

# Childville After School Services



## POLICIES & PROCEDURES

# CHILDVILLE

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## **Policy and procedures implementation and review**

Alongside associated procedures, this policy was adopted by Childville on 3 September 2025.

### **Aim**

We have one set of policies and procedures which are consistent across our early education and childcare provision and in line with the current EYFS requirements.

### **Objectives**

We adhere to and implement operational policies and procedures by:

- ensuring that all members of staff, agency workers, assistants, and students (hereon referred to collectively as staff), are aware of their role and responsibility in policy and procedure implementation
- ensuring that members of staff are aware of the content of the policies and procedures through:
  - induction
  - line management and staff meetings and training events
  - contributing feedback to procedure review
  - use of relevant publications
- staff are aware of their duty to adhere to the operational policies and procedures and how they contribute to a consistent approach throughout the organisation.
- All policies and procedures are reviewed annually as a minimum and when there are any changes to the settings practice or legislation.

### **Legal references**

Childcare Act (2006)

Education Act (2011)

## **Implementation and review procedure**

We have one set of policies and procedures which are consistent across our provision and in line with the current EYFS requirements.

- Policies and procedures are written and reviewed annually as a minimum or when there is a change in practice or legislation.
- Changes are only made to the policies and procedures by the owners/directors of Childville in liaison with the setting manager where risk assessment or other reasons indicate that this is required.
- Policies and procedures are risk assessed and reviewed following any incident that is reportable under RIDDOR.

- Disciplinary action may be taken where individuals have disregarded policies and procedures.

### **Familiarisation and implementation**

- It is the responsibility of every member of staff, agency worker, assistant, volunteer and student (hereon referred to as staff for clarity), within the setting to adhere to and always implement the policies and procedures.
- The setting manager offers advice and support to staff regarding procedure implementation.
- An overview of policies and procedures is included in induction for individual members of staff, with specific emphasis given to safeguarding procedures.
- Members of staff must sign to say that they are aware of and will adhere to the current policies and procedures.
- Members of staff understand that they must refer to the procedures as they support all aspects of their work within the setting.
- Staff meetings and in-house training events are used as opportunities to focus on procedures as required, and to discuss their implementation.
- Where there is an outbreak of a communicable disease or infection, the relevant procedure is photocopied and displayed for parents' reference during the outbreak.
- Other procedures may be displayed where a situation arises, for example to highlight health and safety concerns such as closing the gate.
- Following implementation of a procedure, such as emergency evacuation or other health and safety procedures, the setting manager will conduct a review as follows:
  - did all members of staff follow the procedure?
  - is further training required on any aspect of implementation?
  - did the procedure fit the circumstance; does it need adapting or changing?

### **Parents**

- Parents/carers know how to access a full set of policies and procedures within the setting and on our website.
- Parent/carer WhatsApp forums are used as opportunities to share the policies and procedures for easy access.

# **BREAST IRONING POLICY**

Much like FGM (Female Genital Mutilation), Breast Ironing is a harmful cultural practice and **is** child abuse.

## **What is Breast Ironing?**

Breast Ironing, also known as “breast flattening” is the process whereby young pubescent girls breasts are ironed, massaged and/or pounded down through use of hard or heated objects. This is done in order for the breasts to disappear or delay the development of the breasts entirely. It is believed that by carrying out this act, young girls will be protected from harassment, rape, abduction and early forced marriage and therefore kept in education.

Breast ironing is practised in some African countries, notably Cameroon. Girls aged between 9 and 15 have hot pestles, stones or other implements rubbed on their developing breast to stop them growing further. In the vast majority of cases breast ironing is carried out by mothers or grandmothers and the men in the family are unaware.

Estimated range between 25% and 50% of girls in Cameroon are affected by breast ironing, affecting up to 3.8 million women across Africa.

The United Nations (UN) states that breast ironing affects 3.8 million women around the world and has been identified as one of the five under-reported crimes relating to gender-based violence.

## **Breast Ironing in the UK**

Concerns have been raised that breast ironing is also found to be amongst African communities in the UK, with as many as a 1,000 reported cases of young girls being subjected to breast ironing. These cases have mainly been from the Birmingham and London areas. Keeping Children Safe in Education (2016) mentions breast ironing on page 54, as part of the section on so called “Honour Violence”.

Professional working with children and young people must be able to identify the signs and symptoms of girls who are at risk of or have undergone breast ironing.

## **The Indicators**

Breast ironing is a well-kept secret between the young girl and her mother/grandmother. Some indicators that a girl has undergone breast ironing are as follows:

- Unusual behaviour after absence from school or college including depression, anxiety, aggression, withdrawn etc;
- Reluctance in undergoing normal medical examinations;
- Some girls may ask for help, but may not be explicit about the problem due to embarrassment or fear;
- Fear of changing for physical activities due to scars showing or bandages being visible.

## **Breast Ironing = Physical Abuse**

Breast ironing is a form of physical abuse that has been condemned by the United Nations and identified as Gender-based Violence. Although, countries where breast ironing is prevalent have ratified the African Charter on Human Rights to prevent harmful traditions practices, it is not against the law.

There is no specific law within the UK around breast ironing, however, it is a form of physical abuse and if professionals are concerned a child may be at risk of or suffering significant harm they must refer to their Local Safeguarding Children’s Board Procedures.

### **Health Consequences & Outcomes**

Due to the instruments which are used during the process of breast ironing, for example spoon/broom, stones, pestle, breast band, leaves etc, combined with the insufficient aftercare, young girls are exposed to significant health risks. Breast ironing is extremely painful and violates a young girl's physical integrity. It exposes girls to numerous health problems such as, abscesses, itching and discharge of milk, infection, dissymmetry of the breasts, cysts, breast infections, severe fever, tissue damage and even the complete disappearance of one of both breasts. In some extreme cases, breast ironing can even be related to the onset of breast cancer. Breast ironing can also have a massive impact on young girl's social and psychological well-being.

## British values

### Policy statement

We actively promote inclusion, equality of opportunity, the valuing of diversity and British values.

Under the Equality Act 2010, which underpins standards of behaviour and incorporates both British and universal values, We have a legal obligation not to directly or indirectly discriminate against, harass or victimise those with protected characteristics. We make reasonable adjustments to procedures, criteria and practices to ensure that those with protected characteristics are not at a substantial disadvantage. [As we are in receipt of public funding we also have a public sector equality duty to eliminate unlawful discrimination, advance equality of opportunity, foster good relations and publish information to show compliance with the duty.]

Social and emotional development is shaped by early experiences and relationships and incorporates elements of equality and British and universal values. The Early Years Foundation Stage (EYFS) supports children's earliest skills so that they can become social citizens in an age-appropriate way, that is, so that they are able to listen and attend to instructions; know the difference between right and wrong; recognise similarities and differences between themselves and others; make and maintain friendships; develop empathy and consideration of other people; take turns in play and conversation; avoid risk and take notice of rules and boundaries; learn not to hurt/upset other people with words and actions; understand the consequences of hurtful/discriminatory behaviour.

### Procedures

#### *British Values*

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 EYFS and are further clarified below, based on the *Fundamental British Values in the Early Years* guidance (Foundation Years 2015):

- *Democracy*, or making decisions together (through the prime area of Personal, Social and Emotional Development)
- As part of the focus on self-confidence and self-awareness, practitioners encourage children to see their role in the bigger picture, encouraging them to know that their views count, to value each other's views and values, and talk about their feelings, for example, recognising when they do or do not need help.

- Practitioners support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children are given opportunities to develop enquiring minds in an atmosphere where questions are valued.
- *Rule of law*, or understanding that rules matter (through the prime area of Personal, Social and Emotional Development)
  - Practitioners ensure that children understand their own and others' behaviour and its consequence.
  - Practitioners collaborate with children to create rules and the codes of behaviour, for example, the rules about tidying up, and ensure that all children understand rules apply to everyone.
- *Individual liberty*, or freedom for all (through the prime areas of Personal, Social and Emotional Development, and Understanding the World)
  - Children should develop a positive sense of themselves. Staff 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.
- Practitioners 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 discussing in a small group what they feel about transferring into Reception Class.
- *Mutual respect and tolerance*, or treating others as you want to be treated (through the prime areas of Personal, Social and Emotional Development, and Understanding the World)
- 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 tolerance, appreciation 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.
  - Practitioners encourage and explain the importance of tolerant behaviours, such as sharing and respecting other's opinions.
  - Practitioners 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 or racial stereotyping.
- *In our setting it is not acceptable to:*
  - actively promote intolerance of other faiths, cultures and races
  - fail to challenge gender stereotypes and routinely segregate girls and boys
  - isolate children from their wider community

- fail 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

### ***Prevent Strategy***

Under the Counter-Terrorism and Security Act 2015 We also have a duty *“to have due regard to the need to prevent people from being drawn into terrorism”*

### **Legal framework**

Counter-Terrorism and Security Act 2015

### **Further guidance**

Equality Act 2010: Public Sector Equality Duty - What Do I Need to Know? A Quick Start Guide for Public Sector Organisations (Government Equalities Office 2011)

Fundamental British Values in the Early Years (Foundation Years 2015)

Prevent Duty Guidance: for England and Wales (HMG 2015)

The Prevent Duty: Departmental Advice for Schools and Childcare Providers (DfE 2015)

### **Other useful Pre-school Learning Alliance publications**

- Guide to the Equality Act and Good Practice (2015)

# Children's rights and entitlements

## Policy statement

- We promote children's right to be strong, resilient and listened to by creating an environment in our settings 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 years and pre and after school 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, 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.

## **Code of Conduct for Parents and Carers**

It is the aim of our setting to provide a friendly and respectful environment for all children, staff and families. The setting management and staff have a duty to respect the staff code of conduct and in turn we would like parents to take note of their responsibilities as parent to ensure our ethos is continued. We are committed to ensuring that all children are safeguarded whilst in our care, and so with this all in mind, you can help us to maintain our responsibilities in the following ways:

### **Please do:**

- Share information with the staff on your child's development, health and well being.
- Let us know if someone else is collecting your child and give them a password.
- Let us know if you are picking up your child directly from school (After school settings only) to avoid confusion and disruption to other children being picked up.
- Collect your child on time - if you are going to be unavoidably late then please contact the nursery to let them know.
- Ensure you can safely transport your child to and from the setting using age appropriate car seat restraints.
- Discuss any worries, concern or complaints with your child's Key Person or the setting manager, as appropriate.
- Respect decisions regarding exclusion of children due to illness or behaviour.
- Adhere to arrival times.

### **Please refrain from:**

- Shouting at, smacking or physically punishing your child(ren) or any other children whilst in the setting.
- Using inappropriate language or displaying aggressive or intimidating behaviour towards the staff, children or other parents/carers either in person, on the phone or in writing.
- Collecting your child(ren) from nursery if you have consumed alcohol, medication or other substances that have affected your judgement or responses.
- Discussing sensitive issues within earshot of your child or other children or other adults.
- Taking photos or videos of children other than your own, unless agreed by a member of the senior team.
- Using your mobile phone whilst in the children's hall or gardens.

Failure to adhere to any of the above may place your child's place at the setting in jeopardy although this action will only be taken if all other avenues have been explored and the management feel it is the only possible course of action left open to them. The setting believes that if the above points are adhered to, a safe, friendly and respectful environment will be created.

# **Coronavirus Policy (COVID-19)**

To all service users of Childville Pre School, Breakfast and After School Club

## **Introduction**

This policy applies to all employee's and service users including parents, children and third party users, social care, police and fire rescue services and any other person wishing to gain reasonable access to the setting (this list is not exhaustive of all users defined).

## **Purpose of the Policy**

To protect all employee's and service users of Childville, including parents and children, from encountering Coronavirus (COVID-19).

To maintain the minimum level of staff needed to continue to provide early years education service and to meet the welfare and care needs of the children who attend the setting.

To ensure the prevention of the spread of Coronavirus (COVID-19) remains at a minimum risk.

## **Pre School Closure**

At anytime that it is felt necessary to prevent the spread of Coronavirus (COVID-19) and to ensure the health and safety and welfare of all employee's, children, parents and service users, Childville will continually monitor the risk factor of keeping the setting open as a viable option, and may so at any time, revert to a closed status, with no children permitted on site, to a partially closed status, where setting places may well be limited to, but not excluding, vulnerability, age, need of care, critical key worker status of parents, special educational needs (SEND), children whom have an EHCP plan in place, children in care, children who have a social worker allocated to them already.

## **Monitoring**

Childville is closely monitoring and gathering information from the Department of Health England, The Department of Education, our Local Authority (Barking and Dagenham) and any and all guidelines delivered and updated through official government sources constantly to ensure that we have the most up to date information and work place practises concerning the spread and containment of the Coronavirus (COVID-19).

This includes all training and delivery methods to all employee's, Directors and any other third party associated with the running or participation with Childville.

Childville reserves the right to make all changes to this document to uphold guidance of safe working practises and delivery methods for the early years education sector.

## General

- Employee's are always advised to practise strict hygiene and cleanliness procedures.
- Employee's must wash their hands at regular intervals for a minimum of 20 seconds using soap and warm water.
- Employee's are advised to cough or sneeze into their elbow when a tissue or other vessel cannot be reached in time and are then to always wash their hands afterwards.
- Employee's are advised to avoid contact with others, such as handshakes and are to maintain a social distance of 2 meters (6ft)
- Employees are to avoid touching their eyes, nose, and face whilst on the premises and whilst children are in their care.
- Employee's must wash all their uniform before entering the premises for their next shift. This must include the cleaning of all appropriate footwear.
- At the end of each day, all employee's must sanitise all surfaces, toys, toileting areas, outdoor areas and equipment, ready for the following days usage, this includes all outside toys to be stored away in secure storage containers at the end of every working day and before weekend/holiday period closures or closures for health and safety measures.
- Only disposable towels, provided for by Childville, will be permitted for use whilst on the premises.
- No prams, scooters, bikes, or any other items are to be left at the setting at any time.
- Please be aware that your children will meet both staff members and other children attending the setting during the session times. Although every measure will be taken to ensure that your child has minimal contact with others, children of the early years age group will inevitably want to hug and touch others through play or when needing comfort. Therefore it is vital that not only we will adhere to best practise hygiene policies throughout the day, but that parents can also support this by changing their children into different clothing when they return home and placing that days clothing in the wash. If your child needs comfort, our staff will comfort them and will do their absolute best to make sure that all their social, emotional and wellbeing is met whilst in attendance at Childville.
- We do ask that at all times, you respect our neighbours (where applicable), with any social distancing measures that they may have in place outside, and that you adhere to those wishes also.

## Hygiene on Arrival

- All parents, children, third party associates and service users must adhere to the floor markings when entering our setting. and must not cross over Parents will be allowed to drop children 15minutes prior to opening time to allow for social distancing to be maintained. Only the parent(s) of the child may collect the child and one other, in case of work commitments/emergencies. This will reduce the social contact to help keep the welfare and safety of our staff a top priority.
- Parents will provide nappies/wipes/sun cream/sunhats/spare underwear or clothing, in the event of an accident in a disposable bag to be stored in the child bag at the setting. Parents are not permitted to bring in any toys from home. If you require an urgent need for a specific item which is conducive to your child attending the setting, then this must be discussed with the settings manager and agreed upon before an item comes onto the premises. All clothing that the children attend in must have been washed prior to the day of your arrival. If you are to re-use the same clothing, for example your child's uniform, then this must be washed daily before the arrival of your child on their next session.
- Children bags brought on the first day will be stored at the setting to minimise the spread and coming into contact of the coronavirus (COVID-19).
- If your child stays for a lunch, all food and drinks must be in their lunch box which will be wipe down with sanitiser once all the children settles down to minimise risk of coronavirus.

## Hygiene during the day

- Children will be actively encouraged to wash their hands after every activity or after playing in a specific area. We will use water and hand soap for this with a minimum wash time of 20 seconds per child, demonstrating good modelling behaviours for the children to see best practise when doing this. After an activity/toy playing session has ended, all equipment/toys shall be cleaned after every use.
- Children's temperatures will be taken upon arrival to the setting. If upon arrival, your child is displaying a temperature of 37.8 degrees, has a new cough, looks generally unwell or is displaying any other signs associated with coronavirus (COVID-19) then your child will be excluded for a period of 10 days for self-isolation following the Department of Health England and the government's guidelines at present. You will be given a date of when your child can attend again. Your child must not attend the setting before this date has expired. This will then help to control the spread of the virus within our setting. Should your child get tested during this time period, and a negative test comes back before the expiration of the allotted time, then providing you consent to give a copy of this for insurance purposes, your child may then attend sooner.
- Should you or an adult present with symptoms within your household, then you have a duty of care to inform the setting at your available opportunity and without unreasonable delay. Should you fail to do this, your child's place within the setting may be terminated without notice.
- Children will still be allowed to serve their own snack on their plates using tongs provided which will be cleaned before each new child uses the equipment where applicable or serve themselves with their own spoons. The same process will be followed when the children access milk and water during snack time. This will help to promote confidence and fine motor skills whilst maintaining best practice with hygiene procedures.
- At snack, nappy changes/toileting help and any other close contact with the children, staff will be required to wear the appropriate PPE equipment as supplied by Childville.
- All employees will have a designated area to hang belongings, and phones are handed to the manager for storage. Staff leaves all belongings at their own risk whilst on the premises and Childville accept no liability for loss or damage currently.
- Staff are only permitted to bring one small bag, if necessary and a coat. No other items from home shall be permitted in the setting during this time.
- Both the kitchen and toileting/nappy changing areas will be regularly cleaned and sanitised during the day by all employees.
- Staff will only be permitted to bring a lunch in a disposable container. No dual use or multiple use containers/vessel will be allowed on the premises.

