include:

a history of abuse, particularly sexual abuse

recent bereavement or loss

homelessness

low self-esteem or self-confidence

being a young carer

being in or leaving care

links to a gang through relatives, peers or intimate relationships

living in a gang-affected neighbourhood

lacking friends from the same age group.

What research tells us about risk factors

Gender, age, ethnicity and missing children

In 2011, the Child Exploitation and Online Protection Centre (CEOP) published a thematic assessment analysing 2,083 victims of child sexual exploitation (CEOP, 2013). The study found that:

most victims were girls

However in 31% of cases, gender was unknown. It is likely that male victims are under-represented due to difficulties in identifying sexual exploitation in boys and young men.

14 and 15 year olds are most likely to be noticed by authorities

Some victims of sexual exploitation were as young as 9 or 10 years old, however young people most commonly came to the attention of statutory and non-statutory authorities aged 14 or 15.

- the majority of victims were white
61% of the victims were white, 3% were Asian and 1% were black. Ethnicity was unknown in 33% of cases. Children from minority ethnic backgrounds are likely to be under-represented in statistics face because of barriers to reporting and accessing services.
- children who go missing are risk of sexual exploitation.
Information about whether children went missing was incomplete, but 842 children were reported

as missing on at least one occasion. We don't know whether these children were sexually exploited before, during or after they went missing.

The EYE Nursery staff are to record any concerns and report these to the LADDO as soon as possible.

Local Safeguarding Children's Board

Telephone Numbers

Robert Wratten LADDO	01895 250975
rwratten@hillingdon.gov.uk	
Hillingdon Social Care	01895 556633
Police Child Protection Team (8 - 6pm)	020 8246 1903
Safeguarding Children Team (for advice)	01895 277930
Childcare and early years service	01895 277180
Prevent Borough Lead: Fiona Gibbs	01895 277035
Prevent referrals to MASH	01895 556644

Advice and support for parents concerned about radicalisation call:
The helpline number is 0808 800 5000 and callers can remain anonymous

Childline 0800 1111
NSPCC 0808 800 5000
Referral and Assessment Team Hillingdon MASH

Referrals

- ☒ Phone: 01895 556644
- Out of hours 01895 250111
- ☒ Fax: 01895 277 226
- ☒ Email: ratduty@hillingdon.gov.uk
- ☒☒☒ All referrals and request s for services for children and families go through the Social care triage team to MASH for assessment

The interagency report form to be completed as requested please contact the LADO
Independent Safeguarding Authority - for advice re disqualification

www.isa.gov.org.uk

Parents complaints regarding data protection or breaches of the GDPR contact the
ICO [Http://ico.org.uk](http://ico.org.uk)

All Childcare Providers must also contact OFSTED Complaints, investigations and Enforcement Team
on: 0300 123 1231 following any CP issues
Ofsted

The National Business Unit
Piccadilly Gate
Store Street
Manchester

M1 2WD Helpline: 0300 123 1231
Website: www.ofsted.gov.uk

If a child needs urgent medical attention you should contact the emergency Services by dialling: 999
The main A&E department is at: Hillingdon Hospital, Pield Heath Road, Uxbridge, UB8 3NN Tel:
01895 238282 Keep your information updated by accessing the LSCB page on the London Borough of
Hillingdon website regularly.

Record keeping – concerns

The EYE Nursery Ltd ensure that records are kept of any concerns relating to a child, parent/family or staff member. Records are kept safely in the relevant file which is securely locked.

A body map maybe used to record injuries which can be readily seen. A clear description of the seen injury and approximate dimensions of the injury clearly written up and recorded. Staff are to never ask a child to undress in order to show an injury. Photographs should never be taken.

Staff are to ensure that documents are written up clearly, dated and timed along with their name, child's and any witnesses. A factual account must be written along with the location where the incident took place. Any actions to be taken should be written down such as monitor review SMART. Further notes such as if the parents were spoken to or other agencies along with signatures job title and full names are required on the log.

All accounts MUST be clear, straight forward language, concise and accurate. The must clearly differentiate between fact and professional opinion.

Actions and decisions taken should be carefully recorded. Where decisions have been taken jointly across agencies or endorsed by a manager this should be made clear and on the record.

A record of concern suspicion or allegation should be made at the time or as soon as possible after the event. Staff must not make notes as the child is disclosing anything as this can deter a child from speaking.

Domestic Abuse

The UK 's cross-government definition of domestic abuse is: "Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This abuse can encompass but is not limited to,

- psychological
- physical
- sexual
- financial
- emotional.

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The Serious Crime Act 2015 section 76 created a new offence of “controlling or coercive behaviour in an intimate or family relationship”. The Domestic Violence, Crime and Victims Act 2004 extended provisions to help stop domestic abuse and created the new offence of "causing or allowing the death of a child or vulnerable adult". This Act was amended in 2012 by the Domestic Violence, Crime and Victims (Amendment) Act 2012 to include 'causing or allowing serious physical harm (equivalent to grievous bodily harm) to a child or vulnerable adult'. Where domestic abuse is taking place in a child's home the child is at risk of harm, whether they witness the violence or not. This may take the form of physical abuse, sexual abuse, emotional abuse or neglect.

The EYE Nursery staff ensure that if there are any signs or symptoms that domestic abuse may be occurring, we act without hesitation and follow our main safeguarding / child protection policy, Signs may include,

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

It is our duty to keep children safe where possible, we endeavour to ensure records are kept and local authorities are informed of our concerns where needed.

The Role of the Designated Leads –

It is an Ofsted - expectation that settings have a designated safeguarding lead on duty or contactable at all times. *Keeping Children safe in Education September 2018*

The ultimate designated lead responsibility for child protection lies with Manager and will not be delegated. With training and support some activities of the designated safeguarding lead can be delegated to appropriately trained deputies.

The Role of the designated safeguarding lead

Manage referrals

- Refer cases of suspected abuse to the local authority MASH ,Children's Social Care or LADO
- Support staff who make referrals to MASH children's social care or LADO ;
- Support staff who refer cases to the MASH or Channel programme where there is a radicalization concern of a child or staff member
- Refer cases where a person is dismissed or left due to risk/ harm to a child to the Disclosure and Barring Service as required; and
- Refer cases where a crime may have been committed to the Police as required.

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Working with others

- Liaise with other professionals during on-going enquiries under section 47 of the Children Act 1989 and police investigations;
- As required, liaise with the case manager and LADO (local authority designated officer/LADO) where concerns are raised about a staff member
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff. Remaining confidential at all times.

Undertake training

The Designated Safeguarding Lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated annually as appropriate.

- The designated safeguarding lead should undertake:
- Prevent awareness training.
- Working together to safeguard children 1 day
- Domestic abuse

In addition to the formal training set out above, designated leads should be allocated other identified training to enhance their own knowledge and skills and pass this knowledge on to the staff team, including cooks caretakers and cleaners.

This might be on line training,

- FGM, Domestic abuse,
- Fabricated illness,
- County Lines,
- Forced marriage,
- Trafficking
- Meeting other designated leads at cluster meetings,
- or simply taking time to read and digest safeguarding developments at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands the settings child protection policy and procedures, especially new, agency and part time staff;
- Be alert to the specific needs of children in need, those known to social care ,those with special educational needs
- Be able to keep detailed, accurate, secure written records of concerns and referrals;
- Understand and support the setting regarding to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalization;

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- Obtain access to resources and attend any relevant or refresher training courses;
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raise awareness

- The designated safeguarding lead should ensure the settings policies are known, understood and used appropriately;
- Ensure the settings child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the setting in this;
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding and any updates regarding safeguarding in the Borough

Child protection file - Where children leave the setting ensure their child protection file is transferred to the new school or setting as soon as possible. This should be transferred separately from the main file, ensuring secure transit and confirmation of receipt should be obtained.

Availability - There must be a safeguarding lead or a trained deputy must be on duty or contactable at all times. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person it may be that the designated safeguarding lead, in exceptional circumstances be available via phone and/or Skype or other such medium is acceptable. It is a matter for the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Reference [Keeping Children Safe in Education \(2018\)](#).

Fundamental British Values in the Early Years-

At the recent Learn Explore Debate events (March 2015) we heard a lot of queries about how providers should be interpreting Fundamental British Values in the early years and how that will be reflected by Ofsted in inspection. Our feedback noted that many of you would welcome further clarity and guidance on what British Values means in the early years to reduce misinterpretation and confusion.

Having checked with the Department for Education (DfE) the statutory requirements for early years providers are now clear. The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are already implicitly embedded in the 2014 Early Years Foundation Stage.

Separately, the Counter Terrorism and Security Act also places a duty on early years providers "to have due regard to the need to prevent people from being drawn into terrorism" (the Prevent duty). The duty is likely to come into effect from July 2015. Statutory guidance on the duty is available at <https://www.gov.uk/government/publications/prevent-duty-guidance>. DfE will in due course amend the EYFS to reference providers' responsibilities in the light of the Prevent duty.

To help demonstrate what this means in practice, we have worked up the following examples based on what is in the statutory guidance. They are just that – examples - and not exhaustive, but hopefully useful to you. We have shared these with DfE who agree they are helpful examples.

Democracy: making decisions together

As part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development:

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- Managers and staff can encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help. When appropriate demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands.
- Staff can support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued.

Rule of law: understanding rules matter as cited in Personal Social and Emotional development
As part of the focus on managing feelings and behaviour:

- Staff can ensure that children understand their own and others' behaviour and its consequences and learn to distinguish right from wrong.
- Staff can collaborate with children to create the rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone.

Individual liberty: freedom for all

As part of the focus on self-confidence & self-awareness and people & communities as cited in Personal Social and Emotional development and Understanding the World:

- Children should develop a positive sense of themselves. Staff can provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.
- Staff should encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example in a small group discuss what they feel about transferring into Reception Class.

Mutual respect and tolerance: treat others as you want to be treated

As part of the focus on people & communities, managing feelings & behaviour and making relationships as cited in Personal Social and Emotional development and Understanding the World:

- Managers and leaders should create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
- Children should acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.
- Staff should encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions.

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- Staffs should promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

A minimum approach, for example having notices on the walls or multi-faith books on the shelves will fall short of 'actively promoting'.

What is not acceptable is: 3

- actively promoting intolerance of other faiths, cultures and races
- failure to challenge gender stereotypes and routinely segregate girls and boys
- isolating children from their wider community
- failure to challenge behaviours (whether of staff, children or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs

Democracy-

Democracy is decision making, working together to make decisions, listening to other people's ideas and valuing different opinions.

Personal, social and emotional development,

- Helping children to see their role in the bigger picture, encouraging children to know their views count.
- Valuing each other's views and values and talking about their feelings for example when they do or do not need help.
- When appropriate demonstrate democracy in action, for example children sharing views on what the theme of their role play area should be, a show of hands on their favorite book.
- Staff can support the decisions that children make and provide activities that involve turn taking, sharing and collaboration.
- Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued (Coels)

Rule of Law-

Understanding that there are rules which need to be followed, knowing right from wrong, understanding that rules are important to help people live together harmoniously.

Managing feelings and behavior:

- Staff can ensure that children understand their own and others behavior and its consequences and learn to distinguish right from wrong.
- Staff can collaborate with children to create the rules and the codes of behavior, for example, to agree to the rules about tidying up, taking risks, keeping safe.
- And ensure that all children understand the rules apply to everyone.

Individual Liberty-

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Developing self confidence and individuality in a free and liberal country- 'freedom for all'

-PSED: developing self-confidence and self-awareness

-Understanding the world: people and communities

- Children should develop a positive sense of themselves.
- Staff can provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, experiment with mixing colours, talking about their experiences and learning by trial and error.
- Staff should encourage a range of experiences that allow to:
 - Explore the language of feelings and responsibility
 - Reflect on their differences and understand we are free to have different opinions, for example in a small group discuss what they feel about transferring to reception class.

Mutual Respect and Tolerance:

Treating others as you wish to be treated yourself.

-people and communities

-managing feelings and behavior, making relationships

- Practitioners create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued, and children are engaged with the wider community.
- Children should acquire a tolerance and appreciation of respect for their own and other cultures; know about similarities and differences between themselves and others and amongst families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.
- Staff should encourage and explain the importance of tolerant behaviors such as sharing and respecting other's opinions.
- Promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping,.
-

The Use of Physical Interventions-

Staff will use physical interventions only as a last resort and only then if they have reasonable grounds for believing that immediate action is necessary to prevent a child from significantly injuring themselves or others or to prevent serious damage to property.

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Before reaching this stage, staff will have used all possible non-physical actions, such as dialogue and diversion, to deal with the behaviour. The child or children concerned will be warned verbally that physical intervention will be used if they do not stop.

A dialogue will be maintained with the child or children at all times, so that the member of staff can explain what they are doing and why they are doing it. Staff will make every effort to avoid the use of physical interventions if they are alone with the child or children.

Only the minimum force necessary to prevent injury or damage should be applied: for example, by diverting a child or children by leading them away by a hand or by an arm around their shoulders.

Staff will use physical intervention as an act of care and control and never punishment. Physical interventions will not be used purely to force a child to do what they have been told and when there is no immediate risk to people or property.

As soon as it is safe, the physical intervention should be gradually relaxed to allow the child or children to regain self-control.

The force of the physical intervention will be always appropriate to the age, size and strength of the child or children involved.

If staffs are not confident about their ability to contain a particular situation or type of behaviour, consideration will be given to calling the Manager or, in extreme cases, the police.

Where a member of staff has had to intervene physically to restrain a child, the Manager will be notified and the incident recorded in the Incident Record Book. The incident will be discussed with the parent/carer at the earliest possible opportunity.

If a staff member commits any act of violence or abuse towards a child at the Club, serious disciplinary action will be implemented, according to the provisions of the Staff Disciplinary Procedures Policy.

Suitable People

-Safer recruitment

This is the process, which is applied to employ and maintain staff, this will ensure the safety of all.

In order to do this there are several processes that staff need to go through before and during their employment,

- Interviews
- References
- DBS
- Supervisions
- Appraisals

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- Whistle blowing
- Policies
- Induction
- Contract
- Job description
- Raising concerns / Red flags

Interview: A date and venue will be arranged in advance to suit all those involved. An interview will be conducted using a list of premade questions relevant to the applied for position, these will be scored. The interview will be conducted by the Nursery Manager and Director along with Room Leader or duty Manager. Interviewee maybe be asked in advance to plan and conduct an activity with the children to show knowledge, understanding and competency, under supervised agreement. Job description will be supplied. If successful, the candidate will be given in writing a letter to confirm or if unsuccessful decline the applicant.

Before starting the applicant will be called back into the setting to apply for a DBS on the updating system, complete references and to sign a contract. A date and time will be given for the applicant to start once the above is completed with a clear DBS and returned successful references.

First Induction: within the first two weeks in post, all aspects of supervision will be discussed, agreed, and recorded with a new staff member and this will be recorded in a supervision agreement. The induction will cover, policies, procedures, health and safety (with relevant training) what is expected both by employee and employer, supervisions appraisals, probation period regular settle meetings.

Supervisions: Frequency and Duration- Will vary depending on the role of the supervisee and hours of work. Supervisions will be conducted termly however we operate an open door policy which by staff can come in for a supervision or catch up whenever they feel necessary.

Staff supervision will usually be with the line manager or senior staff. Students and volunteers will have a supervision with their mentor in the setting. No supervisor will supervise more than 7 members of staff.