## Hygiene upon leaving

- Parents/or designated carer's must only attend the setting with prior arrangement and this will be allowed when children are not in the setting.
- All parents must maintain the social distancing and wait until called forward by a member of staff to collect their child.
- If your child comes home in spare clothing from the setting. Please can you ensure that this is washed and returned to the setting upon your child's next attend session.
- Once your child has been collected, please leave immediately. Please do not remain outside of the building for any other reason.
- If you require to talk to the staff regarding your child's attendance, a telephone consultation will be arranged for you.

- If you are required to sign an accident/incident form from an occurrence that may have happened that day, a staff member will bring you the relevant form to you by the door when you collect your child.
- If you require your child to go home with the use of a pram or other aid, can we please ask that you move away from the main door area, and only put the child on when safe to do so, by following social distancing rules.

# **Critical incident and emergency plan.**

## **Introduction**

At Childville After School Ltd we understand that we need to plan for all eventualities to ensure the health, safety and welfare of all children we care for. With this in mind we have a critical incident policy in place to ensure our business is able to operate effectively in the case of a critical incident.

An emergency is 'an event or circumstance which happens with or without warning that causes or threatens injury to people, disruption to nursery/setting operations, or damage to property or to the environment'.

## **Procedures**

We will implement the critical incident and emergency plan under the following circumstances:

- Fire damage
- Flooding
- Snow and ice
- High levels of sickness among staff or children
- Flu pandemic/other virus pandemic
- A break in, burglary of personal or the settings property.
- Abduction or threatened abduction of a child
- Death of a child or adult in the setting
- Bomb threat/terrorism attack
- Any other incident that may affect the care of the children in the nursery.

If any of these incidents impact on the ability for the nursery to operate, we will contact parents or carers via telephone, email, text or WhatsApp message.

## **Fire**

We ensure our premises present no risk of fire by ensuring the highest possible standard of fire precautions. It is the duty of all employees, paid or voluntary, to cooperate in the implementation of this policy and to report to the manager any instances where the proper procedures are not being implemented e.g. wedging open the fire doors, escape routes obstructed by equipment or rubbish and the reporting of faulty electrical equipment.

We have procedures in place for fire safety and emergency evacuation.

We have a fire risk assessment in place that identifies what we do and how we do it in order to meet the fire regulations act. In the event of a fire being discovered, we will follow our emergency evacuation procedure.

### **Flood**

There is always a danger of flooding from adverse weather conditions or through the water/central heating systems. We cannot anticipate adverse weather; however, we can ensure that we take care of all our water and heating systems through regular maintenance and checks to reduce the option of flooding in this way. Our central heating systems are checked and serviced annually by our landlords and they conform to all appropriate guidelines and legislation.

If flooding occurs during the nursery day, the setting manager will make a decision based on the severity and location of this flooding, it may be deemed necessary to follow the fire evacuation procedure. In this instance children will be kept safe and parents and carers will be notified in the same way as the fire procedure.

### **Snow and ice**

The manager assesses the risk to staff and children and makes the decision whether to close or not. When the decision to close has been made before opening times, a message is sent to the parents via the setting Whatsapp group, website and we attempt to phone parents to let them know. It is possible in the event of snow to predict and prepare parents for potential closures in advance. This is done by announcing our procedure for closure and informing them of the website address.

Should there be a heavy snowfall during the session; parents will be called to pick children up early. This should provide time for parents, children and staff to get home safely.

### **High levels of sickness among staff and children**

Infections can spread easily in early year's settings where groups of children, whose young immune systems are still developing, share activities and play closely together. Although most cases of illness in settings will be minor, some infections have serious health implications.

In all cases, infections need to be managed effectively by the setting to prevent an outbreak. This may mean short term closures. The management team will work together with the local authority and will monitor the length of the outbreak, so we can decide to safely restart suspended activities. This will help us to identify recurring patterns in illness and identify whether the illness is new or a continuation of a previous outbreak.

Closures may also be necessary if staff becomes ill and that there are not enough practitioners to maintain ratio's determined by the Early Years Foundation Stage (2023) Statutory Welfare Requirements.

### **Flu/Corona Virus Pandemic**

It is possible during a national emergency, such as a pandemic where an illness spreads quickly throughout the country infecting large numbers of people, that the government will decide that it is in the best interests of the welfare of adults and children for schools and childcare settings to temporally close. A plan for responding to a flu/covid-19 pandemic is in place and our local authority keeps us up to date with any national guidance for planning an emergency response as it is released.

### **Burglary**

The management of the nursery follow a lock up procedure which all doors and windows are closed and locked before vacating the premises.

The duty manager will always check the premises as they arrive in the morning. Should they discover that the nursery has been broken into they will follow the procedure below:

- Dial 999 with as many details as possible, i.e. name and location, details of what you have found and emphasise this is a nursery and children will be arriving soon.
- Contain the area to ensure no one enters until the police arrive. The staff will direct parents and children to a separate area as they arrive. If all areas have been disturbed staff will follow police advice, including following the relocation procedure under flood wherever necessary to ensure the safety of the children.
- The manager on duty will help the police with enquiries, e.g. by identifying items missing, areas of entry etc.
- A manager will be available at all times during this time to speak to parents, reassure children and direct enquires.
- Management will assess the situation following a theft and ensure parents are kept up to date with developments relating to the operation of the nursery.

### **Abduction or threatened abduction of a child**

At Childville we take the safety and welfare of the children in our care extremely seriously. As such we have secure safety procedures in place to ensure children are safe whilst in our care, this includes safety from abduction.

Staff must be vigilant at all times and report any persons lingering on nursery property immediately. All doors and gates to the nursery are locked and unable to be accessed unless a

staff member allow individuals in. Parents and carers are reminded on a regular basis not to allow anyone into the building whether they are known to them or not. Children will only be released into the care of a designated adult.

Parents and carers are requested to inform the nursery of any potential custody battles or family concerns as soon as they arise, so the nursery is able to support the child. The nursery will not take sides in relation to any custody battle and will remain neutral for the child. If an absent parent or carer arrives to collect their child, the nursery will not restrict access unless a court order is in place. Parents and carers are requested to issue the nursery with a copy of these documents should they be in place. We will seek legal advice where applicable with regards to any concerns over custody and relay any information back to the parents involved.

**If a member of staff witnesses an actual or potential abduction from nursery the following procedure will be followed:**

- The police must be called immediately and given as many details as possible including details of the child, description of the abductor, car registration number if used, time and direction of travel if seen and any family situations that may impact on this abduction.
- The staff member will notify management immediately and the manager will take control.
- The parents or carers will be contacted.
- All other children will be kept safe and secure and calmed down where necessary.

**Death of a child or an adult**

When an unexpected or sudden death occurs in the setting it is extremely distressing for the staff and children. If a child or adult dies unexpectedly in the setting, the staff should call 999 immediately and follow the advice of the emergency services; moving the other children and adults to a place of safety. The police will normally inform the individual's next of kin.

We would follow the instructions of the police while they collect evidence and carry out their investigation and would check with the police as to what information can be given to the staff and families at this time.

When carrying out an investigation into the circumstances of the death of a child the police will work closely with the local safeguarding board and children's social care.

Our management team will report any deaths that occur in relation to their work activities to health and safety executive and OFSTED as soon as possible, and comply with their investigations and any actions they advise.

Our insurance company should also be informed. An incident report will need to be completed. Coping with the shock and grief following a sudden death, it will be difficult for all at the setting. The Child Bereavement Charity UK provides advice on ways to support children and adults who have been affected by death and can be contacted on 0800 028 8840. Staff will also be supported as necessary.

### **Bomb threat**

If a bomb threat is received at the nursery, the person taking the call will record all details given over the phone as soon as possible and raise the alarm as soon as the phone call is terminated. The management will follow the fire evacuation procedure and take advice from the emergency services to ensure the safety of all on the premises and will provide as much detail to the emergency services as possible.

## Door Security Policy

It is the policy of Childville to give a warm welcome to visitors coming to our setting. It goes without saying that the safety of the children attending all our settings and the staff is of utmost importance.

To this end please note:

- Entry to all our settings are kept locked at all times and visitors will press the door bell or telephone the centre to gain access.
- Only setting managers and their deputy or senior management are allowed to open the door to visitors at our preschool settings.
- All staff members are allowed to open the door to parents/carers and visitors at our breakfast and after school clubs and staff members must escort all visitors in and out of the building.
- ALL visitors to the settings should wait to be admitted. Visitors badge should be issued to official visitors and volunteers staying through the session.
- All official visitors to the setting must show their ID to the manager or staff member before they can be allowed into the setting.
- All visitors will be asked to sign a visitor's book.
- Visitors must be shown the setting health and safety routine (i.e. toilet, fire exits, fire drill planned for the day).
- Parents or visitors entering the setting should not answer door or let anyone in or hold the door open for anyone entering (even if you know them).
- Password and names will be asked for, if a staff member do not recognise an adult picking up a child. Please ring the setting if there are any changes to your collection arrangements. We may ring to confirm. Please see our Arrivals and Departure policy for more information.

## Dummy Policy & Procedure

Babies and young children spend lots of time making sounds and exploring their mouths and voices before they begin to use words. In doing so they are not only practising and developing the skills needed for speech but they also encourage other people in the world to notice them and communicate with them.

We have found from experience that children who suck dummies through the day make fewer sounds, gain less experience of using their voices and hear less language from adults around them.

If toddlers are allowed to continue to suck a dummy and talk with it in their mouths there is also a risk that the child will learn distorted patterns of speech because the teat prevents normal movement at the front of their mouth these patterns may be difficult to change later on.

Within a nursery setting where a number of children have dummies it can be hard to ensure that dummies remain hygienic.

In the belief that proactive steps can be taken to ensure children develop the best speech and language possible and that germs are not spread, parents and staff will work together to implement the following policy and procedure:

Although a dummy can be a source of comfort when a child is upset and may form part of a child's settling in routine, it is our policy not to encourage young children to use dummies at the setting except when parent/carer are settling their child in. When parent/carer is leaving, they must take the dummy away with them.

Staff must remind parent/carer that children are not allowed to walk around in dummies during settling in because of safety risk. The key person will work with parents/carers to help phase out dummies and bottles sensitively taking into account the child's emotional needs.

## Early years practice policy

Alongside associated procedures in Early years practice, this policy was adopted by Childville on 5 September 2025.

### Aim

Children are safe, happy, eager to participate and to learn, and supported to reach their full potential.

### Objectives

- Babies and young children need to form a secure attachment to their key person when they join the setting to feel safe, happy and eager to participate and learn. It is their entitlement to be settled comfortably into a new environment.
  - The needs of part-time children are considered.
  - There is a procedure for when children do not settle and for prolonged absences.
  - Introductions and induction of the parent/carer is carried out before children start.
  - Information is gathered from parents and carers prior to start regarding the child's likes, dislikes, interests, routines, family structure and birth history (see training regarding pre-term births - [www.pretermbirth.info](http://www.pretermbirth.info) )
  - Prime times of the day make the very best of routine opportunities to promote 'tuning-in' to the child emotionally and create opportunities for learning. We actively promote British values, inclusion, equality of opportunity and the valuing of diversity.
  - We operate a positive behaviour management approach. Behaviour management procedures cover how staff should respond to all aspects of behaviour, including children who exhibit challenging behaviour towards other children. These procedures build on the Early Years Alliance's approach to learning based on three key statements.
1. Learning is a lifelong process, which enables children and adults to contribute to and shape their world.
  2. We want the curriculum we provide to help children to learn to:
    - be confident and independent
    - be aware of and responsive to their feelings
    - make caring and thoughtful relationships with other people
    - become increasingly excited by, interested in, and knowledgeable and questioning about the world around them.
  3. We provide a wide range of interesting child-chosen and adult-initiated activities which:
    - give children opportunities to use all their senses
    - help children of different ages and stages to play together
    - help children be the directors of their own learning
    - help children develop an inquiring and questioning attitude to the world around them

The EYFS is used as a framework to provide care and learning for babies and children under two years.

### Older Children (2-5 years)

- To feel securely settled and ready to learn, children from two to five years need to form attachments with adults who care for them, primarily to a key person, but with other adults

and children too. In this way children feel part of a community of learners; they can contribute to that community and receive from it. The three-stage model referred to in the procedure is applicable, but with some differences in the procedures for children moving up into the next group and for older children.

### **Waiting list and admissions**

Our provision is accessible to children and families from all sections of the local and wider community. We aim to ensure that all sections of the community receive accessible information and that our admissions procedures are fair, clear, and open to all parents who apply for places. The availability of a place at the setting considers staff/child ratios, the age of the child and registration requirements.

- We operate in an inclusive manner which enables all children and families to access our services.
- We also have regard for the needs of parents/carers who are:
  - looking to take up work, remain in work or extend their hours of work
  - looking to commence training or education
- We work in partnership with the local authority and other agencies to ensure that our provision is accessible to all sections of the community.
- Services are widely advertised, and information is accessible to all sections of the community.
- Where the number of children wanting places exceeds the number of places available a waiting list is operated using clear criteria for allocation of places as detailed in section Waiting list and admissions procedure.

### **Funded places – free entitlement**

All 3- and 4-year-olds in England are entitled to 15 hours free childcare and early education each week for 38 weeks of the year. Some eligible two-year-olds are also entitled. Funded places are offered in accordance with national and local codes of practice and adherence to the relevant Provider Agreement/Contract with the local authority.

### **Legal References**

Special Educational Needs and Disability Act 2001  
Special Educational Needs and Disability Code of Practice (DfE 2014)  
Equality Act 2010  
Childcare Act 2006

### **Waiting list and admissions**

We aim to ensure that all sections of the community receive accessible information, and that our admissions procedures are fair, clear and open to all parents who apply for a place.

- The setting is widely advertised in places accessible to all sections of the community.
- Information about the setting is accessible, using plain English, in written and spoken form and, where appropriate, provided in different community languages and in other formats on request.
- Children with disabilities are supported to take full part in all activities within the setting and the setting makes reasonable adjustments to ensure that this will be the case from the time the child is placed on the waiting list.
- The waiting list is arranged in birth order and in addition may consider the following:

- the age of the child with priority being given to children eligible for the free entitlement
  - length of time on the waiting list
  - the vicinity of the home to the setting
  - siblings already attending the setting
  - the capacity of the setting to meet the individual needs of the child
- Funded places are offered in accordance with the Early Years Entitlements: Operational Guidance for local authorities and providers (DfE) and any local conditions in place at the time,
  - Where it is financially viable to do so, a place is kept vacant for an emergency admission.
  - The setting and its practices are welcoming and make it clear that fathers, mothers, other relations and carers and childminders are all welcome.
  - The setting and its practices operate in a way that encourages positive regard for and understanding of difference and ability, whether gender, family structure, class, background, religion, ethnicity or competence in spoken English.
  - The needs and individual circumstances of children joining the setting are monitored on Childcare and early education registration form, to ensure that no accidental or unintentional discrimination is taking place and that reasonable adjustments are made as required.
  - Equality procedures are shared and widely promoted to all.
  - Places are provided in accordance with Childcare and early education terms and conditions issued to every parent when the child takes up their place. Failure to comply may result in the provision of a place being withdrawn.

## **Admissions**

- Once an early education and childcare place has been offered the relevant paperwork is completed by the setting manager or deputy before the child starts and filed on the child's personal file. Forms completed include:
  - Privacy Notice - explains what personal data we collect, why we collect it, how we use it, the control parent/carers have over their personal data and the procedures we have in place to protect it.
  - Early education and childcare terms and conditions - govern the basis by which we provide early education and childcare.
  - Early education and childcare registration form - contains personal information about the child and family that must be completed in full prior to the child commencing.

## **Children with SEND**

- The manager must seek to determine an accurate assessment of a child's needs at registration. If the child's needs cannot be met from within the setting's core budget, then an application for SEN inclusion funding must be made immediately.
- Children with identified SEND must be offered a place when one becomes available as with any other child. However, the start date for children with more complex SEND will be determined by the preparations made to ensure the child's safety, well-being and accessibility in the setting. If a child's needs determine that adjustments need to be made, the manager must outline a realistic timeframe for completion, detailing the nature of adjustments e.g. risk assessment, staff training, health care plan and all other adjustments required. The child's safety at all times is paramount.
- At the time of registration, the manager must check to see if a child's family is in receipt of Disability Living Allowance, if so, the manager must ask for evidence to enable them to claim the Disability Access Fund directly from the local authority. If the family is eligible but not in receipt of the allowance, the setting manager will support the family in their

application. More information can be found at [www.gov.uk/disability-living-allowance-children/how-to-claim](https://www.gov.uk/disability-living-allowance-children/how-to-claim).

- Preparation for admitting a child with SEND must be made in a reasonable amount of time and any delay in the child starting is scrutinised by the setting manager to avoid discrimination and negative impact on the child and family. During the preparation period the family and relevant agencies and the local authority must be regularly updated on the progress of the preparations.

### **Safeguarding/child protection**

If information is provided by the parents/carers that a child who is starting at the setting is currently, or was involved with social care, the designated safeguarding lead will contact the agency to seek further clarification.

Parents/carers are advised on how to access the setting's policies and procedures.

### **Further guidance**

Early Years Entitlements: September 2024 early education and childcare entitlements expansion - Local authority system guidance September 2024 early education and childcare entitlements expansion

### **About our childcare and early education**

Welcome to Childville and thank you for registering your child with us.

We know how important your child is and aim to deliver the highest quality of education and care to help them to achieve their best.

This document aims to provide you with an introduction to Childville, our routines, our approach to supporting your child's learning and development and how we aim to work together with you to best meet your child's individual needs. This should be read alongside our Childcare and Early Education Terms and Conditions for a full description of our services.

### **Our setting aims to:**

- Provide high quality care and education for children.
- Work in partnership with parents to help children to learn and develop.
- Add to the life and well-being of the local community.
- Offer children and their parents a service that promotes equality and values diversity.

### **Parents/carers**

You are regarded as members of our setting who have full participatory rights. These include a right to be:

- Valued and respected.
- Kept informed.
- Consulted.
- Involved.
- Included at all levels.

## **Children's development and learning**

We aim to ensure that each child:

- Is in a safe and stimulating environment.
- Has a named key person who makes sure each child makes satisfying progress and is your link to our setting.
- Is given generous care and attention, because of our ratio of qualified staff to children, as well as volunteer helpers.
- Has the chance to join in with other children and adults to live, play, work and learn together.
- Is helped to take forward her/his learning and development by being helped to build on what she/he already knows and can do.
- Is in a setting that sees parents/carers as partners in helping each child to learn and develop.
- Is in a setting in which parents/carers help to shape the service it offers.

## **The Early Years Foundation Stage**

Provision for the development and learning of children from birth to five years is guided by the Early Years Foundation Stage. Our provision reflects the four overarching principles of the Statutory Framework for the Early Years Foundation Stage:

- A Unique Child

Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

- Positive Relationships

Children learn to be strong and independent through positive relationships.

- Enabling Environments

Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between educators, parents and/or carers.

- Learning and Development

Children develop and learn at different rates. The framework covers the education and care of all children in early years' provision including children with special educational needs and disabilities (SEND).

## **How we provide for learning and development**

Children start to learn about the world around them from the moment they are born. The care and education offered by our setting helps children to continue to do this by providing all the children with interesting activities that are appropriate for their age and stage of development.

The Areas of Learning and Development comprise:

- Prime Areas
  - Personal, social and emotional development.
  - Physical development.
  - Communication and language.
- Specific Areas
  - Literacy.
  - Mathematics.
  - Understanding the world.
  - Expressive arts and design.

For each area, the level of progress that children are expected to have attained by the end of the Early Years Foundation Stage is defined by the Early Learning Goals. These goals state what it is expected that children will know, and be able to do, by the end of the reception year of their education.

We refer to non-statutory curriculum guidance to support our professional judgment as we assess each child's progress and level of development as they progress towards the Early Learning Goals. We have regard to these when we assess children and plan for their learning by creating a curriculum that is ambitious and meets every child's needs. Our educational programmes support children to develop the knowledge, skills and understanding they need for:

#### Personal, social and emotional development

- self-regulation
- managing self
- building relationships

#### Physical development

- gross motor skills
- fine motor skills

#### Communication and language

- listening, attention and understanding
- speaking

#### Literacy

- comprehension
- word reading
- writing

#### Mathematics

- number
- numerical patterns

#### Understanding the world

- past and present
- people, culture and communities
- the natural world

#### Expressive arts and design

- creating with materials
- being imaginative and expressive

## **Our approach to learning and development and assessment**

### *Learning through play*

Being active and playing supports young children's learning and development through doing and talking. This is how children learn to think about and understand the world around them. We use the EYFS education programmes to plan and provide opportunities which will help children to make progress in all areas of learning. This programme is made up of a mixture of activities that children plan and organise for themselves, and activities planned and led by educators.

### *Characteristics of effective learning*

We understand that all children engage with other people and their environment through the characteristics of effective learning that are described in the Early Years Foundation Stage as:

- playing and exploring - engagement
- active learning - motivation
- creating and thinking critically - thinking

We aim to provide for the characteristics of effective learning by observing how a child engages with learning and being clear about what we can do and provide to support each child to remain an effective and motivated learner.

### *Assessment*

We assess how young children are learning and developing by observing them. We use information that we gain from observations of the children, to understand their progress and where this may be leading them. We believe that parents know their children best, and we will ask you to contribute to assessment by sharing information about what your child likes to do at home and how you, as parents/carers, are supporting development.

We may make periodic assessment summaries of children's achievement based on our on-going observations. These help us to build a picture of a child's progress during their time with us and form part of children's records of achievement/learning journeys. We undertake these assessment summaries at regular intervals, as well as at times of transition, such as when a child moves into a different group or when they go on to school.

### *The progress check at age two*

The Early Years Foundation Stage requires that we supply parents and carers with a short-written summary of their child's development in the three prime areas of learning and development - personal, social and emotional development; physical development; and communication and language - when a child is aged between 24 - 36 months. Your child's key person is responsible for completing the check using information from on-going observations carried out as part of our everyday practice, taking account of the views and contributions of parents and other professionals.

## **Records of achievement/learning journeys**

We keep a record of achievement/learning journey for each child. Your child's record of achievement/learning journey helps us to celebrate together her/his achievements and to work together to provide what your child needs for her/his well-being and to make progress.

Your child's key person will work in partnership with you to keep this record. To do this you and they will collect information about your child's needs, activities, interests and achievements. This information will enable the key person to identify your child's progress. Together, we will then decide on how to further support your child's learning and development.

### **Working together for your children**

We maintain the ratio of adults to children in the setting that is set by the Safeguarding and Welfare Requirements. We may also have volunteer parent/carer helpers, where possible, to complement these ratios. This helps us to:

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

The staff who work at our setting are experienced and hold relevant childcare qualification. We also employ unqualified staff and apprentices, and they are encouraged to complete relevant childcare qualification.

We are open for 38 weeks per year

We are closed Every bank holidays and half terms

We are open for 3, 4 and 5 days a week depending on the branch

The times we are open are 9-3pm, or 9-2pm depending on the branch

We provide care and education for young children between the ages of:  
18 months and 5 years.

### **How parents/carers take part in the setting**

Our setting recognises parents/carers as the first and most important educators of their children. All our staff see themselves as partners with parents/carers in providing care and education for their children.

There are many ways in which parents/carers take part in making our setting a welcoming and stimulating place for children and parents/carers, such as:

- exchanging knowledge about their children's needs, activities, interests and progress with our staff
- contributing to the progress check at age two
- helping at sessions of the setting
- sharing their own special interests with the children
- helping to provide and look after the equipment and materials used in the children's play activities
- being part of the management of the setting, where appropriate
- taking part in events and informal discussions about the activities and curriculum provided by the setting
- joining in community activities, in which the setting takes part
- building friendships with other parents/carers in the setting

### **Joining in**

Our setting has a rota which parents/carers can join if they would like to help at a particular session or sessions of the setting. Helping at the session enables parents/carers to see what the

day-to-day life of our setting is like and to join in helping the children to get the best out of their activities.

Parents/carers can also offer to take part in a session by sharing their own interests and skills with the children. We welcome parents/carers to drop into the setting to see it at work or to speak with the manager.

### **Key person and your child**

Our setting uses a key person approach. This means that each member of staff has a group of children for whom she/he is particularly responsible. Your child's key person will be the person who works with you to make sure that the childcare and early education that we provide is right for your child's particular needs and interests. When your child first starts at the setting, they will help your child to settle and throughout your child's time at the setting, they will help your child to benefit from our activities.

### **Learning opportunities for adults**

As well as gaining relevant qualifications, our staff take part in further training to help them to keep up-to date with thinking about early years care and education. We also keep up to date with best practice, as a member of the Early Years Alliance, through Under 5 magazine, Alliance training on EYA Central and other publications produced by the Alliance. The current copy of Under 5 is available for you to read. Occasionally, we hold learning events for parents/carers.

### **The setting's timetable and routines**

Our setting believes that care and education are equally important in the experience which we offer children. The routines and activities that make up the day in our setting are provided in ways that:

- help each child to feel that she/he is a valued member of the setting
- ensure the safety of each child
- help children to gain from the social experience of being part of a group
- provide children with opportunities to learn and help them to value learning

### **The session**

We organise our sessions so that the children can choose from, and work at, a range of activities and, in doing so, build up their ability to select and work through a task. The children are also helped and encouraged to take part in adult-led small and large group activities, which introduce them to new experiences and help them to gain new skills, as well as helping them to learn to work with others. Outdoor activities contribute to all areas of learning and development, including their health and their knowledge of the world around them. The children have the opportunity, and are encouraged, to take part in outdoor child-chosen and adult-led activities, as well as those provided indoors.

### **Snacks and meals**

We make snacks and meals a social time at which children and adults eat together. We plan the menus for snacks and meals so that they provide the children with healthy and nutritious food. Please tell us about your child's dietary needs, particularly any known allergies or food intolerance and we will plan accordingly.

### **Clothing**

We provide protective clothing for the children when they play with messy activities. We encourage children to gain the skills that help them to be independent and look after themselves.

These include taking themselves to the toilet and taking off, and putting on, outdoor clothes. Clothing that is easy for them to manage will help them to do this.

## **Policies**

Our staff can explain our policies and procedures to you. Copies of which are available within the setting and on our website.

Our policies help us to make sure that the service we provide is of high quality and that being a member of the setting is an enjoyable and beneficial experience for each child and her/his parents.

Our staff and parents/carers work together to adopt the policies, and they all can take part in the annual review of the policies. This review helps us to make sure that the policies are enabling our setting to provide a quality service for its members and the local community.

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

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

The data is we collect is:

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

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

## **Safeguarding children**

Our setting has a duty under the law to help safeguard children against suspected or actual 'significant harm'. Our employment practices ensure that people looking after children are suitable to fulfil the requirements of their role and help to protect children against the likelihood of abuse in our setting and we have a procedure for managing complaints or allegations against a member of staff.

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

To make sure that our provision meets the needs of each individual child, we take account of any special educational needs a child may have. We work to the requirements of the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015).  
There is a named Special Educational Needs Co-ordinator (SENCO) at each setting.

## **The management of our setting**

The setting is owned and governed by Childville directors/owners

Our setting has a parent/carer WhatsApp group where information and activities are shared for information and parent participation as required.

## **Fees**

The fees for funded preschool children are paid by the local authority and is free to all parents. Fees for children that are not qualified for funded places are £35 per session and fees for breakfast and afterschool club is £8 per session breakfast and £16 per day After school club payable weekly or monthly in advance. Please note that there is £25 non refundable registration fee payable for all non government funded places and £10 per month voluntary contribution from preschool parent/carers towards consumables.

Fees must still be paid if children are absent without notice for a brief period. If your child must be absent over an extended period, talk to your setting manager who in turn will discuss your situation with the owner/director. Please note that fee is still payable if your child is sick or you went away on holiday during term time.

For your child to keep her/his place at our setting, you must pay the fees. We are in receipt of nursery education funding for two-, three- and four-year-olds; where funding is not received, then fees apply.

## **Starting at our setting**

### *The first days*

We want your child to feel happy and safe with us. To make sure that this is the case, our staff will work with you to decide on how to help your child to settle into the setting. Our policy on the role of the key person and Settling-in copy can be requested from the setting manager.

We hope that you and your child enjoy being members of our setting and that you both find taking part in our activities interesting and stimulating. Our staff are always ready and willing to talk with you about your ideas, views or to respond to any questions.

## **Attendance and absence**

We take steps to ensure that children are kept safe, that their wellbeing is promoted, and they do not miss their entitlements and opportunities. At the very least, good attendance promotes good outcomes for children. In a small minority of cases, good attendance may also lead to early identification of more serious concerns for a child or family.

There are several reasons why a child may be absent from a setting. In most cases it is reasonable to expect that parents/carers alert the setting as soon as possible, or in the case of appointments and holidays give adequate notice. The attendance and absence policy are shared with parents and carers, and they are advised that they should contact the setting within one hour of the time the child would have been expected to advise of their absence. Designated safeguarding leads must also adhere to Local Safeguarding Partnership (LSP) requirements, procedures and contact protocols for children who are absent or missing from the provision

- If a child who normally attends fails to arrive and no contact has been received from their parents/carers, or if the child is absent for a prolonged period of time the designated

safeguarding lead, takes immediate action to contact them to seek an explanation for the absence and be assured that the child is safe and well.

- Attempts to contact the child's parents/carers or other named carers continue throughout the day on the first day of absence.
- If no contact is made with the parents/carers and there is no means to verify the reason for the child's absence i.e. through a named contact on the child's registration form, this is recorded as an unexplained absence on the child's personal file and is followed up by the manager each day until contact is made.
- If contact has not been made, and we have any reason for concern about a child's wellbeing and welfare, children's services will be contacted for advice about making a referral. Other relevant services may be contacted as per LSP procedures.
- All absences are recorded on the child's personal file with the reason given for the absence, the expected duration and any follow up action taken or required with timescales.
- Absence records will be monitored to identify patterns and trends in children's attendance. An understanding of the child's and family's individual circumstances will inform the setting's judgement in determining what constitutes a 'prolonged period of absence'.
- Absence records are retained for at least three years, or until the next Ofsted inspection following a cohort of children moving on to school.

If at any time further information becomes known that gives cause for concern, procedure Responding to safeguarding or child protection concerns is immediately followed.  
Safeguarding vulnerable children

- The designated safeguarding lead or key person attempts to contact the parents/carers to establish why the child is absent. If contact is made and a valid reason given, the information is recorded in the child's file.
- Any relevant professionals involved with the child are informed, e.g. social worker/family support worker.
- If contact is made and the designated safeguarding lead is concerned that the child is at risk, the relevant professionals are contacted immediately. The events, conversation and follow-up actions are recorded. If contact cannot be made, the designated person contacts the relevant professionals and informs them of the situation.
- If the child has current involvement with social care, the social worker is notified on the day of the unexplained absence.
- If at any time information becomes known that gives cause for concern, 06 Safeguarding children, young people and vulnerable adults procedures are followed immediately.

## **Safeguarding**

- If a child misses three consecutive sessions and it has not been possible to make contact, the designated person calls Social Care and makes a referral if advised. Contact with Social Care may be made sooner if there are concerns for a child's wellbeing or welfare.
- If there is any cause for concern i.e. the child has a child protection plan in place or there have been previous safeguarding and welfare concerns, the designated person attempts to contact the child's parent/carer immediately. If no contact is made, the child's absence is logged on Safeguarding incident reporting form, and Social Care are contacted immediately, and safeguarding procedures are followed.

## **Poor/irregular attendance**

Whilst attendance at an early years setting is not mandatory, regular poor attendance may be indicative of safeguarding and welfare concerns that should be followed up.

- In the first instance the setting manager should discuss a child's attendance with their parents/carers to ascertain any potential barriers i.e. transport, working patterns etc and should work with the parents/carers to offer support where possible.
- If poor attendance continues and strategies to support are not having an impact, the setting manager must review the situation and decide if a referral to a multi-agency team is appropriate.
- Where there are already safeguarding and welfare concerns about a child or a child protection plan is in place, poor/irregular attendance at the setting is reported to the Social Care worker without delay.

In the case of funded children, the local authority may use their discretion, where absence is recurring or for extended periods, considering the reason for the absence and impact on the setting. The setting manager is aware of the local authority policy on reclaiming refunds when a child is absent from a setting.

## **Childcare and early education terms and conditions**

### **Childville Terms and Conditions**

This document and the terms and conditions within it govern the basis on which Childville (referred to here as 'we' / 'our' / 'us' agree to provide childcare and early education services to parent(s)/guardian(s) (referred to as 'you').

Only a parent/guardian with parental responsibility for a child can register that child for a childcare and early education place with us. We will ask to see your child's birth certificate, or other relevant documentation, to confirm that you have parental responsibility for the child as part of our registration process.

Our details:

Childville After School Services Ltd

Company Registration No: 06074219

Registered Address: 109b High Street, Hemel Hempstead, Herts HP1 3AH

Telephone: 07919913302

Email: [Childvillecentre@yahoo.com](mailto:Childvillecentre@yahoo.com)

Ofsted URN:RP520422

Insured by: Morton Michel (QBE)

Insurance policy number: NC01022768

Your details: Will be collected on your child registration form.

Our offer for a childcare and early education place for your child is for 15 hours per week for funded children and 30 hours per week for working parents/carers between Monday to Friday (enquire from your branch manager for the opening hours and sessions available) over 38 weeks per year (Term time only). Breakfast club and after school club sessions are from 7.30am to 9am from Monday to Friday during term time only. Please note that we are closed on bank holidays.

We collect 2 weeks deposit for non funded government places which is non refundable but will be use towards your last 2 weeks at the centre, if you give us 4 weeks written notice. Please note that there is £25 non refundable registration fee to be paid prior to joining.

Please enquire from your setting manager details of any other funding provided by other third parties (e.g. employers childcare vouchers) and government support via Childcare Choices website.

## **Childcare and early education terms and conditions**

The following terms and conditions govern the basis on which we agree to provide childcare and early education services to you.