The Cwdc document 'providing Effective Supervision' defines supervision as follows:

“Supervision is an accountable process which supports, assures and develops the knowledge, skills and values of an individual, group or team. The purpose is to improve the quality of their work or to achieve agreed objectives and outcomes”.

The EYFS requires childcare providers to:

“Put appropriate arrangements in place for the supervision of staff who have contact with children and families. Effective supervision provides support, coaching and training for the practitioner and promotes the interests of the children. Supervision should foster a culture of mutual support, teamwork and continuous improvement which encourages the confidential discussion of sensitive issues”.

The EYFS requires supervision to:

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“Provide opportunities for staff to discuss any issues- particularly concerning children’s development or well-being; identify solutions to address issues as they arise; and receive coaching to improve their personal effectiveness”.

Setting: The venue will be mutually agreed, private and free from disturbances (quiet room, ASC Office, Office or Staff room depending on time of day). All supervisions will be face-to-face except in exceptional circumstances.

Recording:

- The supervisor will record the session using the staff supervision record form
- The staff supervision record form will be completed and shared with the supervisee within 5 working days after the meeting
- Safeguarding decisions will be clearly stated and will also be recorded in the Childs file.

Storage: The staff supervision record form will be stored in hard copy in staff folders in accordance with the confidentiality policy. It will be stored securely for the appropriate length of time in order to meet the individual and organisational needs as specified when it was collected. All supervision records will be kept for a year after the member of staff has left.

Auditing: In order to learn, grow and stay safe, the setting will carry out regular, planned checks of supervision practice in the setting, which will be recorded.

Appraisal’s-

Staff Appraisals will take place each year. This will consist of a meeting between the member of staff and the room leader/ manager.

The Manager and member of staff will agree a meeting. The following pointers will be discussed at the meeting:

1. Immediate improvements which could be made in relations to this individual’s job and performance.
2. Immediate improvements which could be made to the nursery.
3. Long term improvements which could be made to either the nursery or the individual’s job.
4. New areas of work or responsibility that the individual would like to take on.
5. How the individual would like to see the job developing in the next year.
6. Any difficulties that the individual is experiencing at work.

The Manager will bring forward any issues that are felt relevant to the work of this particular member of staff and will make notes on the discussion which arises. A copy of the notes will be given to the member of staff shortly after the meeting.

If an allegation is made against a member of staff-

It will be reported to the LADO (local authority designated officer) to Ofsted following the Safeguarding Children Board procedures.

In all instances we will record:

- the child's full name and address
- the date and time of the record
- factual details of the concern, for example bruising, what the child said, who was present
- details of any previous concerns
- details of any explanations from the parents
- Any action taken such as speaking to parents.

See our staff disciplinary policy for actions we must take if an allegation is made against a member of staff It is not our responsibility to attempt to investigate the situation ourselves but to take advice and guidance from the LADO and report to Ofsted

Staffing and Employment Policy-

A high adult: child ratio is essential in providing good quality care.

In our nursery:

- Our key worker system ensures each child and family has one particular staff member who takes a special interest in them.
- Regular staff meetings provide opportunities for staff to undertake curriculum planning and to discuss the children's progress and any difficulties.
- We work towards an equal opportunities policy, seeking to offer job opportunities equally to both women and men, with and without disabilities, from all religious, social, ethnic and cultural groups.
- Regular in-service training is available to all staff.
- Our nursery's budget includes an allocation towards training costs.
- We support the work of our staff by means of regular monitoring/appraisals.
- We are committed to recruiting, appointing, and employing staff in accordance with all relevant legislation.

Training-

Wherever the opportunity arises many of our staff attend different courses to broaden their knowledge on a variety of topics, the main focus is usually promoting the development of children, safeguarding or health and safety. Our courses are offered by a variety of Multiagency' s. Staff are given standard training such as safeguarding during inductions.

RED FLAGS-

The term red flag means a sign of some particular problem requiring attention,

All Staff are made aware of on their induction and are continued to be reminded during staff meetings and training to be aware of and know:

- Signs/symptoms
- Behaviours
- Policy/procedures
- Reporting lines
- Named person
- Knowledge of designated officer in the LA-LADO
- Induction/SV
- Mobile phone/camera's consequences of use during working day
- Inappropriate behaviours of staff + reporting procedure
- MASH team (Multi Agency Safeguarding Hub)
- Inappropriate staff behaviours

Managers Role

- Reporting procedure up to date
- Policy in line with LSCB
- Attending training + when
- Keeping up to date + how
- Induction programme
- Team meeting agenda SV-content
- Safer Recruitment
- Knowing their responsibilities under the Safeguarding Vulnerable Groups Act 2006,

Training

- In house

Ofsted report –any CP issues highlighted.

Notifications of any allegations

Students and Volunteers-

We believe that a placement for a student or volunteer at our Nursery is a valuable opportunity to build experience while learning about working within a childcare setting. Equally, we appreciate the positive contribution that such committed and enthusiastic people can bring to our Nursery.

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However, at all times the needs of the children are paramount and therefore we restrict the number of students and volunteers admitted at any particular time, in order to minimise disruption to our core activities and monitor performance.

The Room Leader/Deputy is responsible for ensuring that all students and volunteers working are suitable and that they will not detrimentally affect the service provided for children and their parents/carers. The Room Leader/Deputy has overall responsibility for supervising and supporting students and volunteers while they are at the Nursery.

All students and volunteers must be 16 years old or over, submit two-character referees, and have up to date DBS check before they begin their placement.

The Manager will enter into a formal written agreement with students and volunteers at the start of the placement agreeing hours of work, dress code and expected behaviour within the Nursery. This agreement will also detail what the student or volunteer can expect from the Nursery. Students and volunteers must read, understand, and sign the conditions of work before accepting or making a commitment to voluntary work.

Students will be encouraged to discuss their individual learning needs with the Room Leader/Deputy when they start and at regular intervals during their placement.

Students required to conduct child studies beyond normal activities (ie: conducting a survey or a group-based activity) as part of their course will need to obtain appropriate written consent from the parents/carers of the children concerned.

The Manager will ensure that students and volunteers undertake the full induction process given to permanent staff, as set out in the Safer Recruitment Policy.

New students and volunteers will be allocated a member of staff who will have day to day responsibility for them and their needs while at the Nursery.

Students and volunteers will be expected to adopt a professional manner at all times, and work within the existing policies and procedures.

While on the placement, students and volunteers will be both allowed – and expected – to participate in all aspects of work (except nappy and toilet duties) unless otherwise instructed by the Room Leader/Deputy. Students and volunteers will attend staff meetings and be encouraged to contribute ideas and share opinions.

Regular supervisions must happen with the Room Leader/Deputy and the designated member of staff will be established as a means of monitoring progress.

Students and volunteers on placement should not be included in the staff to children ratio. Students and volunteers on placement are reminded for the need to maintain confidentiality at all times and not take or place any images of the children or setting on Facebook or other social media platform, this will mean **instant dismissal** from our Nursery. Students/ volunteers must refrain from picking up the children, all staff members will remind students of this expectation not to and continuing misconduct of this will result in the dismissal or the student/volunteer.

Key Person-

We recognise the important role of the key person in the care and development of children. The key person is the lynchpin of any setting, as they shoulder the responsibility for creating the family atmosphere in which children can thrive, to form a secondary attachment with the child and to make an open and professional relationship with the parents.

The staff team is aware of the importance placed by EYFS on the role of key person and that it is mandatory in the Statutory framework 2014.

'The key person has a responsibility to the child, the parents and to the setting in terms of doing observations and keeping records.' At the EYE Nursery we are Intune with listening to the child and we therefore have taken the approach that the Child will pick the Keyworker, thus allowing for a premade bond and not fabricated one. We allow for the child to settle in to the setting before confirming a key worker to the parents. Once chosen by the child the Keyworker will make themselves known to the Parents/Carer's, a list of children and keyworkers will be displayed within the Nursery setting.

The staff team is committed to using the key person system by

- keeping records of your children's developmental progress,
- Observe and plan for their likes, interests and their individual needs.
- be involved in individual education plans for key children with special educational needs as required
- writing reports for parents and colleagues as necessary
- communicating with parents on a frequent basis in person
- communicating with other professionals involved with your child ie teachers child minders
- Organising a backup key person who is known to the parent and child.'
- Be open to a change of key person if the child or family feels they are more in tune with another practitioner. The key person has a duty of care to also recognise if the relationship falls down and is not then the support it should be?

The key person role will be supported by the Setting through

- Develop clear systems for induction so new staff knows what is expected
- Organise an effective welcome and settling in process so parents understand the key person system
- Organise rota's so the key person is on duty when their key children attend where possible
- Organise a buddy system to cover when the key person is absent
- Organise a system for recording observations to inform planning
- Organize a supportive transition system for children as they progress within and beyond the setting.
- Build close links with the school to ensure an holistic view of the child
- a settling-in policy: new children are settled in gradually as to their own individual needs
- Children's physical needs will be met sensitively by their key person, or another significant person, to create continuity of care.
- Develop secure trusting relationships and respond to all children's individual needs.

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- Where children have English as a second language staff should know some key words of a child's mother tongue or acknowledging their sounds and gestures.
- Review policy and practice in group and staff meetings.
- Provide regular support and supervision for key workers by a member of the management team to reflect on issues and concerns regarding the children and families.

Definition of a key person

The Early Years Foundation Stage (EYFS) says every child in a group setting must be assigned a key person. The EYFS highlights the job of the key person as a link sharing information with parents and carers about the child's life at home.

The EYFS glossary defines a key person: 'the named member of staff with whom a child has more contact than other adults. This adult shows a special interest in the child through close personal interaction day to day. The key person can help the young child to deal with separation anxiety.'

The EYFS explains 'A key person has special responsibilities for working with a number of children, giving them reassurance to feel safe and cared for and building relationships with their parents.

The welfare requirement of the EYFS explains the requirements of the role more fully, saying that a key person:

- Helps a baby or child to become familiar with the setting and to feel safe and confident
- Talks to parents to make sure the needs of the child are being met appropriately
- Makes sure that records of development and progress are shared with parents and other professionals as necessary
- Is seen in a setting as someone a child can depend upon, even when a child is older and can hold key people from home 'in mind' for longer.

Staffing and staff behaviours

Our Setting is committed to placing the best interests of children's welfare, care, and development at the centre of all staffing matters.

- The Manager will arrange regular staff meetings where all staffs are able to discuss and contribute in a positive manner. The Manager will encourage staff to contribute to the development and quality of the setting
- Members of staff are expected to conduct themselves at all times in a professional, courteous, helpful, warm, and consistent manner.
- Members of staff are expected to display both knowledge and understanding of multi-cultural issues and a commitment to treating all children as individuals and with equal concern and respect.
- Members of staff will have regard for maintaining appropriate dress and personal appearance for working with children and with awareness of health and safety issues. Staff must also conduct

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themselves in an appropriate manner if wearing the uniform when outside of the Setting. Or following any further update regarding uniform either via policy or manger memo.

- Personal mobiles must be locked in the office during session times. If staffs do need to receive an emergency call, the person calling them should use the main Setting number. Staff must not befriend parents on Facebook, twitter or other social media platforms, disregard will evoke instant dismissal. Staff must not engage in baby sitting with parents while their children attend the setting.
- The Manager will ensure that space is made during the working day for staff to take regular breaks, ensuring that no member of staff exceeds the legal limit of six hours consecutive work without a break.

Terms and Conditions

The Setting is committed to promoting family friendly employment practises to help staff balance work and family commitments. The Manager will make every effort to be flexible with staff and to promote harmonious working relations.

The Director will work with staff and their representatives to ensure that all employment legislation and regulations – including Statutory Maternity Pay, Statutory Paternity Pay, Parental Leave, Statutory Sick Pay and Working Time Regulations – are abided by.

In return, the Manager expects honesty, loyalty, and diligence from its staff.

The written detail of employment contracts, including rates and levels of pay and other terms and conditions, are the responsibility of the Registered Person.

Qualifications, Experience and Safety Checks

The Manager and all staff (including students and volunteers) will be suitably qualified, have relevant experience and have undergone full Disclosure and Barring check

The Manager will not employ staff or volunteers that have been convicted of an offence or have been the subject of an order that disqualifies them from registration under regulations made under schedule 9A of the Children's Act 1989.

No person on the premises, who has not received a DBS, (such as a member of staff awaiting registration clearance) will be left alone with a child or children.

The Manager will have at least a Level Three qualification appropriate to the post, along with at least two years' experience of working in a day care setting.

Standards of Behaviour

- Under no circumstances should any arguments or disagreements between members of staff occur in the presence of children or parents/carers.
- No smoking, alcohol or drug use is allowed on the premises.
- No bullying, swearing, harassment or victimisation will be tolerated on the premises.
- Offensive behaviour such as sexist or racist language or harassment will not be tolerated.
- All staff are expected to treat everyone respectfully at all times and inappropriate behaviour may lead to disciplinary action.

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- Staff are aware of the red flag behaviours that have been discussed in training and are therefore expected to share concerns in supervision or sooner if the behaviour warrants immediate action,

Staff to Children Ratios

The Manager is conscious of the importance of maintaining adequate staff to child ratios, ensuring that children are cared for safely and given adequate attention and support. The Manager will ensure that there are always at least 2 members of staff on duty at the premises at any given time.

The Manager will further ensure that suitable and sufficient contingency plans are in place to cover emergencies, unexpected staff absences, staff breaks, holidays and sickness.

Confidentiality

Staffs have a right to privacy, as do children and their parents/carers. Personal details should not be discussed except in exceptional circumstances.

Staff must be aware of the language and content of any discussions /conversations on e-mail and Facebook. No photos or references to children /staff in the setting will evoke a disciplinary action.

Staff should keep all relationships with parents at a professional level only, therefore babysitting will not be allowed, as this compromises relationships with the child and family. Normal activities could be construed by other parents as preferential treatment, or there may be an expectation of preferential treatment.

Staff will not talk about individual incidents or the behaviour of children in front of parents/carers and other children.

Under no circumstances should staff provide any information about children to any branch of the media. All media enquiries should be passed in the first instance to the Manager.

Absences

Staff should negotiate statutory annual leave with the Manager, in all cases giving as much notice as possible.

If staffs are unable to attend work due to illness or other medical condition, they must contact the Manager prior to the start of the working day.

Staff should indicate why they are unable to attend work and when they expect to return.

On returning to work, staff should complete a self-certification form for any sickness absence.

For absences of longer than seven days, a doctor's certificate must be submitted.

The Manager will keep records of all sick-leave, other absences, and lateness.

Healthy Minds

Happy staff, happy setting-

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Wellbeing is a term that is increasingly used in the early years. We hear it so often in relation to children and young people, but as early years workers we are not always very good at implementing the ideas for ourselves. I firmly believe if we have a good wellbeing then we will be in a much better position to support children's wellbeing.

We try to help promote practitioner wellbeing in our setting by,

Encouraging to eat well -Each day make sure you eat something that is both good for you and makes you feel good. We talk a lot about children needing to eat breakfast, but how often do we skip it ourselves? Thinking about the food we eat does not need to be hugely time consuming, but if we give it some thought and make some easy changes we can improve our wellbeing. Foods that are classed as 'good mood foods' include: blueberries, avocado, kale, marmite, sweet potato, spinach, dark chocolate and chamomile tea.