### **Our obligation to you**

- 1.1 We will inform you as soon as we know whether your application has been successful. You are required to confirm that you still wish to take up a place within one week of receiving notification from us. If you fail to notify us, then the offer of a place may be withdrawn. Once you confirm a fee-paying place a deposit payment is required to hold the place for your child. The monetary value of the deposit is published as part of the setting's schedule of fees. This is available on request. The deposit is refunded on payment of the final invoice at the end of your child's attendance at the setting. Please note your child's deposit will be taken on completion of the application form. If you fail to take up a place, an administration fee will be charged.
- 1.2 We provide agreed childcare and early education facilities for your child during the official opening hours. If we change the opening hours, we will give parents as much notice as possible, and, if necessary, will work with you to agree a change to your child's hours of attendance.
- 1.3 We will try to accommodate any requests you may make for additional sessions and/or extended hours of childcare and early education.
- 1.4 We will notify parents/carers as early as possible when the setting will be closed.
- 1.5 We will provide you with regular updates about your child's progress.
- 1.6 We will try to make a place available to any of your other children. However, we cannot guarantee that a place will be available.

### **Your obligation to us**

- 2.1 You are required to fully complete and return the Childcare and Early Education Registration form to us before your child can start.
- 2.2 You are required to inform us immediately of any changes to your contact details or other changes to the information on your child's registration form.
- 2.3 The Childcare and Early Education Registration form includes medicine consent and emergency treatment authorisations which you are required to complete before your child attends.
- 2.4 You are required to immediately inform us if your child is suffering from any contagious disease, or if your child has been diagnosed by a medical practitioner with a notifiable disease. We need to protect other children at the setting so you cannot bring or allow your child to attend at these times. When your child is contagious, they pose a risk to other children during normal daily activities.
- 2.5 You are required to inform us of the identity of the person(s) who will be collecting your child. We will require proof of identity if a person collecting your child is not usually responsible. You should let us know in advance about these changes. If we are not reasonably satisfied that the person collecting your child is expected, we will not release your child into their care until we have checked with you.
- 2.6 You are required to inform us immediately if you are not able to collect your child by the official collection time. You should make arrangements for an authorised person (recorded on your registration form) to collect your child as soon as possible and confirm who they are. A late collection charge will be applied. Please refer to the current fee schedule for details. If you fail to collect your child by the official collection time and we have reason to be concerned about your child's welfare we will contact the local authority.
- 2.7 You are required to inform us as far in advance as possible of any dates when your child will not be attending.
- 2.8 You are required to provide at least one month's notice of your intention to decrease the number of hours your child attends and similarly, should you decide to withdraw

- your child completely and end this Agreement. If you give insufficient notice, you will still be required to pay full fees for one month from the date of notice. If you would like to end this Agreement, please speak to the setting manager.
- 2.9 If your child is the subject of a court order, you are required to inform us and provide a copy of the order on request.
- 2.10 You should read our policies and procedures provided for parents - available for you at the setting.

## **Payment of fees**

- 3.1 Our fees are based on a sessional fee which is the full fee payable per session if your child is not entitled to funded place or you require extra session outside your funded entitlements. Before your child starts, we will notify you of the payment required. We may review the fees at any time but will inform you of the revised amount at least one month before it takes effect. If you do not wish to pay the revised fee, you may end the Agreement by giving us one month's written notice.
- 3.2 Fees are required to be paid weekly or monthly in advance and are based on your weekly fee. Fees are calculated by multiplying the sessional fee by the number of days per week multiply by the number of week per each month. Discounted rates, (which is discretionary) do not apply to funded places or part-funded places. Additional hours will be charged at the full rate.
- 3.3 All payments made under this Agreement should be made by cash or standing order or by direct debit where agreement in advance is made with the setting manager. All payment regardless of method shall be made by the parent/guardian weekly or monthly, in advance, on the first day of each month (for online payment) or Friday before or Monday of the week the service is being provided for weekly payment. If the payment is made by cash or online (with proof of transfer), it is your responsibility to obtain a receipt from the setting manager as proof of payment. Late payments will incur a late payment fee of £5.00. In addition, a charge of £25.00 will be made for each occasion of re-presented payments and on the issue each late payment letter issued to you. If further action is required to recover unpaid fees, additional charges may be made in lieu of any costs of recovery incurred.
- 3.4 If the payment of fees referred to in 3.3 is outstanding for more than 14 days then we may terminate the Agreement. Once the contract has been terminated, the child shall cease to be admitted, and the notice of termination shall be regarded as a formal demand for outstanding monies.
- 3.5 If you require additional sessions or have been unable to collect your child by the official collection time, we will inform you of the extra amount payable and request this late collection payment on arrival. In the event of late collection of your child, we reserve the right to charge a late collection fee of £1 per minute after the first 5 minutes.
- 3.6 No refund will be given for periods when children do not attend a session due to illness or holidays. Please note that we are closed on bank holidays and our team has three training days per year. This helps support our team's continuing professional development which benefits the children and families. No refunds are given for these closures as they are already taken into account when setting fees.
- 3.7 If you are in receipt of any funded entitlement such as two-year-old funding you will not be charged for the cheapest funded hours taken.\* If any part of your booking includes an extended session which is offered at a discounted price when compared to the cost of the sub-sessions that make up that extended session (for example where a full day session is priced at a discount compared to the cost of sessions which make up a full day) the funded entitlement will be applied to the full, undiscounted cost of the sub-sessions. Funded entitlement will normally be spread across the year.
- 3.8 Where your child is in receipt of funded early years entitlement and/or extended entitlement (additional 15 hours) the full weekly fee is payable during periods where the early years funding does not apply. We may also ask for additional information

recorded on your child's registration form that will assist HMRC in deciding about eligibility for certain entitlements.

- 3.9 Funded entitlement is delivered as stipulated in our Local Authority Model Agreement and meets the requirement for us to communicate details about the days, and times we offer funded places, along with our services and charges, as per these terms and conditions.

## **Suspension of a child**

- 4.1 We may suspend providing childcare and early education to your child at any time if you fail to pay any fees due.
- 4.2 If the period of suspension for non-payment of fees exceeds one month, either of us may terminate this Agreement by giving written notice. This takes effect on receipt of the notice.
- 4.3 We do not support the exclusion of any child on the grounds of behaviour. However, if your child's behaviour is deemed by us to endanger the safety and well-being of your child and/or other children and adults, it may be necessary to suspend childcare and early education while we try to address these issues with you. It may also be necessary to share our concerns with other external agencies as appropriate. The decision to suspend your child will be made with the agreement of the owners/directors.
- 4.4 During any period of suspension for behaviour-related issues, we will work with the local authority and where appropriate other welfare agencies to identify appropriate provision or services for your child.
- 4.5 If your child is suspended part way through the month, under the conditions stated in clause 4.3, we will give you a credit for any fees you have already paid for the remaining part of that month, calculated on a pro rata basis. This sum may be offset against any sums payable by you to us.

## **Termination of the Agreement**

- 5.1 You may end this Agreement at any time, by giving us at least one month's notice.
- 5.2 We may immediately end this Agreement if:
- 5.2.1 You fail to pay your fees.
  - 5.2.2 You breach any of your obligations under the Agreement and you have not or cannot put right that breach within a reasonable period of time.
  - 5.2.3 You behave unacceptably; we do not tolerate any physical or verbal abuse or threats towards staff or other parents.
  - 5.2.4 We take the decision to close. We will give you as much notice as possible in the event of such a decision.
- 5.3 It may become apparent that the support we can offer your child is not sufficient to meet his or her needs. Under these circumstances we work with you, the local authority and other welfare agencies as per our procedures to identify appropriate support, at which point we may end this Agreement.
- 5.4 You may end this Agreement if we have breached any of our obligations under this Agreement and we have not or cannot put right that breach in a reasonable period after you draw it to our attention.

## **General**

- 6.1 If we close or take the decision to close due to events or circumstances beyond our control such as extreme weather conditions, the weekly fee will continue to be payable in full. We will be under no obligation to provide alternative childcare and early education to you. However, if the closure exceeds three consecutive days in duration (excluding any days when we would otherwise be closed), we will credit you with an amount that represents the number of days closed in excess of three days.

- 6.2 If you have any concerns about the childcare and early education we provide, please discuss them with your child's key person. If your concerns are not resolved to your satisfaction, please contact the setting manager. Your satisfaction with our service is very important to us and any concerns or complaints will be reported to the appropriate line manager for review.
- 6.3 From time to time, we may take images or video of the children who attend. These images or video may be used by the setting for promotional purposes. If you do not wish your child to be included in these images or videos, you should record this when you complete the registration form.
- 6.4 While food and drink are provided on the premises, we are not a commercial kitchen and may not be able to cater for the individual needs of every child. We provide a meat and vegetarian option. Every effort is made to follow recommended food preparation guidance and to ensure that all setting staff involved in the preparation and serving of food are suitably trained.
- 6.5 Normally we will seek your consent before sharing information about your child with another professional or agency. We are required to share any information with the local authority and other relevant agencies if there are any safeguarding concerns about your child. In certain situations, we may not seek consent prior to sharing information, or we may, in certain specified circumstances override a refusal to give consent.
- 1.1 You must avoid making any social media communications that could damage our business interests or reputation, even indirectly or link us to any political movement or agenda.
- 1.2 You must not use social media to defame or disparage us, our staff or any third party; to harass, bully or unlawfully discriminate against staff or third parties; to make false or misleading statements; or to impersonate staff members of the setting or other related third parties.
- 6.6 We reserve the right to vary the terms and conditions contained in this Agreement giving at least one month's notice.
- 6.7 This Agreement contains the full and complete understanding between the parties and supersedes all prior arrangements and understanding whether written or oral relating to the subject of the Agreement except to the extent that we vary terms from time to time.
- 6.8 Acceptance of a place will be deemed as acceptance by you of these terms and conditions.

\* For an illustrative example of the sessions you require, please discuss with your manager.

Acceptance of our offer of a childcare and early education place

Please note that signing your child registration form indicate that you have read and understood our terms and conditions and it confirms your acceptable of a childcare and early education place with us for your child.

For parent(s)/guardian(s) under the age of 18, a guarantor aged over 18, must also sign the registration on your behalf. The contract would therefore be between Childville, you and the guarantor.

## **Prime times – The role of the key person**

'Each child must be assigned a key person' (EYFS 2024)

Babies and young children need to form a secure attachment to key person when they join Childville to feel safe, happy, and eager to participate and learn.

## **The key person role**

- A key person builds an on-going relationship with the child and their parents/carers and is committed to that child's well-being while in the setting.
- Every child that attends is allocated a key person before they begin settling in - it is not the responsibility of the child to choose their own key person.

- Where possible a 'back up' key person is also identified for each child so that they can fulfil the role in the absence of the main key person, for example, during annual leave or sickness.
- The key person conducts the progress check at age two for their key children.
- The role is fully explained to parents/carers on induction and the name of the child's key person and 'back up' key person is recorded on the child's registration form.
- The key person is central to settling a child into the setting. The setting manager and key person explain the need for a settling in process and agree a plan with the parents.
- Shift patterns and staff absence can affect a child who is just settling in; where possible, settling in should be matched to when the key person is on duty.
- The number of children for each key person considers the individual needs of children and the capacity of the key person to manage their cohort; it is also influenced by part-time places and part time staff. The setting manager should aim for consistency i.e. matching part-time staff to part-time children; full-time children should not be divided between key persons during the week.
- Photographs of key persons and their key groups are displayed clearly.
- The key person spends time daily with his or her key group to ensure their well-being.

### **Parents/carers**

- Key persons are the first point of contact for parents regarding matters concerning their child and any concerns parents/carers may have been addressed with the key person in the first instance.
- Key persons support parents/carers in their role as the child's first and most enduring educators.
- The key person is responsible for the child's developmental records, completing the progress check at age two, and for sharing information about progress with the child's parents/carers.

### **Learning and development**

- The key person helps to ensure that every child's learning and care is tailored to meet their individual needs. This is achieved through regular observation and assessment of children, using information gathered about their achievements, interests and learning styles to plan for each individual child's learning and development.
- If a child's progress in any of the prime areas gives cause for concern, the key person must discuss this with the setting manager or SENCO and the child's parents/carers.

### **Prime times**

The key person role is explained further in the prime-time procedures; the key person also maintains other responsibilities for key children including administering medication and signing accident records where possible.

### **Back-up key person**

- The role of the back-up key person is to step in when the main key person is absent or unavailable to provide a stable and consistent care relationship for the child.
- The back-up key person is identified when the child starts but is not introduced to the child until an attachment is beginning to form with the key person.
- The back-up key person gradually forms a relationship with the child until the child is happy to be cared for by this person.

- The back-up key person shares information with parents/carers in the key person's absence and makes notes in the child's records where appropriate.
- The back-up key person ensures information is shared with the key person.

## **Safeguarding children**

- The key person has a responsibility towards their key children to report any concern about their development, welfare, or child protection matter to the setting manager and to follow the procedures in this respect.
- Regular supervision with the setting manager provides further opportunities to discuss the progress and welfare of key children.
- The back-up key person has a duty likewise.

## **Further guidance**

Being a Key Person in an Early Years Setting (Alliance Publication)

## **Prime times – Settling in and transitions**

To feel securely settled and ready to learn, children need to form attachments with the adults who care for them, primarily a key person, but others too. In this way they feel part of a community; they can contribute to that community and receive from it. Very young children, especially two- to three-year-olds, approach separation from their parent with anxieties, older children have a more secure understanding of 'people permanence' and can approach new experiences with confidence; but also need time to adjust and feel secure. It is the entitlement of all children to be settled comfortably into a new environment.

Childville follow a three-stage model of settling in based on three key needs:

1. *Proximity* - Babies and young children feel safest when a familiar adult, such as a parent, is present when they are getting used to a new carer and new surroundings. In this way they can become confident in engaging with those experiences independently later on.
2. *Secure base* – Because the initial need for proximity of the parent has been met, babies and young children gradually begin to feel secure with a key person in a new surrounding so that they are able to participate independently for small periods of time.
3. *Dependency* – Babies and young children are able to separate from parents' and main carers when they have formed a secure attachment to their key person who knows and understands them best and on whom they can depend for their needs to be met.

The setting manager and key person explain the need for settling in and agree a plan with the parents/carers. They write this down and both key person and parents/carers keep a copy. Each day they review the plan and agree what will happen the next day.

## **Settling-in for babies, children under two and those with SEND**

- Start times for babies are staggered to allow sufficient one to one time with each child and parent/carers.
- Babies should at least be at stage 2 of settling before the key person begins settling another child.

- Where a number of babies need to start – key persons can start settling one child in the morning and another in the afternoon. In their first week, children who are settling in will not stay all day.
- If a child has been identified as having SEND then the key person/SENCO and parents/carers will need to identify and address potential barriers to settling in e.g. timings of medication and invasive procedures, specific routines and levels of support.

### **Promoting proximity**

- For the first few days, the parent/carer attends with the baby and does not leave for any time.
- One to two hours is sufficient for a baby and parent/carer to attend on any one day initially.
- On the first day, the key person shows the parent/carer around, introduces members of staff, and explains how the day is organised, making the parent/carer and child feel welcome and comfortable.
- The key person always greets the parent/carer and child. (Shift patterns may need to be adjusted when settling in where applicable.)
- The parent/carer is invited to play with their child and the key person spends time with them. As much time as possible is allowed for the key person to do this.
- Over subsequent days, depending how the child is responding, the parent/carer is invited to attend other significant times of the day, including lunch, sleep and afternoon play.
- At this time, the key person does not change or feed the baby but observes the parent/carer's handling of the baby and how the baby responds.
- The key person will engage the baby in eye contact but not rush to handle or hold the baby if this causes them distress.
- The key person observes to see if the baby is recognising them, beginning to explore the environment (if able), noting what they seem to like and making sure it is available the next day.

### **Promoting secure base**

- When the young child has experienced different times of the day, these are then fitted together to establish continuity of the day.
- The parent/carer now attends with the baby for the whole morning including lunch time. During this time, the key person and parent establish how the baby is getting to know the key person. They note when the baby seems distressed and when the baby is happy and build on this.
- If the baby is responding to the situation with smiles and eagerness to be held, then the baby is ready for the parent/carer to spend short periods of time away in another part of the building. If signs of distress are still apparent then the separation will be approached more slowly, starting with the parent/carer staying in the room, but taking a 'back seat', while the key person spends time with the baby.
- When the parent/carer leaves, they always say goodbye and say they are coming back. Parents/carers should never slip away without the baby noticing; this leads to greater distress.
- Gradually, time out of the room is extended from 10 to 20 minutes, and then 30 minutes.
- When baby can comfortably cope with 30 minutes, the key person and parent/carer plan the next stage.
- Parents/carers can be asked to bring in a recently worn tee shirt or scarf that smells of them. Babies will often settle if they can smell the familiar smell of the parent. Some parents/carers may agree to send in a recording of a song that they sing to get their baby to sleep, especially if it is in their home language.

## **Promoting dependency**

- Attachment can be seen when the baby shows signs that they are happy to transfer their need to be dependent onto the key person. Key persons look for signs such as the baby being pleased to see them, looking for them when distressed, holding out their arms to be held, establishing eye contact, responding to play, feeding and taking comfort from the key person.
- Parents/carers can now leave their baby for longer, until the baby can cope with a longer day.
- After 4-6 weeks, the key person reviews the settling in plan with the parent/carer and discusses how well the child has settled. They discuss problems that may have arisen and plan how they will be overcome. They plan for the next few weeks and set a time to review. As babies and toddlers grow and change so rapidly, meeting every 6 weeks is recommended.