Encouraging to Sleep well- We need around eight hours of sleep each night. Between hours six and eight, the mind goes through a 'detox' process, making memories and problem solving. If we don't regularly get this amount of sleep it will start to impact on our wellbeing. It is important to form good sleep habits – turn electronic devices off at least an hour before you go to sleep and avoid stimulants such as smoking or alcohol. Think about having a hot bath or warm drink before you go to bed. If you're still finding it hard, try a lavender essential oil in the bath or a few drops on your pillow.

Encouraging time outside- There is a growing amount of research about the benefits of spending time outside. In Japan, people practice 'shinrin-yoku', which means forest therapy or forest bathing. This is simply about spending time in the woods or forest. There have been several research studies in Japan looking at the effects of being in forests. The research showed that a casual walk in a forest had a 12.7% decrease in the participant's cortisol levels and a 103% increase in their parasympathetic nervous activity.

We could all find five or 10 minutes to go for a walk, ideally in a park or wood if possible. We don't all live or work near green spaces but even the act of parking slightly further away from your place of work and walking in or walking around the block at lunchtime can improve your wellbeing.

Be kind to yourself- We put high expectations on ourselves so often. We can be very self-critical when things are not perfect or if we think we have not got enough done. Think about the words you use when talking about yourself. If they are negative – change them. Tell yourself that what you are doing is good enough and remind yourself that it is okay to feel tired – you will get through this! Encouraging a positive staff outlook through praise and recognition.

Do something that makes you happy- Do something every day that makes you happy and is just for you. When I asked people what they did that made them happy the list was varied – crochet, baking, reading, listening to music, gardening, walking the dog, yoga, painting, singing... As early years practitioners and as parents, we often get so wrapped up in thinking about what will make other people happy. It is okay to think about yourself for a little bit. If we are feeling good about ourselves then we are better equipped to help others.

"It is okay to think about yourself for a little bit. If we are feeling good about ourselves then we are better equipped to help others."

~

Date of review: 16th October 2022

Signature: S. Collinson

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Experience some silence- Our lives are so often full of noise from radios, TVs, music, traffic and even the people we live with. We are often surrounded by lots of noise all day and when we work with children this can be really intensified in our workplaces. Research shows that lots of noise can have a negative impact on our health it can lead to high blood pressure and cause people to feel increasingly stressed. Having time to stop and be silent, even just for five minutes, can be very good for our wellbeing. Some people use mindfulness, yoga or spiritual practices for this. Others just enjoy the silence while in the bath, or during a walk by themselves. Experiencing silence can be liberating and can help you to find some calmness. If you need a moment ask a Duty Manager.

Be thankful at the end of the day- At the end of the day, look back over your day and think about something you are thankful for and, if possible, something that brought you some joy. Cultivating a practice of thankfulness can help people to feel happier.

It is recognised that working with young children can be a noisy and stressful job. Arrangements will be made for all staff to have regular breaks during the working day. The noise level in a setting can be very loud at times, with children shouting, crying or participating in noisy activities. Where a member of staff feels that the noise level is getting out of hand steps should be taken to reduce it. This may be done by sitting the children down and reading them a story or by offering them quiet activities.

The children will in any event be expected to have a variety of experiences and to participate in both 'noisy' and 'quiet' activities during their time in the nursery.

Staff and child Ratios-

Out of school clubs,

Early Years Register (reception and older)

If all the children attending your out of school club are of reception age and upwards, you have some exemptions from the standard EYFS qualification requirements.

This means that at every session you must have:

- A first aider holding the 12 Hour Paediatric Care First Aid qualification
- All your staff must have been trained to understand your safeguarding policy and procedures and have received training in recognising signs of abuse and neglect
- All your staff must have received training in recognising the signs of radicalisation and how to respond to concerns
- All staff involved in food preparation must have had food handling training

Among your staff — and ideally at every session — you must have:

- A designated child protection person, who holds a Child Protection Level 1 or Basic qualification, *and* who has attended a Child Protection Designated Person training course

Among your staff you must have:

- A designated SENCO (special educational needs coordinator)

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- A designated ENCO (equalities named coordinator) [required by many local authorities but not a statutory requirement]
- A fire safety officer is not a statutory requirement, but it is good practice to have a named person taking responsibility for fire drills and record keeping

Caution

Although it is no longer a statutory requirement for you to employ qualified staff (ie a relevant Level 3 qualification) some childcare insurers may still require that at least the manager or session supervisor has this qualification. In addition, Ofsted inspectors tend to regard having qualified staff as a strong indicator of the quality of your setting. No more than 1 staff to 30 children providing all children can be seen or herd. Staff not to work alone, another member of staff must always be on site and in ear reach.

The EYE Nursery Ratios-

Only those aged over 17 may be counted in ratios. Students/ volunteers may be included in ratios if they are over 17 and Management feels that they are competent and responsible.

Working Alone-

At all point staff should remain in ratio. Where this involves a member of staff being alone with their suitable ratio outside for instance, they must be in earshot of other members of staff. Our nursey room is divided into several area's one member of staff with the correct ratio are able to remain in that area with no other member of staff so long as there are other staff onsite. There must always be a minimum of two members of staff onsite one being Room Leader, Deputy or Manager.

Health-

Administration of medication to children in registered childcare

A childcare factsheet

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The Childcare Act 2006 says childcare is ‘any form of care for a child including education or any other supervised activity’.

Most childcare providers caring for children under eight years old must register with Ofsted unless the law says they do not need to.

We register childcare providers on the following two registers.

The Early Years Register

The Childcare Register

Introduction

This factsheet explains our interpretation of the legal requirements for the administration of medication to children in registered childcare.

The requirements

The Early Years Register

Providers on the Early Years Register must meet the legal requirements set out in the *Statutory Framework for the Early Years Foundation Stage (EYFS)* (www.standards.dcsf.gov.uk/eyfs/site/resource/pdfs.htm). There are three legal requirements about the administration of medication that apply to all providers. Providers must:

- implement an effective policy on the administration of medicines in their setting(s), which must include effective management systems to support individual children with medical needs
- keep written records of all medicines administered to children, and inform parents
- obtain prior written permission for each and every medicine from parents before any medication is given.

‘Prescribe’ and ‘prescription’

Providers must have regard to the related statutory guidance set out in the *Statutory Framework...* This states that ‘medicines must not usually be administered unless they have been prescribed for that child by a doctor, dentist, nurse or pharmacist’.

When we use the word ‘prescribe’ we mean medicine that is recommended.

When we use the word ‘prescription’ we mean written instructions from a doctor or dentist.

Most pharmacists cannot write prescriptions and can only prepare the medicine as instructed by a doctor or dentist. However, they can recommend (prescribe) over-the-counter medicines such as teething gels, when children are teething, or brand analgesics, when children have a temperature.

Please note that recent legislative changes mean that qualified nurse independent prescribers, and pharmacist independent prescribers, are able to prescribe any licensed medicine for any medical condition within their competence; for nurses this includes some controlled drugs.

Therefore, it is acceptable for providers to administer medication that is recommended by a pharmacist or nurse without a written prescription, in addition to medication formally prescribed by a doctor, dentist or an appropriately accredited pharmacist or nurse.

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Over-the-counter medication

The statutory guidance allows providers to administer over-the-counter medication such as teething gel. However, they must obtain written consent in advance from parents to allow them to do so and follow the same recording procedures as those for prescribed medication.

Providers must only administer such medication when requested to do so by a parent and where there is an accepted health reason to do so, and not routinely as set out in the statutory framework.

The *Statutory Framework...* recommends that children under 16 should never be given medicines containing aspirin unless a doctor has prescribed that medicine for that particular child. You should make this clear to parents and have consideration for this when putting in place your medication policy.

If you already have written permission to administer a particular over-the-counter medication, should the need arise, you do not necessarily need to get prior written permission every time in order to administer that medication. However, you may consider it good practice to ask the parent to sign the written record, which you must complete, to confirm that they have been informed that the agreed medication has been administered. This will enable providers to demonstrate that they have informed parents that the medication has been given, as required by the *Statutory Framework...*

The Childcare Register

Providers on the Childcare Register, apart from home childcarers, are required to maintain a written record of any medicine administered to a child for whom the childcare is provided, including:

- the details of the product and the date of its administration
- the name of the person who administered the medicine and the circumstances
- a record of parental consent — or a career, if the parent has identified another person.

There is no guidance relating to whether the medication is prescribed or otherwise so long as the provider keeps a written record.

Frequently asked questions

What written policies on the administration of medication are providers required to keep?

All other types of childcare providers on the Early Years Register on domestic and non-domestic premises must have a written policy on the administration of medication, which is accessible to parents on request.

Childminders and childcare providers who are registered on the Childcare Register must meet the requirements set out in the related regulations. They are not required to have a policy in writing or otherwise, on the administration of medication, but they are required to keep a record of any medicine or medicinal product such as topical creams administered to children for whom they provide care.

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If a policy for administering medication is required what should it include?

It is for individual providers to decide what prescribed medication, if any, they will administer and to make sure that parents understand their approach to administering medication. The EYFS does not specifically require providers to administer medicine to children.

When deciding what to include in their policy, providers should ensure that any legal requirement is met and consider if their policy is inclusive and promotes the good health of all the children attending. They should also consider if their policy reflects procedures for who will administer any medication, storage of medication, recording administration of medication and training of staff if there is a specific medical need. It should include the steps to be taken if a child becomes ill or has a long standing medical condition.

What if a setting has a policy not to administer medication?

If providers do not want to administer medication, they will need to consider what alternative measures they would need to take when children are in pain, have a chronic medical condition or otherwise require medication. Providers will need to demonstrate that these alternative measures are inclusive, that they promote the good health of children and ensure these policies are made clear to parents.

Can I just get blanket permission from parents for administering medication?

If a parent or carer wishes a provider to administer medicine for their child, the provider must obtain the parent's/carer's prior written permission and instructions detailing the dosage, frequency and so on.

This applies to each and every medicine a parent wishes a provider to administer.

It does not apply to every occasion when the medication is given. For example, permission will be needed at the start of a course of antibiotics, but will not be needed for every time each dose of the antibiotic is given during the course of treatment. This information should be retained in a safe place for inspection and future reference.

What happens when providers are on a combination of registers?

Where childminders or childcare providers are registered on a combination of registers and the requirements differ between the Childcare Register and the Early Years Register, the legislation is clear that providers must organise their provision so that they meet all requirements for both registers. One set of requirements does not supersede or override the other. We have no leeway to make any allowances for the differences in requirements on the Early Years Register and the Childcare Register.

More information from Ofsted

There is more information about registration on our website (www.ofsted.gov.uk/Ofsted-home/Forms-and-guidance/Browse-all-by/Care-and-local-services/Childcare). If you are not sure whether you have to register for childcare on domestic premises, please contact us on 08456 404040.

There is more information on the requirements for registration on the Early Years Register in the *Guide to registration on the Early Years Register: childcare providers on non-domestic or domestic*

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premises (www.ofsted.gov.uk/publications/080017) and on the Childcare Register in the *Guide to registration on the Childcare Register* (www.ofsted.gov.uk/publications/080032).

Some childcare providers don't need to register their services and you can find out about the circumstances where providers do not have to register in our childcare factsheet: *Registration not required* (www.ofsted.gov.uk/publications/080134). This is also part of the *Guide to registration on the Childcare Register* (www.ofsted.gov.uk/publications/080032).

The law that sets out our responsibilities is the Childcare Act 2006 and linked regulations. The specific order setting out exemptions from compulsory registration is the Childcare (Exemptions from Registration) Order 2008 (2008 No. 979) (www.opsi.gov.uk/si/si2008/uksi_20080979_en_1). The references to regulations and our policy on registration and inspection are included in our *Framework for the regulation of those on the Early Years and Childcare Registers* (www.ofsted.gov.uk/publications/080024).

Further information

Your local family information service (FIS) will help you. You can get their contact details from www.familyinformationservices.org.uk/contactcis/england/index.htm, or from your telephone directory.

The EYE Nursery Administration of Medicines/Illness

No child will be admitted to the nursery if he or she is suffering from a contagious illness. A list of the recommended exclusion periods from the nursery can be seen displayed in the manager's office. If a child is taken ill at the nursery, every effort will be made to contact the nominated people.

- Sickness and Diarrhoea- 48-hour exclusion after last episode
- Conjunctivitis- allowed to return after first treatment unless the child is distressed
- Chicken pox- no admission until the last spot has scabbed, providing there is no leaking from spots
- Headlice- allowed return after treatment- hair should remain tied back
- Impetigo- 48 hours after treatment providing it has crusted and healed
- Scarlet Fever-24 hours after treatment
- Hand foot and mouth- providing the child is well no exclusion
- Slapped Cheek- no exclusion
- Whooping cough- 5 days after treatment or 21 days if no treatment is given
- Measles/ German - 4 days from onset of rash
- Molluscum Contagiosum- no exclusion
- Ring worm- No exclusion as long as treatment is being received
- Shingles - Exclude only if rash is weeping and cannot be covered
- Whooping Cough - 48 hours from commencing antibiotic treatment, or 21 days from onset of illness if no antibiotic treatment
- Head Lice – no exclusion
- Mumps- exclusion for 5 days after lumps have shown
- COVID-19- See updated guidance

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These are in compliance with the Public Health Agency 2017. These are the common contagious illness, the Eye Nursery will follow guidelines from the DfE and NHS website on any other conditions brought forward to the nursery.

We cannot administer medicines and other treatments without signed permission from the parent. Medicines must be Prescribed. Prescription medicines must have the chemists label with the child's full name, address, DoB, instructions and an expiry date. A medication form will need to be completed and signed by parent/carer.

Calpol unless prescribed will not be given.

Any ongoing prescribed medicines that need to be administered through the day will be administered by the nursery. Parents will sign a form every day, with instructions as to time and amount. When medicines are administered, this form will be signed, witnessed, and counter signed, and verified by the parent at the end of the session.

If the administration of medication requires technical/medical knowledge e.g. Epipen, insulin injections, suppositories etc, then individual training must be provided for staff from a qualified health professional which is to be arranged by the parents prior to the child attending. Training must be specific to the individual child concerned.

Medication will only be administered by the management team, or by the designated persons who have received the relevant technical/medical training from a qualified health professional.

Parents of children who require inhalers will be asked to sign a medicine form only once. However, it is the responsibility of the parent to inform the nursery of any changes. Staff are not permitted to administer medication to children whom are in the care of Lady Banks School and not at the EYE Nursery or BC, ASC or Holiday Club.

Notifiable Diseases –

Reporting notifiable diseases - Childcare settings should telephone their local health protection team (HPT) as soon as possible to report any serious or unusual illness. In particular:

- Escherichia coli (VTEC) (also called E.coli 0157) or E coli VTEC infection
- food poisoning
- hepatitis
- measles, mumps, rubella (rubella is also called German measles)
- meningitis
- scarlet fever
- tuberculosis
- typhoid
- whooping cough (also called pertussis)
- In March 2020, COVID-19, a new strain of Coronavirus, was declared as a notifiable disease, meaning that any cases must be reported

These must be reported to:

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Results near **HA4 9SF**:

PHE North West London Health Protection Team,
61 Colindale Avenue, London, NW9 5EQ
Email: phe.nwl@nhs.net
Phone: 020 3326 1658
Out of hours for health professionals only: please phone 01895 238 282

HIV and AIDS -

Every child is welcome in our setting. Therefore, for the wellbeing of all that are part of the setting it is important that policies and procedures are laid down and are followed rigorously.

As it is not mandatory for parents to disclose information about HIV or AIDS concerning their child, it is imperative that we act as safely as possible for the protection of every child and adult in the setting.

Should information about HIV or Aids be disclosed, the Manager and the Deputy Manager/ Room leader will have access to this information. Confidentiality will be maintained. It is therefore their responsibility to monitor and review the practical stapes needed and ensure that procedures are always followed.

Staff will need to be given INSET to raise their awareness of the symptoms of this condition and how it is transmitted. This will be covered in the routine review of the medication policy and First Aid procedures for dealing with all body fluids and blood spillage, to protect them and all other children, will be continually emphasised.

There follows a list of these procedures.

Possible transmission of HIV and AIDS in children identified as follows:

Blood
Saliva
Tears
Vomit
Faeces
Urine

Procedures When dealing with bodily Fluids -

1. Wear gloves and an apron
2. Keep other children away – corner off the area ensuring another member of staff can clean wearing the correct PPE
3. Dispose safely – soak up fluid with disposable towels. When used, place towels in a plastic bag and tie securely.
4. Wash, disinfect hands, the area used and any containers.
5. Empty container and soak cloth and container in boiling water before storing.

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Anaphylaxis -

Anaphylaxis is managed in the setting by clear procedures. Children with anaphylaxis have care plans which outline triggers and management of the condition.

This will usually include 1st Stage Action (normally Piriton) and 2nd Stage Action (adrenaline in the forms of Epi-Pens). Training for staff is accessed from Hillingdon Primary Care Trust and is delivered at the setting/When receiving first aid training.

Children's care plans are displayed in the Nursery room and staff room for staff access. Medications are clearly labelled and stored out of reach in the changing room. Expiry dates are monitored.

Procedures for administering medication for anaphylaxis: -

- Reassure child – speak calmly and try not to move child unnecessarily. Ensure other children are supervised and kept safe.
- Assess child's condition and administer appropriate medication. In the event of administering epi-pen, ensure an ambulance is called by a member of staff followed by parents.
- Administer prescribed epi-pen on outside top half of thigh. Hold injection for 10 seconds. Monitor child for change in condition, continuing to reassure. If there is no significant improvement in condition after 5 minutes administer 2nd epi-pen. Ensure emergency services will be met by member of staff. Accompany child to hospital, taking medications.
- Incident should be logged, by another staff member paying particular attention to times.
- The incident should be reviewed to ensure all necessary steps were taken to prevent triggers and formulate any actions.

Training for the use of epi-pens is updated regularly, training is provided by a recognised outside agency.

Diabetes-

Training will be provided by the local Diabetes team onsite and updated regularly.

Staff are to ensure that they follow the individual child's care plan. Any child with Diagnosed Diabetes that require a mobile phone to keep track of records are allowed to be kept with them at all times, superseding our mobile phone policy. Parents must ensure that they provide the nursery with an up to date care plan, in date medication, a written daily update of the child's levels before attending nursery, and the correct food plan for the child. Parents must ensure that one Parent/carer is always on call. Staff will follow their training and store medication correctly ensuring it is in date. Where possible a one to one will be allocated to the child, parents will be informed on days where this is not possible. A minimum of one trained member of staff will always be on hand. Management must ensure training is kept up to date.

Accidents-

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First Aiders (First aid at work and pediatric qualified) will deal with minor accidents appropriately. Staff will apply allergy free plasters if required and will remove splinters where possible without causing damage to the surrounding skin.

If a child appears to need medical advice or attention, we shall obtain it immediately, if necessary, by taking the child to the hospital, while seeking to contact parents or emergency contact urgently.

When a child needs to be taken to hospital an ambulance will be called, parents informed, and a staff member will go with the child. Staff must check the child's permissions to ensure the parent has agreed to urgent medical treatment so that the hospital can be advised.

Accident/incident forms are kept in the area where the children are, so staff have easy access to them. The person who collects the child will be asked to sign to say they have read and received a copy of the report. A copy of the report will go home with the child, whilst a duplicate is kept for our records. Where a parent is unable to sign an accident form on collection they must sign at the next session. Telephone calls may be made to inform parents of accidents or unsigned forms.

If a parent or guardian is concerned about the circumstances of any accident or incident, they should bring their concerns to the attention of the Nursery Manager. The Manager will then carry out an investigation.

Upon registration, a signature is required from person with parental responsibility to give permission for emergency treatment.

All newly qualified staff must hold first aid training to comply with government legislations, these staff will not be counted in qualified staff ratio until passed.

The setting will have a minimum of one trained first aider on site at all times. Nursery Manager must ensure training is kept up to date.

Mental Health & Stress Management-

Principles of stress management

We see stress management as a process of co-operative team work. It involves looking at:

- a. The amount of work a person is expected to undertake.
- b. The satisfaction derived from that work.
- c. The way in which that person's work is valued by others.
- d. The amount of time given to that person in order to undergo that work.
- e. The esteem in which that person is held by others.
- f. The individual's self esteem.
- g. An understanding of the stress that is involved in caring for young children.
- h. An understanding of how stress levels can vary throughout the nursery.

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Procedures

In order continually to enhance self-esteem and thus reduce the build-up of stress, the work of all staff both individually and as a community is noted and appreciated privately and publicly through:

- Staff meetings in which achievements are noted and commended.
- Individual one-to-one discussions between the head of the nursery and a member of staff.
- Individual one-to-one discussions between governor and a member of staff.
- Letters to parents.

Strategies

- Open discussion of stress as an issue is arranged appropriately in general staff meetings and within one-to-one meetings between the manager responsible for stress and members of staff. Complaints are dealt with according to our grievance procedure within our capability policy.

Above all the nursery recognises that stress problems can be debilitating for years to come for those who suffer them, but that most can be overcome within the supported ethos of the nursery.

Monitoring of stress

1. Records of absence through illness and the reason for the illness are kept. Appropriate monitoring of sickness absence is recognised as an essential early warning measure of increased stress.
2. Clear guidelines are given to staff to report absences on the first day of any absence and beyond. The nursery ensures that a phone line is always clear to allow staff to report in.
3. Regular contact is maintained with absent staff and an agreement on the date and form of the next contact is always made.
4. When a member of staff returns to work after a stress absence a meeting will take place. All information from this meeting is recorded and kept in the persons file.

Water-

- Drinks of water will be offered regularly throughout the day.
- We have a fresh drinking water filter located for the children to use when required. Which the children are made aware of
- Children will be assisted in obtaining a drink of water should they need help.
- The intake of water will be monitored for abnormally high or low intake.
- We do not recommend drinking bottles and if these must be bought in it is the parent's responsibility to name, collect and clean each bottle at the end of the day. The EYE Nursery will not be held responsible for any missing bottles or equipment.

The nursery is aware of reports that some children behave in an increasing hyperactive manner after drinking orange juice and other similar products which contain artificial additives designated by E numbers.

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Milk and Fruit juice (diluted) are offered for breakfast.

“A messy child is a happy child”.

Tap water checks are regularly conducted by an agency provided by the school (reports on request)

Food Policy-

One meal is served in the setting –The setting provides breakfast. All food provided by the setting will be checked at the time of use to ensure that it is not passed its sell by date.

We aim to provide a healthy, balanced diet taking into consideration children’s specific needs i.e., religion, medical and parental preferences. The canteen provides alternative dishes for those with specific dietary needs

At breakfast time, the children are served with cereal and then they can have a choice of spread for toast, they also have a choice of drink.

At least one member of staff will hold a current and relevant food hygiene level 2 certificate.

Tea for afternoon snack is provided by the parents and will be stored in our fridge.

Dietary requirements-

Children’s individual dietary requirements are met by the nursery and caters. These include medical needs as well as cultural or moral requirements. The meal numbers are completed weekly for Caterlink and this list includes the daily needs for specific children. It states the children’s names and disallowed foods /drinks products.

This list is displayed on the canteen serving hatch door and any changes made, as necessary. We will provide the catering company with a care plan for those with allergies.

Children with allergies where it is not appropriate to sit with children eating the allergen food will be sat with an adult and on occasions depending on circumstance a separate table with a staff member. Staff will have relevant training to deal with anaphylaxis (see policy).

Staff will ensure that tables are thoroughly cleaned along with chairs and floors after use. Any children that require changing due to spillages will be changed to ensure safety.

Risky and Adventurous play policy

We understand that children need and want to take risks when playing. Play provision aims to respond to these needs and wishes by offering children a stimulating, challenging environment for exploring and developing their abilities. In doing this, play provision aims to manage the level of risk so that children are not exposed to unacceptable risk of death or serious injury. We fully promote children to take risks, safely and under close supervision.

A child is unlikely to attempt any form of risky play that they feel uncomfortable with (e.g. a child would be unlikely to climb a tree if they didn’t think they could)

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Play is essential for children's good physical and mental health development. Through taking risks whilst playing children learn to manage risk, which helps them to stay safe. Play develops learning skills, central to achievement and is essential for the development of the skills that children need as they become adults and move on in education or into work.

Risk assessments are carried out regularly and safety checks are made on all equipment.

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Epidemic and Pandemic Policy (Covid 19)

Statement of Intent

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

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

Aim of Policy

This Policy defines and assists the operating arrangements in place within the clubs that assures compliance to the Government and leading bodies' requirements with relation to the outbreak of a pandemic such as Covid19. This information builds upon our current procedures for areas such as Safeguarding, Child Protection and Equality and Diversity, however, new practices may emerge as the situation continues. The policy and considerations may evolve and be built upon as the situation deepens and new precautionary measures have been introduced and practices have been reflected upon.

Method

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

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

Focus/ Areas of Consideration / Recommendations

Children

Attendance

- Only children who are symptom free or have completed the required isolation period should attend the setting. We ask that parents are vigilant and do not attend the clubs if unwell for all our health and safety.

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- We will work together with parents to ensure their children are well and on arrival parents will be questioned about how their child is, not forgetting their other children's illnesses to be mindful of.
- Regular health questions for returning children.
- Extremely vulnerable children should continue under government advice.

Physical Distancing/grouping

- Given the stage 4 guidance children are no longer required to bubble. The EYE Nursery BC, ASC and HC will risk assess the quantity of children and consider bubbles where deemed fit. If there was to be an outbreak "bubbling" children in to year groups may return.
- Staffing are able to mix between clubs and ages however we will consider if this is safe to do so. In order to remain in ratio we may have to use agency staff.
- Sunscreen should be applied by the parents/carers before the child arrives at the clubs, staff will apply a top up where needed, children encouraged to do so independently.

Wellbeing and education

- Children should be supported in age-appropriate ways to understand the steps they can take to keep themselves safe including regular hand washing, coughing into an elbow, using a tissue and adopting a catch it, kill it, bin it regime.
- Children should be supported to understand the changes and challenges they may be encountering as a result of Covid-19 and staff need to ensure they are aware of children's attachments and their need for emotional support at this time.
- Hot lunches will be provided as usual with extra precautions in place in the kitchen. Food will be continued to be dished up by members of staff.
- Staff will continue to administer first aid and treat any accidents that the child may have in the usual way using PPE as normal. Accident forms will be completed, however, to reduce contact these be done using the Family software and will be visible to Parents on their login.
- Medication that is prescribed will continue to be administered in the normal way and medication forms will be completed also via Family.

Workforce

Attendance

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

Physical distancing/ grouping /safety

- Staff to be informed of measures in place and sign a disclaimer to state they have read and understood the clubs policies and procedures.
- PPE is no longer required to be worn however those classed as CEV may wish to do so now given they are to work within the setting.
- After dealing with an ill child who displayed symptoms of any illness the staff member should continue to wear PPE and clean the affected area with disinfectant.
- All PPE should be removed and disposed of following current government guidelines, the staff member should wash their hands for at least 20 seconds. Signs are displayed.
- The staff member who supported the unwell child does not need to go home unless they are developing symptoms themselves.

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- Parents are not to administer temperature reducing medication prior to the child attending the clubs.
- Staff will be responsible to ensure appropriate cleaning takes place and enough ventilation is in their such as opening windows. If doors are open, ensure the safety of the children is maintained. Cleaning checks to be signed.
- Staff are advised to remove their work clothes before they enter their home and take a shower immediately to remove any germs they may have picked up.

Training

- All staff members must receive appropriate instruction and training in infection control and the standard operating procedure and risk assessments within which they will be operating.
- Online training may be available to allow their training levels to be maintained if appropriate.
- Staff will be reminded of safeguarding practices, be reminded who the DSL is on any particular day and be refreshed on what happens if a child discloses to them.

Parents

Physical distancing

- Only parents who are symptom free and or have completed the required isolation periods will be able to drop off or collect their child.
- Arrange drop off and pick up at the setting entrance to avoid parents entering the premises unnecessarily.
- When dropping off -they must ensure no one else is up the ramp when dropping their child off, if another family is up the ramp waiting for entry the next family must wait and follow signage to form a 2m distance line or guidance distance. Once up the ramp and the doorbell has been rung parent's must step back to the taped line and wave children off into the setting. Where a child maybe reluctant to come into the setting parents should attempt to pass the child to a staff member at a safe distance and face opposite directions where possible.
- For collection please follow the above and a member of staff will bring your child out to you. If you have any questions on your child's day, please contact us via telephone/email/Famly and a member of staff will support you with this.
- Parents are responsible for their children whilst present with them at all times. Parents are to ensure the safety of their children especially when waiting to enter the setting e.g. please ensure you hold your child's hand if necessary whilst waiting on designated marks in the car park and coming up and down the ramp.

Communications

- Parents will receive clear communication regarding the role they play in the safe operating procedure and all measures being taken to ensure the safety of their children and themselves.
- Parents should inform the club of their circumstances and if they plan to keep their child away, this helps the setting to conform to their safeguarding policy.
- Due to staffing levels, Famly will be updated where possible.

Visitors

- Attendance to the setting will be restricted to only children and staff as far as practically possible,

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- visits by new Parents will be held at quiet times throughout the day and where the children are outside if possible.
- Builders for essential maintenance works to be out of operating hours where possible.
- Visitors that are attending to support children either with development or safeguarding concerns are able to come on site.

All visitors must follow the system of controls (displayed on the door).

Travel

- Wherever possible staff and parents should travel to the setting alone, using their own transport or if possible, walk. No scooters or bikes to be brought into the setting.
- If public transport is necessary, current guidance on the use of public transport must be followed.
- Parents should be encouraged to ensure they do not leave travel accessories including buggies, car seats and helmets. Any pushchairs left in the buggy box are done so at the risk of the Parent/Carer.

Hygiene and Health & Safety

Hand Washing

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

Cleaning

- An enhanced cleaning schedule will be implemented that includes furniture, surfaces and children's toys and equipment and all staff are responsible in their area of work. Sheets to be signed to confirm cleaning has happened.
- Communal area (excluding external buggy box) touch points and hand washing facilities will be cleaned and sanitised regularly and cleaned thoroughly every night.
- A deep clean will be needed after a child has become ill in the area they were waiting in.

Waste disposal

- All waste will be disposed of in a hygienic and safe manner following government guidelines.
- Tissues will be immediately disposed of and placed in a bin with a bag, lid and foot pedal.

Laundry

- All items within the setting requiring laundering will be washed in line with NHS laundry guidelines.
- Items such as towels and flannels will be replaced by paper tissue

Risk assessment

- The setting and activities will be risk assessed before opening or going ahead to address the risks from the virus and due consideration given to any adaptations to usual practice. Sensible measures should be put in place and policies and procedures followed.
- It is expected that would include, but not be limited, to the suspension of learning experiences involving materials which are not easily washable such as malleable materials (dough, clay and sand etc), unless in individual containers for each child. Any snacks will be provided to each child individually, there will be no sharing of food.