## **Part-time babies and toddlers**

- Part-time babies have the same needs when settling in as full-time babies. However, part-time attendance means that there may be gaps between times the baby is in one week to the next.
- During settling in the baby and parent/carer attend every day, even on the days when they will not usually, until the baby is settled and comfortably attached to the key person. Then the normal pattern of attendance should commence.
- A settling in review takes place after 6 weeks for the key person and parent/carer to discuss how well the baby has settled, formed an attachment and adapted to the setting. Any adverse changes of behaviour at home (or in the setting) are addressed as a sign of separation difficulty.

## **When babies do not seem to settle**

- It is not good for babies to be in a setting when they are acutely distressed and anxious. A baby who is not securely attached and settled is overwhelmed with fear. They are unable to participate in any activity and do not learn. It is not in their immediate or long-term interest to attempt to prolong what is an agonising experience for them.
- A highly distressed baby will need 1:1 attention consistently; their distress will upset other babies and put stress on staff. If this is the case, the key person discusses with the manager or deputy.
- Attempts are made to reduce anxiety and distress through a planned approach with the parent/carer.
- The three stages of settling-in are reviewed and the plan is pitched back at the appropriate stage.
- Particular triggers of distress are discussed to see what can be done to alleviate it.
- If all attempts have been made and the baby or toddler still cannot cope without the parent, then the place is offered only with the parent/carer attending. In some cases it may be appropriate to withdraw the place and help the parent/carer consider alternatives. For a child 'in need' this may need to be discussed with the social care worker, where one is allocated to the child, health visitor or referring agency.

## **When a parent/carer is unable or refuses to take part in settling in**

- Information about the 'settling in' plan is given at the first visit and the reasons are explained.

- If the parent/carer feels that this will be difficult – perhaps another close relative can come in instead.
- Genuine difficulties need to be handled sensitively, but generally speaking this is not an issue where the parent/carer has a choice not to attend with their child. A parent/carer who refuses to take part in settling in may have the offer of the place withdrawn.

### **Prolonged absences**

- If babies or toddlers are absent from the setting for any for periods of time beyond one or two weeks, their attachment to their key persons will have decreased and will need to be built up again.
- Parents/carers are made aware of the need to 're-settle' their children and a plan is agreed.

### **Moving up from baby room to the main room (where applicable)**

- One-year olds are not moved to the main room before their second birthday or before they can cope; they are given the opportunity to visit the main group as part of a normal day and participate in play and join in at mealtimes, becoming familiar with adults, children and the environment.
- When approaching their second birthday, and when a vacancy arises, a new key person is identified. The key person discusses the plan for the child moving up with the parents.
- The baby room key person and the parents agree how the child will be settled; ideally parents/carers spend time with their child and new key person before the move takes place.
- The current key person will spend time with the child in the new group, liaising with the new key person and ensuring that the child is familiar with all the main times of the day.
- The child gradually spends more time with the new key person until they can cope in their new room.

### **Two-year-olds starting a setting for the first time**

- A two-year-old may have little or no experience of group care. As part of gathering information from parents, it is important to find out about the child's experience of non-parental care, for example grandparents, or childminder; this informs staff as to how a child may respond to a new situation.
- The three-stage approach involving Proximity, Secure Base and Dependency/Independence is applied to two-year-olds as to younger children.
- After the induction meeting with the setting manager or deputy and key person, a settling-in plan is drawn up. Where possible, a home visit is carried out for the same purpose.
- To settle in a two-year-old, the setting will go through the same process of gradually increasing the time a child attends with a parent/carer during the proximity stage.
- On the first day, the parent/carer attends with the child, and stays for the morning (less if the child becomes tired). On day two, the parent/carer stays longer and on day three stays until, and including lunch
- It is evident that the child is developing a sense of secure base when he or she shows interest in activities and begins to engage with the key person and other children. Then the parent/ carer may gradually start to spend short periods of time in another room to see how the child responds, this time increases until the child can manage a whole session without the parent.
- Separation causes anxiety in two-year-olds, as they have no concept of where their parents/carers have gone. Parents/carers should always say goodbye and tell them when

they will return. Patience with the process will ensure children are happy and eager to come to play and be cared for in the setting.

### **Three- and four-year-olds**

- Most children of this age can move through the stages more quickly and confidently.
- Some children take longer, and their needs for proximity and secure base stages should be accommodated as much as possible.
- Some children appear to leap to dependency/independence within a couple of days. In most cases, they will revert to the need for proximity and secure base. It can be difficult to progress to true dependency/independence and this can be frustrating.
- After the parent/carer attends for an induction meeting with the setting manager or deputy and key person, (or in some circumstances a home visit), a settling-in plan is drawn up.
- On the first day, the parent attends with the child and stays for the morning (less if the child becomes tired), on day two, longer and the next day stays until and including lunch time.
- If the child shows interest in the activities and is beginning to engage with the key person and other children, the parent/carer spends time in the parent/carer room (if available) to see how the child responds.
- Parents/carers are encouraged to explain to their child where they are going, and that they will return.
- If by the fifth day, the child is able to spend more time without the parent/carer, the child may be ready for a short day or session the following week, progressing to a full day or session very soon.

### **For children whose first language is not English**

- For many children learning English as an additional language, the stage of proximity takes longer as the child is dependent upon the parent/carers' input to make sense of what is going on.
- If the parent/carer does not speak English, efforts are made to source an interpreter for induction; it will be helpful for them to see around the setting and be clear about their role in interpreting in the play area.
- The settling-in programme is explained to the parent/carer, and it is emphasised how important it is that they stay with the child and talk to him/her in the home language to be able to explain things.
- Through the interpreter, the key person will try to gauge the child's level of skills in their home language; this will give the key person an idea of the child's interests and levels of understanding.
- The need for the parent/carer to converse in the child's home language is important.
- The key person makes the parent/carer feel welcome using smiles and gestures.
- With the parent/carer, make a list of key words in the child's home language; sometimes it is useful to write the word as you would pronounce it. These words will be used with the child and parents/carers will be addressed with 'hello' and 'goodbye' in their language.
- The key person prepares for the child's visits by having a favourite toy or activity ready for the child to provide a means to interact with the child.
- Children will be spoken to as per any other child, using gestures and facial expressions to help.
- When the child feels happy to spend time with the key person (secure base), the parent/carer should spend time outside of the room.
- Progress with settling in will be done as with any other child; it just takes a little longer to reach dependency/independence.

### **Establishing children's starting points**

When children start at Childville they arrive at different levels of learning and development. To help them to settle and make rapid progress it is important that they are provided with care and learning opportunities that are suited to their needs, interests and abilities. This means establishing and understanding their starting points and whether there are any obstacles to their learning, so that teaching can be tailored to the 'unique child'.

- The aim of establishing a child's starting points is to ensure that the most appropriate care and learning is provided from the outset.
- Starting points are established by gathering information from the first contact with the child's parents/carers at induction and during the 'settling in' period. Staff do not 'wait and see' how the child is settling before they begin to gather information.
- The key person is responsible for establishing their key children's starting points by gathering information in the following ways:
  - observation of the child during settling in visits
  - discussion with the child's parents/carers
  - building on information that has been gathered during registration by referring to the registration form

The information gathered is recorded within two weeks of the child's official start date and sooner where possible.

- The key person must make a 'best fit' judgment about the age band the child is working in, referring to Development Matters or Birth to Five Matters.
- The key person should complete details by indicating where they have gathered their evidence from, using more than one source where possible i.e. parent/carer comment and observation during settling in.

If the initial assessment raises any concerns that extra support may be required procedure Identification, assessment and support for children with SEND is followed.

## **Prime times – arrivals and departures**

Prime times of the day make the very best of routine opportunities to promote 'tuning-in' to the child emotionally and to create opportunities for learning. Arrivals and departures are key times in the day when children need support from their carer to make the transition smooth and happy; these times of day also pose a certain level of risk as parents and carers come and go. All staff at Childville are aware of the potential risks and take measures to minimise them.

### **Arrivals**

- The manager and deputy receive the children at the door while the key person greets the children as they enter the main hall. This ensures that young children are received into the setting by a familiar and trusted adult.
- The manager/deputy who greets the child marks their presence and time of arrival in the register.
- If a child who is expected fails to arrive, this is recorded on the child's personal file and the setting manager contact the child's parents/carers to find out why the child is absent following procedure Absence.
- The manager/deputy ensures that the child has been signed in by the parent/carer and there is a clear indication of who will be collecting the child, and at what time.
- The manager/deputy greets the parents/carers and takes time to hear information the parents/carers need to share. They inform the parents/carers of aspects of the day, such

as if there is an agency member of staff or flexible worker in, which members of staff will be around later when parents/carers collect their child, any planned outings, or special planned event. Any consent forms are signed.

- The key persons' receives the children physically and tunes in to how he or she is feeling and prepares to meet his/her needs.
- Parents/carers should spend a few minutes with their child and key person before leaving. Many parents/carers will be in a hurry, but this can have an unsettling effect.
- Always ensure that the parents/carers say goodbye to their child and say when they are coming back, such as 'after tea', rather than just 'later'.
- If the member of staff receiving the child is not the key person, the member of staff will hand over the information shared by the parents/carers to the key person when they arrive.

### **Injuries noted on arrival**

If a child is noted to have visible injuries when they arrive at the setting procedure is followed.

### **Changing shifts and handing over information**

- When the key person leaves or goes on a break, they handover the care of the child to a 'back-up' key person.
- If someone other than the key person receives the child, he/she will share any information from the parent/carer and write a note for the key person. Confidential information should be shared with the setting manager to pass on.
- The key person shares information with the back-up key person; in this way they ensure that all information is passed on to the parent/carer in the key person's absence.

### **Departures**

- Children are prepared for home, with clean faces, hands and clothes if required.
- The manager/deputy always greet parents/carers when they arrive, ensuring that the person who has arrived to collect the child is named on the signing in/out form. They hand over the child personally and enter the time of departure in the register.
- Only persons aged over 16 years should normally collect children. If a parent has no alternative, then this is agreed with the setting manager and a risk assessment completed and signed by the parent/carer. In all cases the setting manager will ask the parents/carers to ensure that in future alternative arrangements are made. If the parent/carer is under 16 years of age a risk assessment will be completed. No child will be collected by anyone who has not reached 14 years of age. The risk assessment should take account of factors such as age/vulnerability of child, journey travelled, arrangements upon leaving the setting to go home/elsewhere.
- Educators verbally exchange information with parents/carers.
- If someone other than the key person is with the child at the end of the day, the key person should pass general information to the other staff or write a note for the parents/carers. Confidential information should be shared with the setting manager to pass on.

### **Maintaining children's safety and security**

Arrivals and departures pose a particular threat to the safety and security of the children, particularly when parents arrive at the same time or when in shared premises. To minimise the risk of a child leaving the building unnoticed, the setting manager conducts a risk assessment that identifies potential risks, and the measures put in place to minimise them, such as staff busy talking to individual parents/carers or doors left ajar. The risk assessment is shared with their line manager and is updated as and when required. View procedure Risk assessment and Generic risk assessment form for further guidance.

## **Prime times – Baby and toddler mealtimes**

Feeding and mealtimes are key times in the day for being close and to promote security, as well as for exploration and learning. Childville understands the importance of a healthy balanced diet for young children. At each meal/snack time, staff are responsible for checking that the food provided meets all requirements for each child.

### **Bottle fed babies (where applicable)**

- Babies' hands are washed prior to being given their bottle.
- Babies are fed by their key person or back-up key person if they are not in.
- Bottles are warmed and ready in time; babies should not be left hungry and crying while bottles are being prepared.
- The key person sits in a comfortable chair, or on cushions to feed the baby; the key person needs to be relaxed and calm.
- Babies should be held close so that eye contact can be made. Key persons are responsive to their communication gestures during feeding, talking quietly to them, stroking or holding their hands.
- Babies are winded after feeding, nappies are changed, and the baby is settled to sleep or play.
- Other key children may want to be close to their carer when a baby is being fed. This may allay any anxiety or feelings of jealousy, especially for toddlers.
- Planning for feeding times should be done to try to avoid overlap so that one-to-one attention can be given. If this cannot be avoided the feeding times should be arranged so that the key person can comfortably be with both babies at the same time. Unless in extreme circumstances, feeding should not be regarded as a shared task; unfamiliar carers should not take over feeding times just to 'get it done'.
- Babies will want to hold their own bottles, but they are never left propped up with a bottle to feed themselves.

### **Toddler mealtimes**

- For the most part, older babies and toddlers who are feeding themselves have their meals in their space, with their key group and key person.
- Whilst eating, there should always be a member of staff in the room with a valid Paediatric First Aid certificate.
- A member of staff should always be in sight and hearing of children when eating and sat facing them wherever possible so they can ensure that children are eating in a way to prevent choking and so they can prevent food sharing and be aware of any unexpected allergic reactions.
- Staff who are eating with the children must role-model hygiene, healthy eating and best practice at all times, for example not drinking cans of fizzy drinks in front of the children.
- Food is brought to their room in serving dishes on a trolley where applicable.
- Staff arrange the table before toddlers sit down; there should be no waiting time.
- Babies' and toddlers' hands are wiped/washed clean before their meal.
- Key persons serve their children; they ask their children what they want; they do not put food on plates if the toddler indicates that they do not want it. Toddlers can get very upset if their detested food is put in front of them; they do not understand 'try a little bit' in the way an older child does.
- Babies and toddlers are not discouraged from eating with their fingers; this exploration of their food with their hands is the beginning of self-feeding. When they have finished, they

may wish to 'play' further with any remaining food. It is fine for them to get a bit messy; they, and their table can be cleaned afterwards.

- Babies and toddlers are given time to eat at their own pace and are not hurried to fit in with adults' tasks and breaks.
- Mealtimes are relaxed opportunities for social interaction of babies and toddlers with their group and the adults who care for them. It is a time of sensory learning and learning skills, as well as for the fundamental satisfaction of being fed.
- To protect children with food allergies or specific dietary requirements, children are discouraged from sharing and swapping their food with one another.
- While toddlers are mainly fed in their rooms, opportunities should be open for older children to be invited into their room for lunch, especially siblings, or children who have just moved up into the older group. There should also be opportunities for babies and toddlers to join the older children for, providing they do not find this unsettling or distressing.
- Information for parents is displayed on the parent's notice board, including:
  - Ten Steps for Healthy Toddlers [https://infantandtoddlerforum.org/media/upload/pdf-downloads/HR\\_toddler\\_booklet\\_green.pdf](https://infantandtoddlerforum.org/media/upload/pdf-downloads/HR_toddler_booklet_green.pdf)
  - Daily menus including identification of any foods containing allergens

### **Prime times – Snack-times and mealtimes (older children)**

Children are supervised during mealtimes and always remain within sight and hearing of staff and where possible should be sat facing children whilst they are eating so they can make sure children are eating in a way to prevent choking and also prevent food sharing and be aware of any unexpected allergic reactions. A member of staff with a valid paediatric first aid certificate is always present at mealtimes and staff in the kitchen duties is responsible for ensuring that the food provided meets each child's needs.

#### **Snack times**

- A 'snack' is prepared mid-morning and mid-afternoon and can be organised according to the discretion of the setting manager e.g. picnic on a blanket.
- Children may also take turns to help set the table. Small, lidded plastic jugs are provided with choice of milk or water.
- Children wash their hands before and after snack-time.
- Children are only offered full-fat milk until they are at least two years old because they may not get the calories they need from semi-skimmed milk. After the age of two, children can gradually move to semi-skimmed milk as a main drink, if they are eating a varied and balanced diet.
- Fruit or raw vegetables, such as carrot or tomato, are offered in batons, which children should be encouraged to help in preparing. Bananas and other foods are not cut as rounds but are sliced to minimise a choking hazard.
- Portion sizes are gauged as appropriate to the age of the child.
- Biscuits should not be offered, but toast, rice cakes or oatcakes are good alternatives.
- Children arrive as they want refreshment and leave when they have had enough. Children are not made to leave their play if they do not want to have a snack.
- Staff join in conversation and encourage children's independence by allowing them to pour drinks, butter toast, cut fruit etc.

#### **Mealtimes**

- Tables are never overcrowded during mealtimes.
- Children are always within sight and hearing of staff at mealtimes and where possible sat facing them while they are eating.

- There is a Paediatric First Aider present at children's meal and snack times.
- Children help staff set tables which are arranged for key person groups.
- Cloths are used where practical and children's places are personalised with, for example, mats that they make for themselves and have laminated.
- Their food is brought to their room in serving dishes for each table on a trolley. Dishes are not kept in a food warmer or oven so will not be too hot to touch.
- Children wash their hands and sit down as food is ready to be served.
- Children are encouraged to choose what they want and to take their own helpings.
- Staff have their lunch with children and do not eat different food in front of children. Staff who are always eating with the children role-model healthy eating and best practice, for example not drinking cans of fizzy drinks in front of the children.
- Children are given time to eat at their own pace and are not hurried to fit in with adults' tasks and breaks. They are not made to eat what they do not like and are encouraged to try new foods slowly.
- To protect children with food allergies or specific dietary requirements, children are discouraged from sharing and swapping their food with one another.
- If children do not eat their main course, they are not denied pudding. Food is not used as a reward or punishment.
- Mealtimes are relaxed opportunities for social interaction between children and adults.
- There are sometimes opportunities for children to eat with friends on other tables. Children may be invited to the babies' room for lunch, to join a sibling or be with their previous carer if they have just moved up into the older group. There should also be opportunities for babies and toddlers to join the older children for lunch, providing they do not find this unsettling or distressing.
- After lunch children are encouraged to scrape their plates and help wipe the table and sweep the floor.
- Children go to the bathroom and wash their hands after lunch in their key groups. Cleaning teeth no sooner than 1 hour after lunch is recommended where hygiene procedures pose no risk (see procedure Oral health).
- Information for parents/carers is displayed on the parent/carers notice board, including:
  - Ten Steps for Healthy Toddlers [https://infantandtoddlerforum.org/media/upload/pdf-downloads/HR\\_toddler\\_booklet\\_green.pdf](https://infantandtoddlerforum.org/media/upload/pdf-downloads/HR_toddler_booklet_green.pdf)
  - Daily menus including identification of any foods containing allergens

### **Prime times – Intimate care and nappy changing**

Prime times of the day make the best of routine opportunities to promote 'tuning-in' to the child emotionally and to create opportunities for learning while attending [name of setting]. Children's privacy is maintained during nappy changing and toileting, whilst balanced with safeguarding considerations. Nappy changing times are key times in the day for being close and promoting security as well as for communication, exploration, and learning.