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- Remove anything which cannot be easily wiped down or washed at the end of the day. This includes removal of our fabric curtains on units, soft toys, dressing up etc.
- Play food, play cutlery and crockery etc. will be removed from children or anything else which may be 'mouthed' by many children.
- Baking, food play and finger painting should be avoided

PPE

- Government guidance is that PPE is not required for settings to protect against COVID- 19 transmission, however, it is up to staff members to decide whether they wish to use a face mask/ gloves within the setting.
- PPE should continue to be worn and disposed of as normal for nappy changing, one to one care and the administration of first aid as normal.
- If a child shows symptoms of illness, one staff member should be allocated to care for the child in isolation until the parent arrives. The staff member should wear disposable gloves and apron and if a 2-meter distance cannot be maintained then a face covering should be worn. PPE will be disposed of following government guidelines.

Premises Building

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

Resources

- All resources required for play and learning experiences of children will be regularly washed and/or sterilized. Any resources which are difficult to clean will be removed.

Supplies Procurement & monitoring

- The setting will ensure an adequate supply of essential supplies and contingency plans such as additional suppliers are in place to minimise the impact of any shortages of supplies.
- The setting will not be able to operate without essential supplies required for ensuring infection control.
- A monitoring system for the usage of PPE is essential to ensure that a supply of stock is available to all who require it as and when required to meet the operational needs of the setting. When stocks are low, other options may be considered, such as the use of washable tabards. These items will be washed at a high temperature in accordance with relevant guidelines and separate to any other nursery washing.
- In case the supply of food is interrupted, procedures must be implemented to ensure the appropriate food alternatives are sourced and normal food safety and hygiene processes are followed.
- It may be preferable or the only option to have packed lunches in the holiday club which the children bring in, this will be communicated a week in advance.

Responding to a suspected case

- In the event of a child developing suspected coronavirus symptoms whilst attending the setting, they should be collected as soon as possible and isolate at home in line with the current NHS guidance.
- Whilst waiting for the child to be collected they will be isolated from others in a previously identified room or area. If possible, a window will be opened for ventilation.
- The staff member responsible for the child during this time will be a staff member from their 'bubble'. The provider may consider suitable PPE for this staff member such as the addition of face mask, disposable gloves and apron.

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- The area will be thoroughly cleaned immediately if the area cannot be left unvisited, and if the area can be left unvisited then cleaned after 72 hours.
- The person responsible for cleaning ideally should be the person dealing with the unwell child and should continue to wear their PPE. This should then be disposed of according to current government guidelines.
- In the event of a staff member developing suspected coronavirus symptoms whilst working at the setting, they should return home immediately and isolate at home in line with the NHS guidance. They should also follow current testing advice for themselves and their household.

Monitoring of this policy

This policy will be reviewed regularly as changes occur by the setting manager and in line with government legislation and policies will be incorporated appropriately as and when required or informed.

Z. Nogales

August 2021

Managing Behaviours-

Self-esteem - The nursery recognises that staff in the setting can have a major part to play in the raising of self-esteem in the children that we see.

It is our continuing aim to:

- Make the children feel valued
- Ensure that all children feel included all the time.
- Enable the children to share their experiences with each other and with staff.
- Display a range of positive images and objects which reveal people in non-stereotypical roles.
- Help children to value and appreciate each other.

In order to implement this policy it is important that our staff themselves have a high self-esteem and also believe completely in what the nursery is doing, in the way that it is providing nursery education for children in our area.

If any member of staff reveals through actions or attitude a lack of positive feeling for themselves or for our work then the proprietor or member of staff in charge of the nursery will invite the member of staff to discuss the situation, and seek to resolve this issue through discussion.

While the nursery is very aware that its members of staff will themselves be encountering issues in daily life which may cause problems and discomfort, the setting must insist that the undertaking of the role of working in this setting requires a positive attitude and approach on all occasions.

Staff must endeavour to build children's self-esteem. There are a variety of ways they will do this, such as providing children with stimulating and challenging activities, that are achievable. Using expressive tones and words to encourage, support and praise. Encouraging children to talk about the positives of themselves and others, and always provide encouragement and enthusiasm when helping them with tasks and dealing with conflicts.

Equal opportunities- We at the EYE nursery value everyone for their individual self, qualities, and abilities. We understand that everyone deserves equal chances and that one shoe does not fit all, we are here to support and provide all children, staff and Families fair chances of succeeding in a way that it right for each individual and their circumstances. We are aware that we do not all learn or work in the same way, but we all have the right to opportunities to help us build in an equal but individual way.

Policy on Equality and Diversity- This setting aims to demonstrate through its work that it positively values and respects children of all ethnic origins/racial groups, religions, cultures, linguistic backgrounds and abilities. Children of both sexes are positively encouraged by staff to participate in all activities.

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All activities are planned to suit all children's needs. Activities are planned to consider all religions, cultures, beliefs, abilities etc.

This Nursery considers it important to provide a range of experiences and an environment that will instil in the children, a positive outlook towards people in our society whom they may see as different from themselves:

- Toys and equipment will be chosen with the differing needs of children in mind.
- Displays will show and reflect a positive image towards the world in which we live.
- Books will be chosen to meet all the children's ages and abilities and to reflect the many differing lifestyles there are in our society.
- Home corners will be changed regularly to show different cultures from around the world,
- To encourage and develop all children regardless of religion, culture, belief, gender or ability and understand all children's ever-changing needs.

To enable the children the best opportunity to thrive and develop, the setting will liaise, communicate and work with other agencies such as Speech therapists, Physiotherapists, Portage, Child Care Development services and education experts etc to assist us in helping your child to get the best care. We will ensure that we have the correct permissions to do so and will follow plans with family meetings. All children will be able to access the support they require with consent from the parents.

The setting will inform parents/carers of any developmental matters and will always keep parents/carers up to date with what is happening offering advice and help where necessary.

Name of Equal opportunities co-ordinator Zara Nogales

Anti-radicalisation - We are completely committed to safeguarding and promoting the welfare of children that attend our setting.

We recognise that safeguarding against radicalisation and extremism is no different from safeguarding against any other vulnerability.

We are expected to uphold and promote the fundamental principles of British values, including **democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.**

We will rely on our safeguarding and equalities policy to support our practice to ensure the children in our care are protected from negative influences. Our positive approach of "Be Kind: Be Safe: Be Caring," is a commitment to all children and parents attending our setting.

We are aware of the sensitivity of the topic and all staff have received training in helping them to understand signs and approaching any safeguarding concerns.

Disability Discrimination - From September 2002 the Disability Discrimination Act 1995 applies to our setting – to the Breakfast club, After School Club, Holiday Club and EYE day Nursery.

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We cannot refuse to provide a service, to offer a lower standard of care, or offer a service on worse terms to a disabled child, parent or member of staff.

We must not treat a child, parent or member of staff with specific needs 'less favourably'. We must make 'reasonable adjustments' for them.

The staff and Directors of The EYE Nursery Ltd have worked out the meaning of these two terms, 'less favourable' and 'reasonable adjustments' as follows:

These principles are the best of our policy and practice as we care for children and adults in our placement.

'Less favourably'

Each person's needs are considered individually. 'No blanket' policy approach is taken. This enables full participation which is beneficial to learning progress with enjoyment for all.

- *We explore the nature of each child's condition
- *We take advice from parents about its management
- *We liaise with outside agencies for their support
- *We plan in anticipation of known needs and responses
- *We use staff to support effectively
- *We group children sensitively
- *Ensuring adaptations are made to include all abilities

An alternative experience may occasionally be justified only where there is a 'material and substantial' reason (e.g. for safety or medical reasons).

'Reasonable adjustment'

- * Staff adapt routines, equipment, furniture layout etc. to make the best use of the environment for each child and adult where possible.
- * Staff are developed to meet each need effectively throughout the day.
- * Staff know they can make use of auxiliary aids and services which are included in the SEN Framework. The placement, Lady Bankes Infant and Junior Schools and the Local authority may be required to make provision available to meet the SEN needs of children with disabilities. The manager will make sure that each child obtains this provision as appropriate.
- * Our own audit of the buildings used shows we have good access to the day nursery and the canteen. Ramp access has been provided to both the EYE nursery and canteen buildings.

The site is a Grade 2 Listed Building and is the responsibility of the two schools on it and the Local Authority.

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The ethos and aims of The EYE Nursery Ltd are positively committed to enable each child and adult to take a full part in its three services appropriately.

The policy also applies to the recruitment and development of staff with disabilities, it is important that staff who have a disability are able to take their place in the staff team, contributing to and receiving its support and management which enables the team to function in such a way that the safety, needs and achievement of all children in their care are maintained.

Antibullying & Anti-Racism- Our Setting is committed to providing an environment for children that is safe, welcoming and free from bullying. Bullying of any form is unacceptable in our Setting, whether the offender is a child or an adult. The victim is never responsible for being the target of bullying.

Everyone involved in the Setting, staff, children and parent/carers, will be made aware of the Settings stance towards bullying. Such behaviour will not be tolerated or excused under any circumstances.

The Setting defines bullying as the repeated harassment of others through emotional, physical, verbal or psychological abuse. Examples of such behaviour are as follows:

Emotional: Being deliberately unkind, shunning or excluding another person from a group or tormenting them. For example, forcing another person to be 'left out' of a game or activity, passing notes about others or making fun of another person.

Physical: Pushing, scratching, spitting, kicking, hitting, biting, taking or damaging belongings, tripping up, punching or using any other sort of violence against another person.

Verbal: Name-calling, put-downs, ridiculing or using words to attack, threaten or insult. For example, spreading rumours, or making fun of another person's appearance.

Psychological: Behaviour likely to instil a sense of fear or anxiety in another person.

Preventing Bullying Behaviour

The Manager and the staff will make every effort to create a tolerant and caring environment in the Setting, bullying behaviour is not acceptable. Staff will discuss the issues surrounding bullying openly, including why bullying behaviour will not be tolerated and what the consequences of bullying behaviour will be.

Dealing with Bullying Behaviour

Despite all efforts to prevent it, bullying behaviour is likely to occur on occasion and the Setting recognises this fact. In the event of such incidents, the following principles will govern the Settings response:

- All incidents of bullying will be addressed thoroughly and sensitively.
- Children will be encouraged to immediately report any incident of bullying that they witness. They will be reassured that what they say will be taken seriously and handled carefully.

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- Staff have a duty to inform the Manager if they witness an incident of bullying involving children or adults at the Setting.
- If a child or a member of staff tells someone that they are being bullied, they will be given the time to explain what has happened and reassured that they were right to tell.
- The individual who has been the victim of bullying will be helped and supported by the staff team. They will be kept under close supervision and staff will check on their welfare regularly but discreetly where appropriate.
- In most cases, bullying behaviour can be addressed according to the strategies set out in the Behaviour Management policy. The bully will be encouraged to discuss their behaviour and think through the consequences of their actions. Where appropriate, they will be encouraged to talk through the incident with the other person concerned.
- Where bullying behaviour persists, more serious actions may have to be taken, as laid out in the Suspensions and Exclusions policy.
- A member of staff will inform the parents/carers of the bullying incident at the earliest possible opportunity. If appropriate, staff will facilitate a meeting between the relevant parents/carers. At all times, staff will handle such incidents with care and sensitivity.
- All incidents of bullying will be reported to the Manager and will be recorded in the Incident Record Book. In the light of reported incidents, the Manager and other relevant staff will review the Settings procedures in respect of bullying.

Anti-Racism- The ethos policy of our setting provides the worth of each individual and encourages people with inappropriate language or behaviour to adopt the values held in the nursery.

The following procedures are practised:

1. Inappropriate language and behaviour is 'nipped in the bud' by staff in the course of the normal routine. Usually this is sufficient to address the issue.
2. If the language/behaviour continues liaison with parents occurs and it is logged.
3. Staff are always role models for children and training is given appropriately.
4. Any matter the managers/safeguarding officer deems to be a serious breach of Nursery Ethos or Safety will be logged and reported to the appropriate authority e.g Directors, Social Services, Police.

Any staff racism concerns will be addressed and dealt with following disciplinary procedures.

Behaviour Management & Staff Behaviour –

Co-ordinator: Zara Nogales/Sue Collinson/Lauren Collinson

It is central to the philosophy of our setting that all staff should be very positive at all times towards the children, towards each other and towards the setting. Any issues or problems arising with children, other members of staff or parents should be discussed in private with the managers of the setting. The passing of negative comments about parents, other staff or children is not acceptable in any other form.

We recognise that children will pick up speech habits from their parents and staff and may use speech which is inappropriate (for example racial comments/swearing) without realising this to be the case. If this happens the parent should be informed. The parent must be requested to work with the child

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to show the child that the comments the child has made are not acceptable within the nursery/B.C/A.S.C/Holiday Club.

Where the parent refuse to accept that the child has made these comments or seeks to justify the comments on the grounds that they are valid, or just 'child talk', and the child 'doesn't really mean it' the teacher must insist that action is taken to stop the child behaving in this way, and that the justifications or excuses are not acceptable.

The incident must be written down in the child behaviour incident book.

If the child shows no signs of improvement in behaviour the child's parents must be sent a written warning, explicitly stating what the child is saying that is unacceptable, and warning the parent that the child will be excluded from the Nursery/BC/ASC/Holiday Club if the behaviour does not stop within the next week.

If the behaviour is not resolved the child will be Excluded. Unacceptable verbal behaviour within this context includes any form of racist comments, verbal bullying and swearing.

Unacceptable physical behaviour will be dealt with in the same way.

Negative behaviour in the setting will be monitored and hopefully triggers of this behaviour will be identified. These can then be addressed in a form of strategies to support the child towards positive behaviour.

The staff will work closely with the child and parent to try and resolve negative behaviours so exclusion would be a last result. Where possible with agreement of the parent we will seek help from advisory team for support and try a variety of strategies.

Staff role in dealing with behaviour:

- When dealing with behaviour staff will remain calm
- Positive role modelling -showing the children what is expected, e.g. using the spoon to mix, avoiding to much language
- Encourage kind hands/words
- Communicate with parent's things that work at home such as sticker charts or time out
- If a child is in danger of harming themselves or others have some calm down time in the quite room.
- Parents are to be informed of biting, continuous hitting etc.
- Look at triggers and how these issues could have been prevented using and ABC chart
- Being positive and rewarding good behaviours
- Remembering any attention can be seen by a child as positive attention
- Thinking about the individual child, what works well for them- do they need some time outside to run around, do they need help to communicate their needs/ thoughts with another child, are they distressed by the routine change? Do they need a now and then board?

Exclusion & Suspension - The EYE Nursery Ltd reserve the right to exclude children permanently or on a partial suspension.

These measures will serve as a last resort of, physically aggressive behaviours, continuous bullying, racism, vandalism, stealing or any other unacceptable practices. Where other means of discipline have not worked, or support is not received from Parents, suspension or exclusion which ever deemed necessary will apply. The EYE Nursery are here to give everyone an equal chance and

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attempt to correct learnt behaviours where possible before removing the child from the setting. This will be upon management decision and used as a last resort, taking in to account all factors including child's welfare, any SEN and past experiences, if deemed fit The EYE Nursery will seek behaviour intervention before suspension or exclusion. The use of Exclusion will be permanent.

Safety and Suitability of Premises and Environment-

Health and Safety- The EYE Nursery has a general duty under section 2 of the Health and Safety at work act 1974 to ensure, so far as is reasonably practicable, the health, safety and welfare of their employees at work.