### **Babies**

- Babies/young children are usually changed within sight or hearing of other staff whilst always maintaining their dignity and privacy. Where the layout of the setting makes this difficult to achieve, the setting manager completes a risk assessment to ensure that alternative arrangements are in place
- Key persons have a list of personalised changing or checking times for the babies and toddlers in their care.
- Key persons undertake changing babies in their key groups wherever possible; back up key persons change them if the key person is absent.
- Nappy changing areas are warm; there are no bright lights shining down in babies' eyes.
- There are mobiles or other objects of interest to take the baby's attention.

- Each baby has their own basket to hand, containing their nappies and changing wipes; there may also be a special toy for the baby to play with.
- Members of staff put on aprons before changing starts and the area is prepared, gloves are always worn for soiled nappies.
- All members of staff are familiar with the hygiene procedures and carry these out when changing nappies.
- Key persons ensure that nappy changing is relaxed and a happy time for babies.
- Key persons never turn their back on a child or leave them unattended on a changing mat.
- Key persons are gentle when changing; they allow time for communicating with the baby, talking, and responding to the baby's sounds. They allow time for play and 'rituals' that the baby enjoys, such as gently tickling tummies or toes.
- Key persons avoid pulling faces and making negative comment about the nappy contents.
- Key persons do not make inappropriate comments about babies' genitals, nor attempt to pull back a baby boy's foreskin to clean unless there is a genuine need to do so for hygiene purposes.

### **Nappy changing records**

- Key persons record when they changed the baby and whether the baby passed a stool and if there was anything unusual about it e.g. hard and shiny, soft, and runny or an unusual colour.
- If the baby does not pass a stool, or if he/she strains to do so, or is passing hard or shiny stools, the parents/carer will be informed. The baby may be constipated so their feed may need to be adjusted. Constipation in babies is not 'normal' and every effort is made with the parent/carer to help them adjust the diet until soft, formed stools are passed.
- A stool that is an unusual colour can usually be related to the food that was eaten, so it is important that this is noted. However, a stool that is black, green, or very white indicates a problem, and the child should be taken to the doctor.
- Exceptionally soft, watery stools are signs of diarrhoea; strict hygiene needs to be carried out in cleaning the changing area to prevent spread of infection. The parent/carer should be called to inform them, and that if any further symptoms occur, they may be required to collect their child.
- Sometimes a baby may have a sore bottom. This may have happened at home because of poor care; or the baby may have eaten something that, when passed, created some soreness. The baby also may be allergic to a product being used. This must be noted and discussed with the parent and a plan devised and agreed to help heal the soreness. This may include use of nappy cream or leaving the baby without a nappy in some circumstances. If a medicated nappy cream such as Sudocrem is used, this must be recorded as per procedure Administration of medicine.

### **Young children, intimate care, and toileting**

- Wherever possible, key persons undertake changing young children in their key groups; back-up key persons change them if the key person is absent.
- Young children from two years may be put into 'pull ups' as soon as they are comfortable with this and if parents/carers agree.
- Changing areas are warm, appropriately sited and there are safe areas to lay young children if they need to have their bottoms cleaned. There are mobiles or other objects of interest to take the child's attention.
- If children refuse to lie down for nappy change, they can be changed whilst standing up, providing it is still possible to clean them effectively.

- Each young child has his/her own basket to hand with their nappies/pull ups and changing wipes.
- Key persons ensure that nappy changing is relaxed and a time to promote independence in young children.
- Young children are encouraged to take an interest in using the toilet; they may just want to sit on it and talk to a friend who is also using the toilet.
- They are encouraged to wash their hands and have soap and paper towels to hand. They should be allowed time for some play as they explore the water and the soap.
- Anti-bacterial hand wash liquid or soap should not be used by young children, as they are no more effective than ordinary soap and water.
- Key persons are gentle when changing and avoid pulling faces and making negative comment about the nappy contents.
- Wipes or cotton wool and water are used to clean the child. Where cultural practices involve children being washed and dried with towels, staff aim to make reasonable adjustments to achieve the desired results in consultation with the child's parents/carers. Where this is not possible it is explained to parents/carers the reasons why. The use of wipes or cotton wool and water achieves the same outcome whilst reducing the risk of cross infection from items such as towels that are not 'single use' or disposable.
- Staff on nappy duties do not make inappropriate comments about young children's genitals when changing their nappies.
- The procedure for dealing with sore bottoms is the same as that for babies.
- Older children use the toilet when needed and are encouraged to be independent.
- Members of staffs do not wipe older children's bottoms unless there is a need, or unless the child has asked.
- Key persons are responsible for changing where possible. Back-up key persons take over in the key person's absence, but where it is unavoidable that other members of staff are brought in, they must be briefed as to their responsibilities towards designated children, so that no child is inadvertently overlooked and that all children's needs continue to be met.
- Parents/carers are encouraged to provide enough changes of clothes for 'accidents' when children are potty training.
- If spare clothes are kept by the setting, they are 'gender neutral' i.e. neutral colours, and are clean, in good condition and are in a range of appropriate sizes.
- If young children are left in wet or soiled nappies/pull-ups in the setting, this may constitute neglect and will be a disciplinary matter.

Nappy changing is always done in an appropriate/designated area. Children are not changed in play areas or next to snack tables. If there are limitations for nappy change areas due to the lay-out of the room or space available this is discussed with the setting manager's line manager so that an appropriate site can be agreed that maintains the dignity of the child and good hygiene practice.

## **Prime times – Sleep and rest time**

Sleep and rest times are key times in the day for being close and promoting security. Younger children will need to sleep but older children do not usually need to. No child is made to sleep. Babies under one year

Babies (where applicable) will have a designated place to sleep and personalised bedding. This consists of top and bottom cotton sheets, cotton blanket or polyester filled duvet. Pillows are not used.

- Babies have their own place to put their clothes in as well as any special toy or comforter that they need for sleep.
- Babies are prepared by their key person. Nappies are changed and heavier clothing removed. Babies are soothed to sleep by their key person. If they are distressed, their key person comforts them. Key persons very gently stroke or pat babies.
- The sleep area is made quiet, perhaps with soft music playing and curtains drawn.
- Babies are placed on their backs to sleep
- Sleeping babies are supervised at regular intervals, at least every ten minutes; this is recorded with the time checked and the initials of the person responsible for checking.

### **Children over 2yrs old**

- Children sleep on rug by the home corner area if required.
- Children have a suitable place to store shoes and their clothes, and any special toy, book or comforter for sleep, and are kept in their bag.
- Nappies are changed and heavier clothing removed.
- Hair accessories that may come lose or detach are removed before sleep/rest time.
- A separate area is made quiet, perhaps with soft music playing and curtains drawn if practicable.
- Children are settled by their key person and comforted to sleep. Key persons may gently stroke or pat children.
- If children fall asleep in-situ it may be necessary to move or wake them to make sure they are comfortable, they are not left to sleep in a buggy or bouncy chair.
- Sleeping children are regularly checked at least every ten minutes and are within sight and/or hearing of staff

### **Young children**

- Young children sleep on rug by the home corner area if required.
- Young children each have a place to put their shoes, clothes and any special toy, book, or comforter that they need for sleep should be kept in the child's bag.
- Nappies are changed and heavier clothing is removed.
- Hair accessories with parts that may come lose or detached and pose a choking hazard are removed before sleep/rest time.
- A separate area of the room is made as quiet as possible, perhaps with some soft music playing and curtains drawn.
- Young children are settled by their key person. They are soothed to sleep. Key persons may stroke or very gently pat children.
- Sleeping children are always supervised within sight and/or hearing of staff.

### **Further guidance**

Safer Sleep for Babies (Lullaby Trust) [www.lullabytrust.org.uk/safer-sleep-advice](http://www.lullabytrust.org.uk/safer-sleep-advice)

### **Managing separation anxiety in children under 2 years old**

Separation anxiety occurs when babies and toddlers do not feel securely attached to their key person. Taking steps to reduce anxiety and promote attachment is a priority task for the key person in partnership with the parents/carers.

- Separation anxiety can be identified when signals are clearly understood by members of staff.

- Distress in children produces high levels of corticosteroids (neurochemicals) which hinder brain functioning. It is detrimental for babies to experience prolonged distress. Signals include:
  - crying inconsolably for extended periods; causing coughing or difficulty to breathe or vomiting
  - holding breath
  - head banging or rocking
  - ambivalent feelings towards the key person, i.e. wanting to be picked up then struggling free
  - frantic movement or lashing out with arms and legs
  - biting, tantrums and snatching from others.
  - jealousy shown towards other children in the key group refusing food or drink or showing signs of digestive problems
  - temporary interest in toys or others, then crying again.
  - prolonged periods of sleep
  - switching off, staring blankly
  - anxiousness about who is coming in and out of a room, standing by the door for long periods
  - being held, but not responding or smiling
  - crying when the parent collects or cheering up and eager when parent collects
- A picture of evidence builds up which may suggest that the baby/toddler is experiencing separation anxiety. This needs to be discussed with the parent/carer and a plan made to help the child settle.
- The parent and key person discuss the reasons that the separation anxiety has developed or been made worse. It could be due to:
  - hurried settling-in due to pressures on parents/carers
  - inadequate settling in due to the key person being absent or the baby not being brought in each day to complete the settling-in plan
  - the key person's absence during settling in period
  - changes of staff
  - part time attendance not allowing sufficient continuity for the baby to become familiar with the surroundings and to make an attachment to the key person
  - change of key person in the setting
  - changes at home – stress events in the family
  - baby's illness
  - family having been away on holiday
  - previous distressing experiences with another setting
- The goal of any plan is to ensure the child is secure through forming an attachment with the key person.
- The settling in process is reviewed; if any aspect has been missed, this needs to be re-planned. This may include the need for the parent/carer to stay or find a close relative or friend whom the child feels safe with if the parent/carer cannot be there.
- A baby who will be attending on a part-time basis will need to come in daily until he/she is familiar and beginning to settle.

## **Promoting positive behaviour**

Positive behaviour is located within the context of the development of children's personal, social, and emotional skills and well-being. A key person who understands children's needs, their levels of development, personal characteristics, and specific circumstances, supports this development.

This ensures children's individual needs are understood and supported. Settling into a new environment is an emotional transition for young children especially as they learn to develop and master complex skills needed to communicate, negotiate and socialise with their peers. Skills such as turn taking and sharing often instigate minor conflicts between children as they struggle to deal with powerful emotions and feelings. During minor disputes, key persons help children to reflect and regulate their actions and, in most instances, children learn how to resolve minor disputes themselves. However, some incidents are influenced by factors, requiring a strategic approach especially if the behaviour causes harm or distress to the child or others. These situations are managed by the manager/deputy and key person using a stepped approach which aims to resolve the issue and/or avoid the behaviour escalating and causing further harm.

This is an unsettling time for young children. Educators are alert to the emotional well-being of children who may be affected by the disruption to their normal routine. Where a child's behaviour gives cause for concern, educators take into consideration the many factors that may be affecting them. This is done in partnership with the child's parents/carers and the principles of this procedure are adhered to

The setting manager/deputy will:

- ensure that all new staff attend training on behaviour management such as that available on EYA Central.
- help staff to implement procedure Promoting positive behaviour in their everyday practice
- advise staff on how to address behaviour issues and how to access expert advice if needed

## **Rewards and sanctions**

Children need consistent messages, clear boundaries and guidance to intrinsically manage their behaviour through self-reflection and control.

Rewards such as excessive praise and stickers may provide immediate results for the adult but do not teach a child how to act when a 'prize' is not being given or provide the skills to manage situations and emotions themselves. Instead, a child is taught to be 'compliant' and respond to meet adult expectations to obtain a reward (or for fear of a sanction). If used the type of rewards and their functions must be carefully considered.

Children are never labelled, criticised, humiliated, punished, shouted at or isolated by removing them from the group to be left in 'time out' or on a 'naughty chair'. If a child is distressed or causing harm to others, it may help to remove them from the immediate environment where the incident occurred. They should be taken to a quiet area by their key person for up to 5 minutes to help them calm down. If appropriate, the key person can use this time to help the child reflect on what has happened. Physical punishment of any kind is never used or threatened which could adversely affect a child's well-being. If staff become aware that another person has given corporal punishment to a child, they follow Safeguarding children, young people and vulnerable adults' procedures. Physical intervention to safeguard a child/children must be carried out as per the guidance in this procedure.

## **Step 1**

- The setting manager/deputy, SENCo and other relevant staff members are knowledgeable with, and apply the procedure Promoting positive behaviour.
- Unwanted behaviours are addressed using an agreed and consistently applied approach to deescalate situations
- Behaviours that result in concern for the child and/or others must be discussed by the key person, SENCo/setting manager/deputy. During the meeting the key person must use their all-round knowledge of the child and family to share any known influencing factors such as

a new baby in the family, child and/or parental illness, underlying additional needs to help place the child's behaviour into context.

- Appropriate adjustments to practice must be agreed within the setting. If relevant, a risk assessment should be carried out.
- If the adjustments are successful and the unwanted behaviour does not reoccur, or cause concern then normal monitoring can resume.

## **Step 2**

- If the behaviour remains a concern, then the key person and SENCo/manager or deputy must liaise with the parents to try to discover possible reasons for the behaviour and to agree next steps. If relevant and appropriate the views of the child must be sought and considered to help identify a cause.
- If a cause for the behaviour is not known or only occurs whilst in the setting, then the setting manager/deputy/SENCo must suggest using a focused intervention approach to identifying a trigger for the behaviour such as the ABC approach, i.e. Antecedents – what happened before; Behaviour – what was the behaviour observed; Consequences – what happened after the event.
- If a trigger is identified, then the SENCo and key person must meet with the parents to plan support for the child through a graduated approach via SEN support.
- Aggressive behaviour by children towards other children will result in a staff member intervening immediately to stop the behaviour and prevent escalation using the agreed initial intervention approach. If the behaviour has been significant or may have a detrimental effect on the child, the parents/carers of the victim of the behaviour and the parents/carers of the perpetrator must be informed. If the setting has applied a physical intervention, they must follow the guidance as set out below. The designated safeguarding lead completes Safeguarding incident reporting form and contact Ofsted if appropriate. A record of discussions is recorded, and parents/carers are asked to sign.
- Parents/carers must also be asked to sign risk assessments where the risk assessment relates to managing the behaviour of a specific child.
- If relevant, actions for dealing with the behaviour at home are agreed with parents and incorporated into the action plan. Other staff are informed of the agreed interventions and help implement the actions. The plan must be monitored and reviewed regularly by the key person/SENCo until improvement is noticed.
- Incidents and intervention relating to unwanted/challenging behaviour by children must be clearly and appropriately logged on SEN Support - Action plan.

## **Step 3**

If despite applying initial intervention to deescalate situations and focused interventions to identify triggers the child's behaviour continues to occur and/or is of significant concern, the SENCo and key person invite the parents/carers to a meeting to discuss external referral and next steps for supporting the child. It may be agreed that the setting request support from the Early Help team and/or other specialist services such as the Area SENCo. This will help address most developmental or welfare concerns. If the behaviour is part of other welfare concerns that include a concern that the child may be suffering or likely to suffer significant harm, safeguarding procedures Safeguarding children, young people and vulnerable adults' procedures must be followed immediately.

- Advice provided by external agencies is incorporated in SEN Support: Action Plan and regular multi-disciplinary meetings held to review the child's progress.
- If a review determines a statutory assessment may be needed then all relevant documentation must be collected in preparation for an Education Health and Care Assessment which may lead onto an Education, Health, and Care Plan.

## **Use of physical intervention**

Staff will already use different elements of physical contact with a child as part of their interaction in the setting especially when they are comforting a child or giving first aid. However, physical intervention to keep a child or other children safe is different and should only be applied in exceptional circumstances.

The EYFS states that physical intervention from a staff member towards a child may be used for the purposes of “averting immediate danger of personal injury to any person (including the child) or to manage a child’s behaviour if it is absolutely necessary.”

Staff must do all they can to avoid using a physical intervention because this is not the preferred way of addressing children’s behaviour.

To offer protection to children a range of appropriate graded interventions may be needed before physical intervention is applied. Most single incidents such as a child throwing a book on the floor or kicking a chair usually only require a verbal intervention from a member of staff. In other situations, an intervention can be applied through mechanical and environmental means such as locking doors and stair gates. This usually stops a situation escalating. However, there will be some situations where a child places themselves or others in danger which requires an immediate need for the use of both verbal and physical intervention. If a single or persistent incident requires a physical intervention such as physical handling from a staff member towards a child, then this is used intentionally to restrict a child’s movement against their will. In most cases this can be applied using the adult’s body gently and safely blocking the child from access to danger or to prevent danger.

To physically intervene, an educator may use “reasonable force” to protect a child from injuring themselves or others. Legally an educator may also use reasonable force to prevent a child from damaging property. However, we would expect that in instances of damaging physical property a child would only experience a physical intervention if the broken property presented a risk or is high value.

If a situation arises which requires urgent physical hands-on intervention this is best applied by the staff who knows the child well such as their key person who is more able to calm them or use other known methods for defusing situations without physical intervention.

## **Physical handling**

We use the principle of applying reasonable minimal force and handling in proportion to the situation. Staff use as little force as necessary to maintain safety. This intervention should only be used for as short a period as possible to keep the child safe and maintain well-being by aiming for:

- keeping the child’s safety and well-being paramount
- a calm, gentle but firm approach and application of the intervention
- never restricting the child’s ability to breathe
- side-by-side contact with the child
- no gap between theirs or the child’s body
- keeping the adults back as straight as possible
- avoiding close head-to-head positioning to avoid injury to the child and themselves (head butting)
- only holding the child by their ‘long’ bones to avoid grasping at the child’s joints where pain and damage are most likely to occur
- avoiding lifting the child unless necessary
- reassuring the child and talking about what has happened

- only applying a physical intervention on a disabled child if training or preferred method is provided from a reputable external source e.g. British Institute of Learning Disabilities [www.bild.org.uk/](http://www.bild.org.uk/)

## **Risks**

There are risks associated with any physical intervention and handling of a child. The younger and more vulnerable a child may be, the greater risk to the child of using physical intervention towards them. However, there are also risks to children associated with not intervening physically; for instance, if an educator did not take hold of a child by the wrist, they may have run into the path of a fast-moving car.

Before intervening physically to protect a child from immediate harm an educator needs to make decision in a split second, considering the following factors. This is described as dynamic risk assessment.

- What is the immediate risk to this child if I do not intervene now?
- What might the risks be if I do intervene? If this were my child, what would I want someone looking after them to do in this situation?
- What is the minimum level of intervention that will be effective here? How can I do this as gently as possible for as short a time as possible and how am I going to manage myself to stay calm?

## **Recording**

Any instance of physical intervention is fully recorded immediately and reported to the designated person as soon as possible on Safeguarding incident reporting form, ensuring that it is clearly stated when and how parents were informed. Parents/carers are asked to sign a copy of the form which is then kept on the child's file. The designated person decides who will notify the parent/carer and when, ensuring that the parent/carer signs to say they have been notified. An individual risk assessment should be completed after any physical intervention with a child which considers the risks and likelihood of such behaviour re-occurring and how this will be managed. The risk assessment should be agreed and signed by parents.

## **Temporary suspension (fixed term)**

Any decision to temporarily suspend a child must be carefully considered lawful, reasonable, and fair. If despite following the stepped approach for behaviour it is necessary to temporarily suspend a child, for no more than five days, on the grounds of health and safety, the following steps are followed.

- The setting manager provides a written request to suspend a child to their line manager; the request must detail the reason the child must be suspended and the length of time of the proposed suspension.
- If the line manager approves, the parents/carers must be invited to a meeting to discuss next steps. Parents/carers are invited to bring a representative along. Notes must be taken at the meeting and shared later with the parents. The meeting aims for a positive outcome for the child and not to suspend.
- If no acceptable alternative to suspension is found then the setting manager must give both verbal and written notice of time related suspension to the parent, meanwhile the setting manager must ensure that continued resolution is sought, and suitable adjustments are in place for the child's return.

## **Suspension of a disabled child**

We have a statutory duty not to discriminate against a child based on a protected characteristic. This includes suspending a child based on a disability. Ignorance of the law or claiming it was unknown that a child was disabled is no defence. However, if the child's behaviour places themselves or others at risk then the setting must take actions to avoid further harm. Time limited suspension may be applied to keep the child and/or others safe whilst finding a solution. Suspension is only used if reasonable steps and planned adjustments are first used to help resolve the situation. Without this action, suspension of a child with SEND may constitute disability discrimination (Equality Act 2010). A decision to suspend a disabled child must be clearly evidenced, specific, measurable, achievable, realistic, and targeted. Plans and intervention must be recorded on the child's file and SEN Support - Action plan. If little or no progress is made during the suspension period, the following steps are taken.

- The setting manager sends a written/electronic invite to the parents/carers, a local authority representative and any relevant external agencies to attend a review meeting. Each attendee must be made aware that the meeting is to avoid the situation escalating further and to find a positive solution.
- After the meeting, the setting manager continues to maintain weekly contact with the parents/carers and local authority to seek a solution.
- Suitable arrangements offer the parent/carer continued support and advice during the suspension. The setting manager reviews the situation fortnightly and provides their line manager with a monthly update.

## **Expulsion**

In some exceptional circumstances a child may be expelled due to:

- a termination of their childcare and early education agreement as explained in 9.1d Childcare and early education terms and conditions
- if despite applying a range of interventions (including reasonable adjustments), the setting has been unable to adequately meet the child's needs or cannot protect the health, safety and well-being of the child and/or others.

## **Challenging unwanted behaviour from adults in the setting**

We do not tolerate behaviour demonstrating dislike, prejudice, discriminatory attitudes, or action towards any individual/group. This includes those living outside the UK (xenophobia). This also applies to behaviour towards specific groups of people and individuals who are British Citizens residing in the UK.

Allegations of discriminatory remarks or behaviour made in the setting by any adult will be taken seriously. The perpetrator will be asked to stop the behaviour and failure to do so may result in the adult being asked to leave the premises. Where a parent/carer makes discriminatory or prejudice remarks to staff at any time, or other persons while on the premises, this is recorded on the child's file and is reported to the setting manager. The procedure is explained, and the parent/carer is asked to comply while on the premises. An 'escalatory' approach will be taken with those who continue to exhibit this behaviour. The second stage comprises a letter to the parent/carer requesting them to sign a written agreement not to make discriminatory remarks or behave in discriminatory or prejudice ways; the third stage may be considering withdrawing the child's place.

## **Further guidance**

Behaviour Matters (Alliance Publications)

## **Identification, assessment and support for children with SEND**

We have regard for the Special Educational Needs and Disability (SEND) (DfE and DoH 2015) which states that local authorities must ensure that all early years providers that they fund in the maintained, private, voluntary and independent sectors are aware of the requirement on them to meet the needs of children with SEN and disabilities. When securing funded early education for two, three- and four-year-olds local authorities should promote equality and inclusion for children with disabilities or SEN; this includes removing barriers that prevent access to early education and working with parents/carers to give each child support to fulfil their potential.

The term SEN support defines arrangements for identifying and supporting children with special educational needs and/or disabilities. We are required to offer appropriate support and intervention and to promote equality of opportunity for children that we care for. Children's SEND generally falls within the following four broad areas of need and support:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

### **Graduated approach**

Initial identification and support (identifying special educational needs)

- Ongoing formative assessment forms part of a continuous process for observing, assessing, planning and reviewing children's progress.
- Children identified as having difficulty with one or more area of development should be given support by applying some simple strategies and resources.
- For most children application of some simple differentiation approaches will be enough to build confidence and help the child develop, 9.12a SEN Support: Initial record of concern form can be used for this purpose.
- If despite applying differentiated strategies a child continues to struggle and is showing significantly more difficulty with learning than their peers or has a disability which requires specific adjustments, then the key person should raise a concern with the setting's SENCo/setting manager and the child's parents.

### **Observation and assessment of children's SEN**

Where a child appears to be behind expected levels, or their progress gives cause for concern, educators should consider all the information about the child's learning and development from within and beyond the setting.

- Information can be collated from formal checks such as the progress check at age two, observations from parents/carers and observation and assessment by the setting of the child's progress.
- When specialist advice has been sought externally, this is used to help determine whether a child has a special educational need (SEN).
- The child's key person and SENCo/Manager use this information to decide if the child has a special educational need.
- If the decision is that the child does have a SEN and the parents are not already aware of a concern, then the information is shared with them. Once parents/carers have been informed, they should be fully engaged in the process, contributing their insights to all future actions for their child.

### **Planning intervention**

- Everyone involved with the child should be given an opportunity to share their views. Parents/carers should be encouraged to share their thoughts on the child's difficulties and be involved in the decision as to what will happen next.

- A first intervention option may be to carry on with applying differentiated support and to review the child's progress at an agreed date. If the child's needs are more complex, then the decision maybe to go straight ahead and prepare SEN support: Action plan with detailed evidence-based interventions being applied straight away and simultaneously external referrals made. If relevant, then the child should be appropriately included in development of the action plan but only at a level which reflects their stage of comprehension.
- SEN support: Action plan described below, ensures that children that are identified, or suspected of having a SEN will receive the right level of support and encouragement with their learning and development as early as possible.

### **Involving the child**

- The SEND Code of Practice supports the rights of children to be involved in decisions about their education.
- Inclusion of children with SEND helps build self-confidence and trust in others.
- Ascertaining children's views may not be easy, a range of strategies will be needed.
- Accurate assessment helps identify children's strengths and possible barriers to learning.
- The key person and setting manager/SENCo work in partnership with parents/carers and other agencies to involve the child wherever appropriate.
- Children are involved at appropriate stages of the assessment and to their level of ability.
- Establishing effective communication is essential for the child's involvement.

### **SEN action plan**

- SEN support: Action plan, should show what support is required to help achieve outcomes for the child and detail the frequency of these interventions and who will apply them and with what resources.
- A review date (at least termly) should be agreed with the parents/carers so that the child's progress can be reviewed against expected outcomes and next steps agreed.
- A copy of the plan is stored in the child's SEN file so that any other member of staff or an inspector looking at the file will see how the child is progressing and what interventions have been or are being applied.
- If a child requires specific medical interventions during their time in the setting, Health care plan form should also be completed and integrated into the general plans to ensure the child's medical needs are known and safely met.
- The action plan should provide an accessible summary of the child's needs, which can be used if further assessment is required including a statutory Education Health and Care (EHC) Assessment, and development of an EHC plan.

### **Drawing up a SEN action plan**

- If external agencies are already involved at this stage, then they should also be invited to help decide on what appropriate interventions are needed to help meet outcomes for the child. The SENCo/setting manager should take the lead in coordinating further actions including preparation of the action plan and setting short-term targets.
- Where there are significant emerging concerns (or an identified special educational need or disability) targeted action plans are formulated that relate to a clear set of expected outcomes and stretching targets.
- SEN support: Action plan, highlights areas in which a child is progressing well; areas in which some additional support might be needed and any areas where there is a concern that a child may have a developmental delay (which may indicate a special educational need or disability). It describes the activities and strategies the provider intends to adopt to address any issues or concerns.

- Planned intervention should be based on the best possible evidence and have the required impact on progress with longer-term goals covering all aspects of learning and development and shorter-term targets meeting goals.
- The plan should focus on the needs of the child, the true characteristics, preferences, and aspirations of the child and involvement of the parents with a clear set of targets and expected outcomes for the child. Effective planning at this stage should help parents and children express their needs, wishes, and goals:
  - focus on the child as an individual and not their SEN label
  - be easy for children to understand and use clear ordinary language and images, rather than professional jargon
  - highlight the child strengths and capacities
  - enable the child, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future
  - tailor support to the needs of the individual
  - organise assessments to minimise demands on families
  - bring together relevant professionals to discuss and agree together the overall approach
- If the child fails to make progress and multi-agency support is sought, then it is at this point that Early Help/CAF assessment should be considered.

## **Record keeping**

If a child has or is suspected of having a SEN, a dated record should be kept of:

- the initial cause for concern and the source of this information, (the progress check at age two and/or outcomes of previous interventions). SEN support: Initial record of concern form can also be used for this purpose drawing information from other sources
- the initial discussion with parents/carers raising the possibility of the child's SEN
- the views of the parents/carers and other relevant persons including, wherever possible, the child's views
- the procedures followed regarding the Code of Practice to meet the child's SEND e.g. SEN action plan, referrals to external agencies and for statutory assessment
- evidence of the child's progress and any identified barriers to learning
- advice from other relevant professionals; and all subsequent meetings with parents and other persons and any subsequent referrals

## **Records may include**

- observation and monitoring sheets
- expressions of concern
- risk assessments
- access audits (01.1b)
- health care plans (including guidelines for administering medication)
- SEN action plans
- meetings with parents/carers and other agencies
- additional information from and to outside agencies
- agreements with parents/carers
- guidelines for the use of children's individual equipment; Early help CAF referrals
- referral to the local authority identifying a child's special educational needs and request for statutory Education, Health, Care (EHC) needs assessment, and a copy of an EHC plan

## **Seeking additional funding/enhanced/top up**

If the child's needs cannot be met from within the setting's core funding, then it will be at this point that the evidence collated will be used to apply for top up/enhanced funding from the local authority's inclusion fund. If a new or existing child is disabled, then the setting should check if the family is in receipt or have applied for Disability Living Allowance. If so, the setting will be able to apply to their local authority for the local Disability Access Fund.

Statutory education, health and care (EHC) assessment and plan

### **Statutory assessment**

- If a child has not made progress, then the next steps may be for the child to undergo an Education, Health and Care Assessment.
- If a child is under compulsory school age, the local authority will conduct an EHC needs assessment if they consider that the child's needs cannot be met within the resources normally available to the early years setting.
- Children aged under age two are eligible where an assessment has indicated that the child is likely to have SEN which requires an EHC plan when they reach compulsory school age.
- When a child's needs appear to be sufficiently complex, or the evidence suggest specialist intervention then the local authority is likely to conclude that an EHC plan is necessary
- The local authority should fully involve the parent and must seek advice from the setting in making decisions about undertaking an EHC assessment and preparing an EHC plan.
- Settings should prepare by collating information about the child's SEND including:
  - documentation on the child's progress in the setting
  - interventions and support provided to date
  - evidence of external agency assessment, support and recommendations
  - parent/carer views and wishes (and where appropriate those of the child)

The information will then be submitted to the local authority to allow them to accurately assess the child in the context of the support already given.

- The local authority must inform the child's parents of their decision within six weeks of receiving a request for an assessment and give its reasons for their decision. If the local authority decides to conduct an assessment, it must ensure the child's parents are fully included right from the beginning and are invited to contribute their views. If the local authority subsequently decides not to conduct an assessment it must then inform the parents of their right to appeal that decision, of the requirement for them to consider mediation should they wish to appeal.
- If the local authority decides that a statutory EHC plan is not necessary, it must notify the parents/carers and inform the provider, giving the reasons for the decision. This notification must take place within 16 weeks of the initial request or of the child having otherwise been brought to the local authority's attention.
- If the decision following an assessment is to compile an EHC plan the local authority should consult collaboratively with the parents/carers in the preparation of the plan ensuring that their views and their child's preferences are considered and that plans describe positively what the child can do and has achieved to date.
- Plans are evidenced based and focus on short term outcomes and long-term aspirations for the child including family and community support. Parents/carers have the right to request a particular provision for their child to be named within their EHC plan.
- If an early years setting is named, the local authority must fund this provision. They cannot force a setting to take a child and can only name the provision in the EHC if the setting agrees.
- Local authorities should consider reviewing an EHC plan for a child under age five at least every three to six months. Such reviews would complement the duty to carry out a review at least annually but may be streamlined and not necessarily require the attendance of the full range of professionals, depending on the needs of the child. The child's parents/carers

must be fully consulted on any proposed changes to the EHC plan and made aware of their right to appeal to the Tribunal.

### **External intervention and support**

Where external agency intervention has been identified to help support a child with SEND then this intervention should be recommended in writing by a suitably reliable source such as a speech and language therapist, paediatrician or educational psychologist.

### **Further guidance**

SEND Code of Practice: 0 to 25 years (DfE and DoH 2015)  
Ready, Steady, SENCO (Alliance Publication)

## **Prime times – Transition to school**

Moving on to school is a major transition in a child's life involving separation from familiar adults and children. Older children have a more secure understanding of 'people permanence' and can approach new experiences with confidence. However, they need preparation if they are to approach transition to school with confidence and an awareness of what to expect.

### **Partnership with schools**

- Details of the school that a child will be attending are recorded in the child's file along with the name of the reception class teacher.
- Every effort is made to forge and maintain strong links with all schools that children may attend. The setting manager will approach schools to open lines of communication where these have not previously existed.
- Details of the school's transition or settling in procedures are kept by the setting and are referred to so that members of staff are familiar with them and can develop a consistent approach to transition with teachers, parents/carers and children.
- Teachers are welcomed into the setting and sufficient time is made for them to spend both with the child, their parents/carers and with the key person, to discuss and share information that will support the child's transition to school.
- A child's learning journey record is forwarded to the school along with other information that will aid transition and settling in. Parents/carers receive a copy of this
- Any action plans relating to a child's additional needs are also shared, where this is in place.
- Other formal documentation such as safeguarding information is prepared in line with procedure Transfer of records.

### **Partnership with parents/carers**

- Key persons discuss transition to school with parents and set aside time to discuss learning and development summaries. Parents/carers are encouraged to contribute to summaries.
- Key persons will discuss with parents/carers how they are preparing their child for school and will share information about how the setting is working in partnership with the school to aid transition.
- Key persons will make clear to parents the information that will be shared with the school, for example, information regarding child protection and work that has taken place to ensure the child's welfare.