The Health & Safety Co-ordinator - Jo Walker

- The EYE Nursery aims to provide control of the Health and safety risks arising from our work environment
- The EYE Nursery will hold regular meetings to discuss any Health and Safety issues, any issues will be reported to Chris Collins and Lady Bankes Schools Health and Safety Officer
- We will make arrangements for implementing the Health & Safety measures identified as necessary by completing Risk assessments.
- We will appoint competent people to help implement the arrangements.
- We will have emergency procedures in place.
- We will provide clear information and training to employees.
- We aim to provide a safe secure environment as well as equipment which will be checked at daily intervals for any faults if a fault is found the item will be replaced

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- We aim to provide information, instruction, and supervision for employees
- We will ensure all employees are competent to do their tasks, and to give adequate training where applicable
- We aim to prevent accidents and maintain a safe environment for all by completing regular risk assessments on items which pose a risk
- All accidents which take place at Nursery will be recorded and checked to make sure the same accident is not reoccurring. Parents will be asked to sign in the accident book.
- The Health & Safety poster will be displayed at all times in the Staff Room
- The Health & Safety co-ordinator will attend regular Health & Safety courses and feed this information back to the Nursery at regular intervals
- Regular staff meetings will include Health & Safety issues.
- We will review and revise this Policy as necessary at regular intervals.

The Health and Safety of everyone in the setting is of paramount importance at all times. Staff have worked out in great detail the following procedures which are carried out in the setting. This policy is revised and revisited by staff regularly to ensure its implementation by all. There follows some general procedures under broad headings as well as more specific strategies spelt out in detail for particular tasks. The daily aim of the setting is to enable all its users to be able to learn together in health, safety and security.

Health

- Parents are asked to keep children at home if they have an infection.
- Parents are asked that any child who has been vomiting or had diarrhoea must be kept at home for 48 hours after the attack.
- If children of setting staff are unwell, their children may not accompany their parents/carers to work in the nursery.
- Cuts or open sores, whether children or adults, will be covered with a suitable dressing.
- See **Medications policy** for details of treatment of children on medication.
- The First Aid equipment is kept up to date, clean and replenished, ready for use. Sterile items will be kept sealed in their packages until needed. The First Aid box is kept in the changing room and it is the manager's responsibility to keep it replenished.
- The great majority of staff are trained First Aiders and new staff receive training when courses are available. See changing room board for named first aiders.
- Staff are required to be well themselves to be on duty.
- Details of accidents will be entered in the Accident Book, signed by the person administering first aid. Any accident, no matter how minor, will be reported to the parent/carer who collects the child. The responsible adult will then countersign the Accident Book.
- In the event of a serious accident, emergency services must be summoned and, if a child, parents or named contact informed.
- In the event of a minor accident which requires medical treatment, parents or named contact will be asked to make the necessary arrangements. If no one can be contacted two members of staff will accompany the child in a car (suitably insured for the purpose) to hospital/surgery – one to drive and one to care for the child. This may mean bringing in extra staff to cover and should only be done in a real emergency.

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- Disposable gloves will be used when dealing with any body fluids (see other specific procedures for details).
- All staff should be aware of the names of any children with any specific health needs and know the treatment procedure worked out for them by the manager so that swift action can be taken. (see details in medication policy).

The setting will maintain close links with parents, health visitors and other agencies so that up to date information can be gathered and individual needs met effectively.

HYGIENE

Hands are washed after using the toilet, completing any health and safety procedure or activity with children and before handling food.

Children with pierced ears will not be allowed to try on other earrings. Only small stud earrings are allowed.

Children are encouraged to shield their mouths when coughing.

Children are encouraged to use tissues to blow and wipe their noses.

Paper towels are used.

Tissues, paper towels and nappies are disposed of hygienically.

Any spillage of blood, vomit or excrement are wiped up and flushed away down the toilet or disposed of in sealed plastic bags. Disposable gloves are always used when cleaning up spillage of body fluids. Floors and other affected surfaces are disinfected using appropriate products according to the manufactures instructions.

Fabrics contaminated with body fluids are thoroughly washed in boiling water.

Spare clothing is available and all soiled clothing is taken home in polythene bag.

All surfaces are cleaned daily with appropriate cleaner.

In preparation of food and technology:

Hands are washed under running water prior to handling food and gloves will be worn.

No one will be involved in food preparation if suffering from any infectious skin trouble or illness.

No one coughs or sneezes over food.

There is no smoking in the nursery.

Different cleaning clothes are used when cooking/preparing food.

Fruit and vegetables are washed before use.

Tea towels are kept clean and replaced daily.

All utensils are kept clean and stored appropriately.

Cracked or chipped dishes are disposed of.

Epidemic and pandemic policy overrides any of the stated above if in occurrence.

SAFETY

The ratio of adults to children is specifically outline in staff and children ratios and only to be altered following government guidance.

Children are always supervised inside and outside.

A book is available at each session for reporting accidents / incidents.

Regular safety monitoring will include checking the accident / incident book.

An adult will always be responsible for opening and closing the door when children come into the nursery and leave.

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Children will leave only with their parent or carer. Any other arrangement will be agreed with the manager in advance.

Equipment carpets etc. is checked regularly and any dangerous items repaired or discarded.

Large equipment is erected with care and checked regularly. Adequate safety surfaces are provided beneath the equipment.

The layout and space ratios allow the children to move freely and safety between activities.

Radiators, electric points, wires and leads are adequately guarded.

Any dangerous materials, including medicines are stored safely out of the reach of children.

Adults do not carry hot liquids around with them in amongst the children.

Registers of visitors, staff and children is kept up to date throughout the day. People must sign in and out so there is always an accurate record to hand in case of emergency.

There is no smoking on the premises.

Whenever children are on the premises at least two adults are present, see lone working policy.

If a group goes off site there must be sufficient adults to maintain the correct ratio onsite.

Boundary gates in the playground will be closed when the children are out of doors, it is the duty of all staff that are outside to ensure the gate is locked before allowing the children to enter the outside area, anyone not following will undertake disciplinary action.

Equipment offered to children is developmentally and age appropriate, recognizing that the materials suitable for an older child may pose a risk to a younger, less mature child.

Children are made aware that rules are made for their safety e.g. dressing up clothes should be put away before going on the climbing frame, sand can hurt eyes so throwing it is dangerous. All staff are responsible for completing the daily risk assessment including checking the outside area, toys, equipment, and resources before any kind of use.

RULES OUR CHILDREN FOLLOW

Everyone should move quietly and sensibly around the nursery.

Dressing up clothes should be put away when finished with before going onto another activity.

Unsuitable objects should never be thrown.

Fighting / kicking etc. is not allowed.

They should never swear, spit or bite.

Racist remarks should not be made – these are unkind and make people angry/sad.

Sweets or chewing gum should not be brought into nursery.

The playground is for letting off steam and enjoying all the equipment, but they need to think about being careful and sensible too.

The adults here are to help you – tell them what you need. Look after each other.

Outings/Trips-

Our outings are:

- A. On foot, local area i.e. library, shops, park.
- B. Public Transport.
- C. Coach

For outings the following procedures must be followed:

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- Written permission must be obtained from all parents prior to the outing.
- A first aider must be present and a suitable first aid kit must be taken. Contact numbers, allergies, medication must also be taken.
- Wristbands and Hi vis jackets to be worn.
- 4-8 years -1:6
- 9-12 years 1:8
- Drinks must be provided at similar times to those in the nursery and additional drinks should be offered if the weather is warm or if energetic exercise is part of the day.
- The group will remain together throughout the outing.
- A risk assessment is carried out prior to the outing and checked by either Management or Jo.
- Evaluation of the outing is recorded on appropriate point of the curriculum planning.

Providing Parents have signed the permission slip to allow Staff to take the children to local parks/shops, the EYE Nursery Clubs may do so last minute. Staff will send parents and email or give them a quick call / text to let them know.

The EYE Nursery have use of the school field and playgrounds which is not classified as an outing due to being on the same premises. Permission does not need to be obtained however staff must ensure they have the correct equipment they may need along with adequate ratios.

Pets- The EYE Nursery Ltd welcomes the Environment in to the setting. We understand that children learn through experience. It is important that we provide children with a variety of experiences that they may not obtain at home for given circumstances, however these should always be in a controlled manner, ensuring safety first and the child's mental wellbeing.

Animals often bring out the best in people and help to show love, develop bonds and cause a calming atmosphere. Planned activities including the Animal bus or RSPCA talks (with animals) maybe planned these will be communicated to parents. Small pets maybe homed in the nursery, normally hamsters, goldfish or snails. The staff are aware of the need to keep the pets healthy and clean and its important that children learn the value of this to. Children are encouraged to help care for the pets, including helping with feeding and cleaning.

Staff are fully aware of children's medical conditions and take the necessary steps to prevent pets being detrimental to a Childs health (e.g. allergies). This may prevent a certain pet being on The EYE Nursery premises.

Pets are kept in correct enclosures in suitable areas of the clubs.

Children are supervised when handling pets and always wash their hands before and after handling. They are given guidance on hygiene procedures regarding animals.

Risk Assessment-The purposes of risk assessment are:

To ensure that Health and Safety regulations are being complied with and that, where possible best practice is being met.

That any particular risks or hazards are identified and that control measures are put in place to address these requirements.

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The E.Y.E Nursery Ltd outlines a number of key points to minimise risks to staff, children, Parents and visitors.

1. Locks on the inside of exit doors ensure that parents and visitors can gain access without allowing children to leave unaccompanied. A key worker system ensures that the absence of a child is quickly noticed.
2. Staff and parents/visitors bags contain all manner of sharp objects/substances and should be kept out of reach of children. Staff each have a locker to use during working hours.
3. Windows are fitted with a protective covering which prevents windows from shattering.
4. The Canteen avoids the use of loose floor coverings.
5. Food preparation surfaces are clean and capable of being kept clean.
6. Any food stored on the premises is not exposed to insect pests, mice etc.
7. All electrical equipment is checked annually by a professional electrician to ensure its safety.
8. Play equipment should be on shelves to prevent accidental collapse or stored away from the play area in such a way to make a collapse unlikely.
9. Water play is supervised.
10. 'Rubbish' may include sharp pieces of metal, glass or plastic, as well as a variety of unsavoury objects which have been dropped by people using the outdoor area – i.e. – school children and parents. Playgrounds should be checked daily before the children go out to play.
11. Hot drinks should be kept away from children.
12. Supervision is the key to safety with regard to all children's activities. The setting ensures that all activities, indoors and outdoors, have plenty of adults involved.
13. Simple routine checks are carried out to ensure equipment has not become so worn or damaged as to present a hazard. Climbing equipment should be checked each time it is used.
14. The setting only uses play sand.
15. Before taking children on outings, consent forms are checked. Parents of specific children are informed of intended outings and parental consent is obtained again. Staff ensure children are suitably dressed. Above all, the staff should consider whether the benefit to the children is in proportion to any potential risk.
16. The EYE Nursery Ltd has a fire risk assessment policy.
17. No ointments, creams or medicines are provided in the first aid kit. See medications policy for administering medications.
18. There is at least one first aider available at all times.
19. Thermostatic control is used for the hot water in the children's bathrooms.

Risk assessments where deemed needed will be recorded and kept on file.

Alcohol- The Clubs has a no alcohol policy.

- 3.17 – Statutory framework for Early Years Foundation Stage
“Practitioners must not under the influence of alcohol or any other substance which may affect their ability to care for the children.”
- At all times staff must be capable of carrying out their responsibilities. Managers have the duty of monitoring and taking relevant action if necessary.
- Should managers have concern about the safety of a child when leaving the nursery with an adult under the influence of alcohol they will do the following:
 - 1) Express their concern to the adult in question and try to resolve the situation. Tell them about the next two points.

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- 2) Contact the appropriate alternative adult to take them home.
 - 3) Failing this, contact Social Services for advice.
 - 4) Log the incident.
- The child's safety is our paramount concern.

Smoking-

1. The school site has a non-smoking policy to which we adhere.

2. Relevant notices are displayed in the nursery.

However, we recognise that smoking is an activity disapproved of by many parents and to which they do not wish their children to be exposed. We recognise also that our employees have the right to expect to be able to work and have periods of rest from work in a smoke free environment. During breaks, staff are permitted to go off site and smoke, upon their return they must change their clothes, wash their hands and brush their teeth.

Transportation of Children- The E.Y.E Nursery was set up in September 1992 to provide a facility for local children. From the start, Parents were ensured of safe, flexible, quality provision for their child from the age of 2 years between E.Y.E Nursery and Lady Bankes Schools. The provision was extended in September 1999 to include a separate Breakfast Club and After School Club to include older children. On August 2016 The Holiday Club opened 8-6 Monday – Fridays for Reception children to year 6 and from September 2019 to take children from 18 months.

Breakfast Club

The Breakfast Club operates now operates from 7.30 am during term time. Parents deliver children into the canteen where they are met by the A.S.C Supervisor and another member of staff. Children are offered toast, cereal and fruit juice.

The junior children assemble in the rear playground, via the EYE playground, at 8.30am and wait for the whistle to enter school.

The infant children are taken to the appropriate place in the playground where they line up with the appropriate class and are received by their teachers.

ASC

The ASC operates from 3pm during term time in the rear canteen.

Junior children bring themselves into the ASC either at 3pm or after extracurricular activities, where they gather for registration.

Infant children are collected by the ASC Supervisor and the deputy from their classroom or the appropriate place in the school playground and are escorted to the ASC for registration.

September 2020- times of drop of and collection have been amended to fir with socially distanced drop off's and collections to fit with Lady Bankes COVID-19 policy.

Breakfast and After school Club

Answering the door/collecting children- To ensure the safety of all children and staff the following procedures must be adhered to:

Answering the door

The person who answers the door must always look through the window to identify the caller. The main door cannot be opened from the outside. Staff do not open the door unless the person is known to them or suitable ID is shown. If the person is not known, the nursery manager should authorise the entry.

Students/volunteers are not allowed to open the door, this is discussed during introduction and supervisions, failure to adhere to this will result in loss of placement.

Visitors

All visitors, such as salespeople, college assessors, gardeners, handyman, must fill in the visitors' book on arrival.

Authorised Collectors

Each child must have at least two authorised collectors. These are named on the starter points. Annual updates of contact numbers and authorised collectors are required. Parents are reminded if their details change to inform the nursery managers.

An agreed password must be used by the collector if the nursery have not seen them. A photo would be ideal when possible.

Where both parents have parental responsibility unless a court order states differently both parents will have the right to collect a child. Where parents are separated or going through a separation and communications become difficult parents may be asked to communicate via email with both parent's CC in.

Persons prohibited from collecting children

If a different person calls to collect a child and the parents have not informed the nursery of this, then the parents' permission must be obtained before handing over the child. A password may be required.

All staff should be aware of children who are not allowed to come into contact with members of their own family. If one of these family members should call at the nursery, they must not be granted access and an authorised person must deal with the situation and ensure that no contact is permitted. The child's primary carer must be informed of the incident immediately thereafter.

Lock up Procedure

The last person to leave the premises (normally the cleaner) is responsible for ensuring the buildings are safe, secure and locked appropriately. This may include setting the alarm system and padlocking the main gates. The A.S.C building should be locked and the keypad operational. All windows to be closed and all lights switched off. The keys for the A.S.C should be left in the nursery staff room.

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The nursery back doors should be shut securely, office locked, windows and front doors locked. The alarm needs to be set.

Outdoor lights will turn off automatically once the premises are vacated.

As key holders, staff and the cleaner have a responsibility to ensure the premises are correctly locked.

No Nursery Staff member should lock up the building alone excluding Manager, Director or Cleaners.

Fire and evacuation Procedure-

On seeing a fire, **DO NOT PANIC**, sound the alarm

Where possible, close windows and doors

Leave in an orderly fashion by the nearest safe fire exit

Canteen is: Middle Back door

Or alternatively: Children's entrance door if back end of the room is obstructed

Go to your designated area outside which is:

Back Fence by Holiday club shed on the other side of the playground

The Manager, Room Leader or Deputy in charge (whomever is highest in charge) will be the last to leave the building. Doors must be closed firmly behind them. Take out the telephone and register. The register must be taken at the collection point. The building must remain empty until the all clear is given.

1. Do not attempt to put it out yourself.
2. Fire drill will take place termly – more if the school have a fire drill.
3. The fire alarm will be tested every Monday morning.
4. Fire extinguishers are tested by a properly authorised firm once a year and all fire exits will be kept in good repair by school care taker.
5. The water fire extinguishers are situated by the front door and rear of the nursery, the electrical fire extinguisher is in the staff room and the fire blanket extinguisher is in the staff room.
6. All members of staff are aware of the location of the fire exits.
7. Near each fire exit there is a notice explaining the fire procedures

Fire Drill instructions

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The person discovering the fire will operate the nearest fire alarm.

On hearing the fire alarm, the manager will ring 999. During term time also ring school, 01895 634180 / 01895 634318.

Staff to support taking children outside and lining them up at the back fence.

DO NOT STOP TO COLLECT PERSONAL BELONGINGS.

When the room is clear manager exits bringing register and telephone.

Once out of the building assemble by fence on far side of the playground.

Only the member of staff in charge can decide if and when it is safe to re-enter the building. This must be done in liaison with the emergency services and the head teachers/ care takers in term time.

Where it is not possible to return to the building the children will be taken to school to await collection by their parents.

The officer in charge will inform the authorised collectors that the children can be collected from as above.

Each term regular fire practices will be carried out and logged.

Risk Assessment-

Identifying the hazards

Location – Kitchen

Hazards:

Electric hob

Electric oven

Toaster

Kettle

Matches

These appliances must be switched off at the mains when not in use.

The hob should be kept clear of any objects. These appliances are checked annually by an electrical testing firm. Matches should be stored in an airtight container away from the children's reach.

Location – Canteen

Hazards:

Electrical equipment – Heaters

These appliances are checked annually by an electrical testing firm.

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Screen time- We at the EYE Nursery understand that we live in a technology based world, we understand the importance of teaching the children to use technology but in a safe controlled way.

The EYE Nursery have several tv's, Laptops, tablets, iPad's, DS, Wii and electrical toys within the nursery. All internet-based technology is safely protected thus not allowing children access to any damaging materials. This is checked and monitored by staff along with Informal IT our IT solutions team. Children are not to use any sites that allow chat rooms, or communication with strangers or 'friends'. All social media platforms have been blocked. TV's are monitored and programmes are censored to age appropriate U or PG with permissions. All use of internet accessed equipment is carefully watched by staff to ensure the safety of its use along with the amounts of time spent on them, children are to use the equipment for no longer than 15 minutes at a time and are on a rotated use. Tv's are used for quite time or for a planned activity, these are used by all ages and are monitored. Afterschool Club aged children and above are able to watch a full film when the activity is planned.

Children will be taught about internet security and the correct ways in which to use all technology. Ensuring they understand the need to communicate to staff/ Parents if spoken to by a Stanger online.

Free Flow Policy- Safety and security are of paramount importance in all organisational arrangements.

The seven areas of learning are planned for both indoors and outdoors. To do this effectively children need to be observed in both area and their interests should be noted and planned for future activities. This will ensure the activities are based and planned around the children's interests. "Outdoor environments offer rich opportunities for child and adults initiated play and activities that can support young children's development" (Garrick, 2009)

There are 6 major ingredients which make up a stimulation and exciting outdoor environment.

- Natural materials
- Growing and the living world
- Water
- Physical play and movement
- Imagination and creativity
- Construction

Free flow is important as children thrive best in an environment that supports and promotes their active learning and development.

Young children require space both indoors and outdoors, where they can be active or quiet, and they can think, dream and watch others. The outdoor environment is a learning extension from the indoor environment. Children have continuous access to both indoors and outdoors so children can choose activities and follow their interests.

Children need opportunities to dig, climb, and run etc all the things children cannot do inside.

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Many children find the outdoors a more engaging place than indoors and will choose to do most their learning outdoors when provided with the appropriate resources.

Children are encouraged to go outside all year round. This is very important as children need to experience all different weather conditions. We must remember that children's learning is based on experience and must provide all children with opportunities that may not happen or have access to at home.

The role of the practitioner:

1. To support children's confidence in themselves and their developing skills as they tackle new experiences.
2. To be enthusiastic about working with children outside.
3. To provide materials that reflects diversity in order to avoid stereotyping.
4. Offer a range of experiences and resources which regularly be monitored and refreshed to keep them safe and stimulated.
5. To observe children and plan new and exciting activities within their learning environment to reflect the child's interests.
6. Complete garden checks and risk assessments on a daily basis. It is very important the environment is safe, secure and hazard free.
7. Within the garden there should be opportunities for a range of activities such as paint, growing plants, imaginative play, mark making, looking at books, exploring with malleable materials, water and sand.
8. Staff should never be sat around in the garden.
9. Staff members need to be motivated and make sure ALL children are getting the most of the learning opportunities within the garden.
10. Children learn from adults so remember you need to be a good role model for them.
11. All children must be given the opportunity to go outside daily. Weather conditions can be prepared for with use of correct clothing supplied by parents and the nursery with spares. The nursery manager or Deputy will assess the weather and make decision on whether it is safe for the children to go outside- the nursery is fortunate to have a canopy to provide cover for hot or extremely wet days.

Management may deem outside weather to be unsafe if weather warnings have been issued, these may include Fog, high temperatures, extreme gales, storms, heavy rain/flash floods.

Staffing:

Although staff are allocated a learning area, they are encouraged to use their initiative and support the adult to child ratio, this therefore mean they may also be required to leave their area and go outside.

Staff are expected to be prepared for all weathers and should ensure they have the correct clothing to go outside. All staff are expected to share outside time in a fair manner and only with

Special Educational Needs

The EYE Nursery Ltd in all areas of the setting follow the SEN Code of practice (2015), to ensure that all children are given equal opportunities, which match their specific needs. The focus is early identification and ensuring that the child's needs are met and developed. We ensure that we care not only for the needs of the Child but also by the family to closely following the Children's and Families act (2014). Our priority is to support the child and Family in helping them to achieve and be fully involved in decision making.

“For children and young people this means that their experiences will be of a system which is less confrontational and more efficient. Their special educational needs and disabilities will be picked up at the earliest point with support routinely put in place quickly, and their parents will know what services they can reasonably expect to be provided. Children and young people and their parents or carers will be fully involved in decisions about their support and what they want to achieve. Importantly, the aspirations for children and young people will be raised through an increased focus on life outcomes, including employment and greater independence” (;*SEN Code of practise 2015*).

Please see ***Children's Rights and entitlements***.

We are aware that some children have additional educational needs and/or physical needs that may require particular support, adjustments and assistance. We are committed to taking appropriate action to make sure that all children are able to access our services, made to feel welcome, and that our activities promote their welfare and development.

We are committed to the integration of all children in our care and treat all our children as unique. We believe that children with additional needs must have a right to play learn and be able to develop to their full potential alongside the other children in the setting and ensure we make this happen. Children with special educational needs and/or physical disabilities will have access to the same facilities, activities and play opportunities as their peers. Everybody stands to gain if all children are allowed to share the same opportunities and are helped to overcome any disadvantages that they may face. The policies, procedures and practices of our setting in relation to children with special educational needs and/or physical disabilities are consistent with current legislation and guidance. We believe that by identifying individual needs and taking proactive steps alongside parents/carers and other statutory professionals or agencies, we will ensure all children will be able to play a full, active and equal part in all activities. We are committed to attend training to up skill our knowledge and develop our experience in the care and assessment of children with needs. We will have a lead practitioner to co-ordinate regular monitoring and reviews of children's progress, involving parents/carers, relevant representatives from statutory agencies and, the child themselves. We will assess the child's specific needs and adapt facilities, procedures, practices and activities as appropriate. We will ensure that children with special educational needs and/or physical disability are fully considered when activities are being planned and prepared. We will regularly liaise with parents/carers about the needs of their children and the plans and actions of the setting, for their support and agreement. We will liaise with other agencies especially the inclusion facilitator and seek advice, support and training for our team and other families in our setting if they are interested

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We will ensure that all children are treated with equal concern and respect and ensure that accurate observations and assessments of children's progress are regularly made and properly recorded, and shared appropriately .l

Diversity and Equality-

We aim to ensure the equal treatment of all children, staff and families within the EYE Nursery Ltd. The nursery endeavour's to ensure that the nursery meets the needs of all, taking in to account of ethnicity, culture, gender, sexual orientation, religion, language, age, ability, disability and social circumstances of everyone. We feel it is important in meeting diverse needs of adults and children to ensure inclusion for all and that all children are prepared for full participation in a diverse, multi-ethnic and multi-lingual society. We follow a variety of religions, festivals and events to support our families an enjoy Parents coming in to the nursery to support and educate us all. We take equality very seriously and ensure we are following the 2010 Equality act.

Children's rights and entitlements -

We promote children's right to be strong, resilient and listened to by creating an environment in our setting that encourages children to develop a positive self image, which includes their heritage arising from their colour and ethnicity, their languages spoken at home, their religious beliefs, cultural traditions and home background.

We promote children's right to be strong, resilient and listened to by encouraging children to develop a sense of autonomy and independence.

We promote children's right to be strong, resilient and listened to by enabling children to have the self confidence and the vocabulary to resist inappropriate approaches. We help children to establish and sustain satisfying relationships within their families, with peers, and with other adults. We work with parents to build their understanding of, and commitment to, the principles of safeguarding all our children.

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

To be strong means to be:

Secure in their foremost attachment relationships, where they are loved and cared for by at least one person who is able to offer consistent, positive and unconditional regard and who can be relied on;

Safe and valued as individuals in their families and in relationships beyond the family, such as day care or school;

Self assured and form a positive sense of themselves – including all aspects of their identity and heritage;

Included equally and belong in early year's settings and in community life;

Confident in abilities and proud of their achievements;

Progressing optimally in all aspects of their development and learning;

Part of a peer group in which to learn to negotiate, develop social skills and identity as global citizens,

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Respecting the rights of others in a diverse world; and able to represent themselves and participate in aspects of service delivery that affects them, as well as aspects of key decisions that affect their lives.

To be resilient means to:

Be sure of their self worth and dignity;

Be able to be assertive and state their needs effectively;

Be able to overcome difficulties and problems; be positive in their outlook on life;

Be able to cope with challenge and change; have a sense of justice towards themselves and others;

Develop a sense of responsibility towards themselves and others; and be able to represent themselves and others in key decision making processes.

To be listened to means:

Adults who are close to children recognise their need and right to express and communicate their thoughts, feelings and ideas;

Adults who are close to children are able to tune in to their verbal, sign and body language in order to understand and interpret what is being expressed and communicated;

Adults who are close to children are able to respond appropriately and, when required, act upon their understanding of what children express and communicate; and adults respect children's rights and facilitate children's participation and representation in imaginative and child centred ways in all aspects of core services.

Record keeping-

Guidance on Safeguarding/Child Protection Record keeping, sharing of information at transition and retention of records:

These guidelines are intended to help provide consistency of practice in the way in which records are managed in settings, including early years' settings, schools (including free schools), academies, independent schools; sixth-form and further education colleges.

This guidance applies to both manual and computerised records.

These are only guidelines and have no legal status.

1 Introduction

1.1 *Working Together to Safeguard Children (2018)* reminds us that safeguarding children is everyone's responsibility. Good record keeping is an important part of professional accountability to children and their families; it will assist Designated Safeguarding Leads in meeting their key responsibility to respond appropriately to welfare concerns about children.

1.2 Well kept records provide a consistent account of our involvement with children, young people and their families. They help in the early identification of cause for concern; often it is only when a number of seemingly minor issues are taken as a whole that a safeguarding or child protection concern becomes evident. Clear accurate records mean that families and professionals only need to tell their story once.

1.3 The importance of good, clear child welfare and child protection record keeping has been repeatedly highlighted in many Serious Case Reviews.

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- 1.4 Records should be factual, accurate, relevant, up to date and auditable. They should support monitoring, risk assessment and planning for children; enabling appropriate, informed and timely actions to take place.
- 1.5 The law permits the disclosure of confidential information necessary to safeguard a child.

2 The “Safeguarding” file

- 2.1 A ‘Safeguarding’ file (often known as a child protection file) should be commenced in the event of:
 - A referral to children’s social care.
 - A number of minor concerns on the child’s main records which increase the level of concern/risk.
 - A child being an open case to social care
 - Consideration/provision of Early Help
- 2.2 The decision to commence a concern file rests with the Designated Safeguarding Lead.
- 2.3 The information may relate to either a child protection or safeguarding concern or may be an accumulation of concerns about a child’s welfare which are outside of the usual range of concerns linked to ordinary life events.
- 2.4 The particular ‘name’ given to the file i.e. “Safeguarding” or “Child protection” is a matter for the setting; however, using the term child protection, may give the impression that this just relates to child protection issues when this should not be the case if we consider the broader safeguarding remit.
- 2.5 Where a “Safeguarding” file is kept, it is important that the child’s main file notes reflect and record this through use of an agreed code; (e.g. green dot) any coding can be used as long as it is widely known and understood within the staffing group and is consistently used.
- 2.6 Files will be subject to external scrutiny, for example through the serious case review process or Ofsted.

3 Contents of the Safeguarding File:

- 3.1 Safeguarding files should contain the following:
 - Basic Information relevant to the child; (could include a genogram)
 - Up to date key contacts (family and professionals)
 - Chronology
 - Case Notes: ongoing daily events/telephone calls, records of discussions with colleagues, other agencies, services, parents and children
 - “Records of Concern” Sheets
 - Body Maps
 - Screening tools e.g. impact of domestic abuse or Neglect,
 - Meeting notes and minutes: (interagency report form, Professional meetings, etc)
 - Reports

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- Any notes initially recorded in the form of notebooks or diaries
- Professional consultations
- Letters sent and received
- Referral forms (both for external and education-based services)
- Formal plans linked to the child (e.g. Child Protection Plan)
- Risk assessments and Risk Management Plans

3.2 **The chronology:** provides a skeleton of key incidents, events and changes in a child's life. It is a dated overview/timeline of the involvement and events that have occurred in terms of safeguarding/child protection. It should not be detailed; just a brief one sentence /statement of what has occurred, who was involved and what happened as an outcome

Purpose:

- Keeps the focus on the child
- Supports identification of risks, patterns and issues
- Identifies links between the past and present
- Enables the significance of issues to be better understood
- Clarifies cases of chronic neglect
- A good method of sharing information between professionals
- At a later stage, it can help a young person to understand and make sense of their past

3.3 **The body map:** this is used to record injuries which can be readily seen. Record a clear description of the injuries seen including the approximate dimensions of the injuries. You should never ask a child to undress to show an injury

3.4 **Injuries should never be photographed**

3.5 **Record of concern sheets:** Ideally, these logs of incidents should be typed. Where they are hand written they should be clearly legible and written in ink. The sheets must contain the following:

- Date and time of the incident
- Date and time of the record being made (remember to include the year)
- Name and date of birth of the child(ren) concerned
- A factual account of what happened
- The location where the incident took place (include the actual words spoken by the child where possible)
- A note of any other people involved e.g. as witnesses (full names and role/capacity in which involved)
- Action taken, and any future plans e.g. monitor and review
- A note of whether the parents were spoken to and a record of that discussion. If parents were not spoken to then a record should be made of the decision not to inform them and reasons for that decision
- Any other agencies informed
- Printed name of the person making the record

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- Job title of the person making the record
 - Signature (print name alongside)
- 3.6 Records should use clear, straightforward language, be concise, and accurate. They should clearly differentiate between facts and professional judgements.
- 3.7 Actions and decisions taken should be carefully recorded. Where decisions have been taken jointly across agencies, or endorsed by a manager, this should be made clear on the record.
- 3.8 A record of a concern, suspicion or allegation should be made at the time or as soon as possible after the event. (N.B. It is not advisable to make a written record whilst a child is disclosing abuse, as this may deter the child from speaking).
- 3.9 Records should be factual, using the child's own words where a disclosure is made. Professional opinion can be given, but should be supported by setting out the facts and observations upon which the opinions are based. (N.B. expressing an opinion as to whether the child is telling the truth is not helpful and can prejudice how a case proceeds).
- 3.10 All records should be dated and signed, with the name of the signatory clearly printed, and filed in chronological order.
- 3.11 Any handwritten notes made immediately after the event, for example a disclosure, can act as evidence of them having been written at the time in any future court case. Therefore, these should not be destroyed if the details are recorded more formally at a later time, but instead kept securely attached to the child protection concern forms used by the setting.
- 3.12 Other information may form part of the file e.g. letters/notes etc. These should be fully annotated to show the context of them e.g. who wrote/drew it, when and why
- 3.13 All recorded safeguarding/child protection concerns must be passed to the settings main Designated Safeguarding Lead (DSL) in childminder settings this will be you, as soon as possible. The DSL will need to make a professional judgement about what action needs to be taken, in accordance with Hillingdon's child protection procedures. Decisions taken should be clearly recorded
- 3.14 All records of child protection or child welfare concerns, disclosures or allegations are to be treated as sensitive information and should be kept together, securely and separate from the child's general records. The information should be shared with all those who need to have it, whether to enable them to take appropriate steps to safeguard the child or to enable them to carry out their own duties, but it should not be shared wider than that, only on a need to know basis. Confidentiality is essential.

4 Storage of the Safeguarding File:

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- 4.1 Whether the record is in paper form or electronic these records must be stored securely. Where the file is physical it should be kept in a secure (ie locked) filing cabinet, accessible through the DSL or their deputies The child's general record file should be marked to indicate that additional information is held about the child (e.g. a Green Dot). All staff that may need to consult a child's file should be made aware of what the symbol means and who to consult if they see this symbol. Where this is an electronic file some form of identifier needs to be on there so that those reading the main file understand there is an additional Safeguarding/CP file.
- 4.2 Ensure that records clearly show links to siblings (especially where they do not **share surnames**)
- 4.3 Where concerns and actions are about several children in the same family there should be separate files for each child. Where meetings take place about siblings each child's file should have a copy of minutes, plans etc. This is because they may leave the setting at any time, not necessarily together. It also ensures that there is a trail of involvement and concern for each individual.
- 4.4 Where records are kept on an electronic system there should be restricted access and appropriate data protection measures in place.

5 **Transfer of records:**

"If a child transfers to another setting or to school, it is expected their child protection information, normally held in a separate file, will transfer with them. It is not expected the exporting settings keep a copy of the child protection file. They should however ensure they use a secure reliable method of transfer and confirm that the receiving setting or school (or local authority if a child is to be home educated) has received the file." DfE 2012

- 5.1 When a child transfers to another setting the Safeguarding file should be passed on in its entirety. The only exception to this is the redaction of third party information, which is not linked in any way to the child whose record is being transferred.
- 5.3 The file must be transferred separately and securely from other records; direct to the Safeguarding Lead in the receiving setting or school.
- 5.4 The file should be sealed and marked 'Private and Confidential FAO the Designated Safeguarding Lead/Child Protection Officer'.
- 5.5 The receiving setting or school should be notified by telephone that there are concerns and an agreement must be made on how the records will be securely transferred.
- 5.6 If posted the sealed records should be placed within a plain addressed envelope. A record should be kept of the date of transfer of such sensitive files and of the person to whom they are transferred. The package should be sent by courier or recorded delivery.

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- 5.7 It is expected that the receiving setting or school acknowledges receipt of the records. This acknowledgement needs to be recorded and retained by the sending setting or school.
- 5.8 The current setting should keep a record of the file until they receive written confirmation from the receiving school that it has been received.
- 5.9 The person who has the information is the 'data controller' and this role should follow the child. A setting/ school would have to record why they were keeping a file when they are not the data controller and *an example such as the case may shortly go to court and they may be required to give evidence would be a good example.*
- 5.10 If there is more than one copy of a child's file in existence this would need to be recorded on the existing current file as to where and what information was held elsewhere and when it will be destroyed in line with retention periods or returned to the LBH social worker

6 Retention of Records

- 6.1 Guidance from the GDPR is that, when a child with a child protection record reaches statutory school leaving age, the last school attended should keep the child protection file until the pupil's 25th birthday. It should then be shredded (and a record kept of this having been done, date, who by and why)
- 6.2 The Freedom of Information Act 2000 requires settings/ schools to maintain a list of records which have been destroyed and who authorised their destruction. In Hillingdon we require members of staff to record at least:
- File reference (or other unique identifier);
 - File title (or brief description);
 - Number of files
 - The name of the authorising officer
 - Date of destruction
 - Manner of destruction
 - A list of contents

This could be kept in an Excel spreadsheet or other database format

- 6.3 If a child is removed from the setting to be home educated, the setting which the child attended could retain the file, or return it to the social worker of the case.
- 6.4 If the destination setting/ school are unknown at the time of transition, the records should be retained until the school is contacted by a receiving setting or school or until the end of the retention period.

7 Access to Child Protection Files and Information Sharing:

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- 7.1 Any child who has a Safeguarding file has the right to access their personal record, unless to do so would affect their health or well-being or that of another person, or would be likely to prejudice an ongoing criminal investigation
- 7.2 Parents (i.e. those with parental responsibility in law) are entitled to see their child's Safeguarding file, on behalf of their child, with the same exceptions applying as to the child's right to access.
- 7.3 An older child may be entitled to refuse access to their parents.
- 7.4 The setting should take advice about information sharing with parents if they have particular concerns about doing so. It is generally good practice to share information held, unless there is a valid reason to withhold it, e.g. to do so would put the child at risk of significant risk of harm.
- 7.5 Parental requests, to access the file on the child's behalf, should be done in writing
- 7.6 References by name to children other than the child, who is the subject of the record, should be removed when disclosing records, unless consent is obtained from the individual/s concerned (or their parents/carer on their behalf). Care should be taken to ensure all identifying information is removed from the copy of the record to be shared.
- 7.7 The minutes of Section 47 discussions would not normally be shared. Advice should be taken in this regard

8 Safeguarding File Audit

- 8.1 All Hillingdon's early years settings and schools are encouraged to complete an annual Safeguarding file audit
- 8.2 On completion there should be a discussion of strengths/ weaknesses'. The intention is not to criticise. Lessons learnt from the audit can be fed back to all staff using the settings normal staff training or briefing routes.

Mutual Respect and Tolerance-

At the Eye Nursery staff role model positive behaviours everyone, Children are encouraged to treat others achievements with mutual respect, treat others how you expect to be treated by them. Children are encouraged to work together, share and care for resources. Staff encourage positive behaviours and use positive reinforcement with the children. Children are encouraged to share a sense of awe and wonder as they observe themselves, their families, pets, the natural world around.

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We understand that there are difference between us and express them in positive ways and enjoy discussing what makes us, us. Children are encouraged to appreciate their and other's differences.

EHCP

The Eye nursery have strong Sen team and are good at early identification. Parents will be informed via a meeting with the Child's keyworker and SENCO as to what their concerns are and how we can support them and the child. The EYE Nursery staff are not here to diagnose any conditions, they will ask for consent from the Parent to allow inclusion intervention. All children that are identified to need support in areas will be supplied with a 'My Support Plan' conducted by a member of the SENCO team and the keyworker. Once Inclusion support have given staff the go ahead they will then create a child specific Educational health care plan (EHCP).

Information and Records-

These will be securely stored on file following GDPR legislation. At the end of the child's placement within the nursery relevant documents will be passed back to Parents/ new settings all with consent.

The Eye Nursery is GDPR compliant and follows the legislation laid out above under child protection, all essential records are stated in the document.

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They EYE nursery will ask Parents to complete funding forms which will be destroyed after the child leaves.

Confidentiality-

We at the EYE Nursery ensure that confidentiality is at its highest. Staff are trained during inductions, staff meetings and other internal and external training sessions to ensure this is always in practise. We have an additional social media policy which ensure confidentiality remains in place also offsite. Parents are able to at request ask to see their child's personal documents. Any discussions had regarding a child, Family or Staff member must remain confidential at all times and no other child will be discussed with another family.

Admissions-

In order to request a visit to the nursery The EYE asks parents to complete either a full or partial application and to provide ID that matches details given on the application on arrival. Parents can then either request to have details destroyed or complete a full application form to apply for a space.

Funding-

The EYE Nursery Ltd accepts 3-4 year universal funding, for all children, Parents who only attend funded hours will not be expected to pay any additional costs such as deposits or registration fees however, if they choose for their child to have a hot meal they will need to cover the cost of this. The Eye nursery accepts 30 hour funding at the discretion of the Nursery Manager however, children need to attend full time Monday-Friday in order for the to qualify at The EYE Nursery. We no longer accept 2 year funding. At the discretion of the manager funding may be split over the year. We do support families in need funding along with EYPP.

Transferring of Documents-

If children's records are taken off site by a Parent they will be asked to sign them out. On transferring document to a new setting Parents will be required to given written consent. The new setting will be asked to sign for these to ensure arrival.

Planning-

As stated above the Eye nursery follows the EYFS, where possible activities are planned to meet the development requirements of each additional child or group as a whole. Activities are based around developmental needs but also the nurseries long term plan and interest of the children. Activities and planning is adapted to follow religious festivals.

Complaints-

Our Setting is committed to providing a safe, stimulating, consistent and accessible service to children and their parents/carers. We always aim to provide high quality services for everyone but accept that sometimes things do not always go to plan. In such circumstances, we want to know so that we can put them right and learn from our mistakes.

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Under normal circumstances, the Manager will be responsible for managing complaints. If a complaint is made against the Manager, the Registered Person will conduct the investigation. All complaints made to staff will be recorded in detail on the complaints form.

Stage One

If a parent/carer has a complaint about some aspect of the Settings activity, or about the conduct of an individual member of staff, it will often be possible to resolve the problem by simply speaking to the individual concerned and/or to the Manager. As outlined in the Partnership with Parents/Carers policy, the Settings is committed to open and regular dialogue with parents/carers and the Setting welcomes all comments on its services, regardless of whether they are positive or negative.

In the first instance, parents/carers are encouraged to speak directly to the relevant member of staff, if deemed appropriate. If not, the Manager should be approached, and they will try to resolve the problem. If a satisfactory resolution cannot be found, then Stage Two of the procedure will formally come into operation.

Stage Two

If informal discussions of a complaint or problem have not produced a satisfactory resolution to the situation, parents/carers should put their complaint in detail and in writing to the Manager. Relevant names, dates, evidence, and any other important information on the nature of the complaint should be included.

The Manager will acknowledge receipt of the complaint as soon as possible – within three working days at least – and fully investigate the matter within 15 working days. If there is any delay, the Manager will advise the parent/carers of this and offer an explanation. The Manager will be responsible for sending them a full and formal response to the complaint.

If the Manager has good reason to believe that the situation has child protection implications, they should inform the designated Child Protection Officer and ensure that the local social services department is contacted, according to the procedure set out in the Child Protection policy. If any party involved in the complaint has good reason to believe that a criminal offence has been committed, then they will contact the police.

The formal response to the complaint from the Manager will be sent to the parent/carer concerned and copied to all relevant members of staff if appropriate. The response will include recommendations for dealing with the complaint and for any amendments to the Settings policies or procedures emerging from the investigation.

The Manager will arrange a time to meet the parent/carer concerned and any other relevant individuals, such as members of staff, to discuss the complaint and the Settings response to it. The Manager will judge if it is best for all parties to meet together or if individual meetings are more appropriate.

If at the conclusion of this process parents/carers remain dissatisfied with the response they have received, the original complaint along with the Managers response will be passed to the Registered Person who will adjudicate the case.

The Registered Person will communicate a detailed response, including any actions to be taken, to both the Manager and the parents/carers concerned within 28 working days.

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Making a Complaint to Ofsted

Any parent/carer can, at any time, submit a complaint to Ofsted about any aspect of registered childcare provision. Ofsted will consider and investigate all complaints received.

Photography-

The EYE nursery Ltd use photographs as a means to track children's development, advertise on our website, for internal displays, via Family platform and for social Media. Parents will be asked to sign for consent via the Family app, all photos are stored safely and following GDPR guidance. Parents have the right to make changes to consents when they wish. On occasions the EYE Nursery Ltd will use a professional photographer whom will come onsite following checks and be supervised by another member of staff, Parents have the right to opt out.

Working in Partnerships-

The EYE nursery works very closely with a variety of other people including other business, schools, nurseries, Intervention support, medical professionals, OFSTED, governing bodies and the local authorities to ensure the best outcomes for Our children. Parents will be contacted to gain consent where appropriate if intervention is needed.

Our staff are often given internal and external training with local authorities and health workers to provide the best care for our children. Staff are able to offer the children/ parents/ families better support when they have had the expertise advice so we find working with external agencies a must.

Partnerships with Parents -

Parents are the first educators of their children.

The EYE Nursery Ltd recognises that working in partnership with parents is a major value and importance to the setting in enabling it to provide a happy, caring and stable environment for children

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and their parents. We aim to form good relationships with parents so that information regarding their children (be it developmental, social or health related) can be exchanged easily and comfortably by staff and parents.

The list below shows ways in which we will try to achieve a strong working partnership with parents:

1. The keyworker or a member of staff in charge is always available for discussion with parents. Arrangements can be made for more private discussions at agreed times.
2. Information provided by parents about their children will be kept confidential and treated on a strict need to know basis.
Activity/topic plans will be on show in the nursery for parents to view/read.
3. Regular newsletters will be issued to keep parents up to date with information about the nursery, e.g. new developments or staff changes.
4. If we have any concerns about a child's wellbeing during the morning and afternoon every effort will be made to contact the parents or their emergency contact.
Parents are requested to keep us informed of any changes to personal circumstances which may have an effect upon a child, e.g. change of address, telephone number, doctor, emergency contact.
5. Parents are also requested to keep us informed of any circumstances which may have an effect upon a child's emotional well being, e.g. bereavement, separation or illness in the family.
6. Both the child and parent/carer should be greeted on arrival at each session.
7. Parents will have the opportunity to fill in a questionnaire.