### **Increasing familiarity for children**

- Where the setting is on, or adjacent to a school site, there will be opportunities for children to become familiar with staff and school premises, for example shared use of outdoor and indoor spaces, activities and resources.
- Where possible, the key person will take the child to visit the new school, if this is the school's transition policy.
- If there are several schools in a catchment area, or the setting is not within a reasonable distance of the school, other means of familiarisation will be explored. This could be through videos, photographs or other information about the school that can be shown within the setting. Staff may borrow resources from the schools and will use these with the children.

### **Preparing children for leaving**

- Children and parents/carers form bonds with adults and children in the setting and will need preparation for separating from the relationships they have formed.
- The child's last day should be prepared for in advance and marked with a special celebration or party that acknowledges that the child is moving on.
- Parents/carers should not be discouraged from bringing the child for the occasional brief visit, as separations often take time to complete. Sometimes children need the reassurance that their nursery/pre-school is still there and that they are remembered.

### **Progress check at age two**

- A template for completing the two-year-old progress check is provided as Progress check at age two template.
- The key person is central to the progress check and must be the person completing it.
- Settings should take guidance from their local authority as to when the progress check at age two is completed; if no such guidance is provided, the progress check is completed when the child is between 26 and 30 months old. The child should be attending the setting for at least 1 term before the check is completed.
- Once the timing of the child's progress check is confirmed, parents/carers are invited to discuss their child's progress at a mutually convenient time.
- The setting must seek to engage both parents/carers and make allowance for parents/carers who do not live with their child to be involved.

### **Completing the progress check at age two**

- On-going observational assessment informs the progress check and must be referred to.
- Children's contributions are included in the report. Staff must be 'tuned in' to the ways in which very young children, or those with speech or other developmental delay or disability, communicate.
- Where any concerns about a child's learning and development are raised these are discussed with the parents/carers, the SENCo and the setting manager.
- If concerns arise about a child's welfare, they must be addressed through 06 Safeguarding children, young people and vulnerable adults procedures.
- The key person must be clear about the aims of the progress check as follows:
  - to review a child's development in the three prime areas of the EYFS
  - to ensure that parents have a clear picture of their child's development
  - to enable educators to understand the child's needs and, with support from educators, enhance development at home
  - note areas where a child is progressing well and identify any areas where progress is less than expected

- describe actions the provider intends to take to address any developmental concerns (working with other professionals as appropriate)

## **Emergency Policy (including Accident/Illness)**

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

It is our Policy to keep Children free from harm in our care. All preventable measures will be taken to ensure children do not injure themselves or become exposed to illness or infection. We aim to prevent cross infection of viruses and bacterial infections.

On the rare occasions that accidents, illness or emergencies occur it is our duty to ensure, children receive the appropriate treatment and first aid, parents are aware of our policies and procedures when accidents, illness or emergencies do occur and all our statutory obligations are adhered to.

All staff at our settings are trained in First Aid to ensure cover is maintained during absences, and hold current paediatric first aid certificates. No parent helper or student should administer first aid unless he/she has had proper training.

Our first aid box is clearly marked, accessible at all times and is stocked correctly. Staffs at every setting are aware of where the first aid box at their setting is stored and it is kept out of the reach of children and a travel first aid kit is available when needed.

The setting manager/deputy is responsible for checking and replenishing the first aid box contents.

Parent emergency contact numbers are kept securely with each child's records. The Preschool will ensure to always have access to a mobile phone which is always fully charged.

We are required to notify Ofsted of any serious accidents, illnesses, injuries or food poisoning affecting two or more children looked after on our premises as soon as possible or at the very least within 14 days of an incident occurring. Where relevant the Health and Safety Executive or local child protection agencies will be informed. In the case of food poisoning the local Environmental Health Department will be informed.

We meet our legal requirements in respect of the safety of our employees and the public by complying with RIDDOR. We will report to the Health and Safety Executive, any work-related accident leading to an injury to a member of the public (child or adult), for which they are taken directly to hospital for treatment and any work-related accident, leading to a specified injury to one of our employees. Specified injuries include injuries such as fractured bones, the loss of consciousness due to a head injury, serious burns or amputations. Any work-related accident, leading to an injury to one of our employees, which results in them being unable to work for seven

consecutive days. All work-related injuries that lead to one of our employees being incapacitated for three or more days are recorded in our accident book.

When one of our employees suffers from a reportable occupational disease or illness. Any death, of a child or adult, that occurs in connection with a work-related accident. Any dangerous occurrences, this may be an event that causes injury or fatalities or an event that does not cause an accident, but could have done; such as a gas leak.

Any dangerous occurrence is recorded on the incident form. We have ready access to telephone numbers for emergency services, including the local police. We have contact numbers for the person responsible for the premises and we have a shared procedure for dealing with emergencies.

We ensure staff and volunteers carry out all health and safety procedures to minimise risk and that they know what to do in an emergency. On discovery of an incident we will report it to the appropriate emergency services. If an incident occurs before the setting is open, risk assessments will be carried out to ensure a safe environment where we deem an environment to not be safe we may offer a limited service or close the setting.

Where an incident occurs whilst the children are in our care and it is necessary to evacuate the premises/area, we will evacuate as per the fire /evacuation procedures. Incidents which will be recorded are, any crime, an intruder gaining unauthorised access to the premises, fire, flood, gas leak, electrical failure, an attack on an adult or child on or nearby the premises, a notifiable disease or illness, any racist incident involving families or staff on the setting's premises, outbreak of food poisoning affecting two or more children looked after on the premises, a terrorist attack or threat of one, a death of a child or adult.

The incident book is not for recording issues of concern involving a child. This is recorded on the safeguarding form in child's own section in the safeguarding folder.

We will keep up to date with various relevant legislation.

## **Fire safety policy**

Alongside associated procedures in Fire safety, this policy was adopted by Childville on 5 September 2025.

Designated Fire Marshalls are: Setting Manager/deputy or nominated fire marshall.

### **Aim**

Childville is a suitable, clean, and safe place for children to be cared for, where they can grow and learn. We meet all statutory requirements about fire safety and fulfil the criteria for meeting the relevant Early Years Foundation Stage Safeguarding and Welfare Requirements.

### **Objectives**

- We recognise that we have a corporate responsibility and a duty of care for those who work in and receive a service from our provision, but individual employees and service users also have a responsibility to ensure their own safety as well as that of others. Risk assessment is the key means through which this is achieved.
- A fire safety risk assessment is carried out by a competent person in accordance with the Regulatory Reform (Fire Safety) Order 2005.
- A Fire Log is completed and regularly updated.
- Necessary equipment is in place to promote fire safety.

### **Legal references**

Regulatory Reform (Fire Safety) Order 2005)

Electricity at Work Regulations (1989)

Further guidance

Fire Safety Record (Alliance Publication)

Fire Safety Risk Assessment: Educational Premises (Gov.uk)

## **Fire safety procedures**

## **Fire safety**

The setting manager or named fire marshal (if applicable) at Childville has access to, or a copy of, the fire safety procedures specific to the building and ensure they align with these procedures.

The setting manager/fire marshal makes reasonable adjustments as required to ensure the two documents do not contradict each other.

### **Fire safety risk assessment**

Fire safety risk assessment form is carried out in each area of the setting by a competent person, or a named fire marshal, using the five steps to fire safety risk assessment as follows:

1. Identify fire hazards
  - Sources of ignition.
  - Sources of fuel.
  - Sources of oxygen (including oxygen tanks for disabled children).
2. Identify people at risk
  - People in and around the premises.
  - People especially at risk including very young babies, less ambulant disabled children or those using specialised equipment, such as splints, standing frames.
3. Evaluate, remove, reduce and protect from the risk
  - Evaluate the risk of the fire occurring.
  - Evaluate the risk to people from a fire starting on the premises.
  - Remove and reduce the hazards that may cause a fire.
  - Remove and reduce the risks to people from a fire.
4. Record, plan, inform, instruct, train
  - Record significant findings and action taken.
  - Prepare an emergency plan.
  - Inform and instruct relevant people; inform and co-operate with others.
  - Provide training.
5. Review
  - Keep assessment under review and revise when necessary.

The fire safety risk assessment focuses on the following for each area:

- Electrical plugs, wires, sockets.
- Electrical items.
- Gas boilers.
- Cookers.
- Matches.
- Flammable materials, including furniture, furnishings, paper etc.

- Flammable chemicals (which are also covered in COSHH).
- Means of escape.
- Any other, as identified.

Fire safety precautions include:

- All electrical equipment is checked by a qualified electrician annually.
- Any faulty electrical equipment is taken out of use and recorded as such or condemned (whichever is necessary).
- Sockets are covered. This is different to using plug sockets inserts, a socket cover, covers the whole socket, including the switch and is safe to use.
- Water and electrical items do not come into contact; staff do not touch electrical items with wet hands.
- All fire safety equipment is checked annually.
- Gas boilers and cookers are checked and serviced annually by a Gas Safe registered engineer.
- If matches are used in the kitchen, they are kept in a drawer.
- Oxygen tanks.

#### **Fire Drills**

- Fire Drills (to include emergency evacuation procedures and lock down) are held at least termly.
- Drills are recorded, including:
  - date of drill
  - staff involved and numbers of children
  - how long it took to evacuate
  - any reason for a delay in achieving the target time and how this will be remedied

#### **Fire precautions**

- Fire exit signs are the green 'running man' signs and are in place and clearly visible.
- Fire exits by doors are those that show a green light at night.
- Fire doors are not locked but secured with latches during normal working hours for children's safety.
- Fire evacuation notices are in every room; these are displayed in print large enough to read from a short distance. They say where the assembly point is.
- Fire alarms are in place and tested regularly by the landlord, and where necessary supplemented with visual warnings. This is recorded.
- Smoke alarms are in place and tested by the landlord.
- A fire blanket is in place in the kitchen (and any other location where there is a cooker).
- Fire extinguishers are in place and are appropriate.

## **Further guidance**

Dynamic Risk Management (Alliance Publication)

Fire Safety Record (Alliance Publication)

Fire Safety Risk Assessment: Educational Premises (HMG 2006):

<https://www.gov.uk/government/publications/fire-safety-risk-assessment-educational-premises>

## **First aid**

### **Policy statement**

The Health and Safety (First-Aid) Regulations 1981 amended 2018 require employers to provide adequate and appropriate equipment, facilities and personnel to ensure their employees receive immediate attention if they are injured or taken ill at work.

In our setting, staffs are able to take action to apply first aid treatment in the event of an accident involving a child or adult. According to Ofsted, at least one person, who has a current Paediatric First Aid (PFA) certificate must be on premises and available at all times when children are present and must accompany children on outings. From 2023, Paediatric First Aid training is mandatory for all early years staff, meeting statutory requirements for level 2 and/or level 3 qualification to be counted a part of the ratio. The paediatric first aid qualification includes first aid training for infants and young children and in line with the new statutory framework Annex A. Our aim is to ensure that all our staff access Paediatric first aid training via Local authority or Ofsted approved provider as specified in Annex A relevant to staff caring for young children.

### **Procedures**

#### *The first aid kit*

Our first aid kit is accessible at all times, complies with the Health and Safety (First Aid) Regulations 1981 as amended in 2018 and contains the following items:

- Triangular bandages (ideally at least one should be sterile) x 4.
- Sterile dressings:
  - Small x 3.
  - Medium x 3.
  - Large x 3.

- Composite pack containing 20 assorted (individually-wrapped) plasters x 1.
- Sterile eye pads (with bandage or attachment) e.g. No 16 dressing x 2.
- Container of 6 safety pins x 1.
- Guidance card as recommended by HSE x 1.

In addition to the first aid equipment, each box should be supplied with:

- 3 pairs of disposable plastic (PVC or vinyl) gloves.
- 1 plastic disposable apron.
- A children's forehead 'strip' thermometer.
- The first aid box is easily accessible to adults and is kept out of the reach of children.
- No un-prescribed medication is given to children, parents or staff.
- At the time of each child's admission to the setting, parents' written permission for obtaining emergency medical advice or treatment is sought. Parents sign and date their written approval.
- Parents sign a consent form at registration allowing staff to take their child to the nearest Accident and Emergency unit to be examined, treated or admitted as necessary on the understanding that parents have been informed and are on their way to the hospital.

### **Legal framework**

- Health and Safety (First Aid) Regulations (1981 as amended in 2018)

### **Further guidance**

- First Aid at Work: Your questions answered (HSE Revised 2014)
- Basic Advice on First Aid at Work (HSE Revised 2017)
- Guidance on First Aid in Schools, early years and colleges (DfE 2000 updated 2022)

## **Food Safety and Nutrition**

### **Food Safety and Nutrition Policy**

Alongside associated procedures in Food safety and nutrition, this policy was adopted by Childville on 5 September 2025.

#### **Aim**

Childville is a suitable, clean, and safe place for children to be cared for, where they can grow and learn. We meet all statutory requirements for food safety and fulfil the criteria for meeting the relevant Early Years Foundation Stage Safeguarding and Welfare requirements.

#### **Objectives**

- We recognise that we have a corporate responsibility and duty of care for those who work in and receive a service from Childville, but individual employees and service users also have responsibility for ensuring their own safety as well as that of others. Risk assessment is the key means through which this is achieved.
- Procedure in Kitchen is followed for general hygiene and safety in food preparation areas.
- We provide nutritionally sound meals and snacks which promote health and reduce the risk of obesity and heart disease that may begin in childhood.
- We ensure that children are supervised at mealtimes and that children are within sight and hearing of a member of staff at all times and where possible staff are sat facing children when eating to ensure they are eating in a way that prevents choking and so they can prevent food sharing and be aware of any unexpected allergic reactions.
- We follow the main advice on dietary guidelines and the legal requirements for identifying food allergens when planning menus based on the four food groups:
  - meat, fish, and protein alternatives
  - milk and dairy products
  - cereals and grains
  - fresh fruit and vegetables.

- Following dietary guidelines to promote health also means taking account of guidelines to reduce risk of disease caused by unhealthy eating.
- Parents/carers share information about their children's particular dietary needs and allergies with staff when they enrol their children and on an on-going basis with their key person. This information is shared with all staff who are involved in the care of the child.
- We take into account every child's individual development needs and work in partnership with parents/carers to help children to move on to the next stage with regard to weaning as per the guidance listed below.
- Childville ensures that all staff are aware of the symptoms and treatments for allergies and anaphylaxis and the differences between allergies and intolerances which may develop at any time.
- Foods provided by the setting for children have any allergenic ingredients identified on the menus.
- Care is taken to ensure that children with food allergies and intolerances do not have contact with food products that they are allergic to.
- We notify Ofsted of any food poisoning affecting two or more children in our care as soon as possible and at least within 14 days.
- Risk assessments are conducted for each individual child who has a food allergy or specific dietary requirement.
- If a child chokes at mealtime and intervention is given. We record details of the incident and ensure that parents/carers are informed.

## **Legal references**

Regulation (EC) 852/2004 of the European Parliament and of the Council on the hygiene of foodstuffs.

Food Information Regulations 2014

The Childcare Act 2006

Further guidance

Safer Food Better Business for Caterers (Food Standards Agency)

Paediatric Allergy Action Plans - BSACI

Food allergy - NHS

Anaphylaxis - NHS

Weaning - Start for Life - NHS

Help for early years providers : Food safety

Early Years Foundation Stage Nutrition Guidance (2025)

## **Food Safety and Nutrition Procedures**

### **Food preparation, storage and purchase**

#### **General**

- All staff have up to date certificated training on food safety.
- Cooks where applicable will refer to Early Years Foundation Stage Nutrition Guidance (2025) which contains guidance on menu planning, food safety, managing food allergies and reading food labels.
- The setting manager is responsible for ensuring that the requirements in Safer Food Better Business are implemented.
- Cooks and all staff responsible for preparing food have undertaken the Food Allergy Online Training CPD module available at <http://allergytraining.food.gov.uk/>.
- The setting manager is responsible for overseeing the work of the all food handlers to ensure hygiene and allergy procedures are complied with.
- The setting manager has responsibility for conducting risk assessment based on the 'Hazard Analysis and Critical Control Point' method set out in Safer Food Better Business.
- Staff carry out and record daily opening/closing checks, four weekly reviews and dated records of deep cleaning.
- The staff and setting manager maintain a Food Allergy and Dietary Needs folder with:
  - a list of all children with known food allergies, intolerances or dietary needs updated at least once a term (the personal/medical details about the allergy or dietary needs remain in the child's file along with a copy of the risk assessment). This is displayed for all staff and the risk assessment shared.
  - a record of food menus along with any allergens
  - a copy of the FSA booklet 'Allergen information for pre-packed and loose foods' available at <https://www.food.gov.uk/business-guidance/allergen-information-for-pre-packed-and-loose-foods>
  - a copy of the Food Allergy Online Training CPD certificate for each member of staff that has undertaken the training
- The setting manager is responsible for informing the owners/directors who then reports to Ofsted of any food poisoning affecting two or more children looked after on the premises. Notification must be made as soon as possible and within 14 days of the incident.

#### **Purchasing and storing food**

- Food is purchased from reputable suppliers.

- Pre-packed food (any food or ingredient that is made by one business and sold by another such as a retailer or caterer) is checked for allergen ingredients and this information is communicated to parents alongside menu information. For example, a meat pie bought at a supermarket or a tin of baked beans or the ingredients for a recipe prepared on site.
- If food that is not pre-packed (described as 'loose food'), such as sandwiches bought from a bakery is served, then allergen information will have been provided by the retailer, this information must then be shared in the same way with parents.
- Parents/carers are requested not to bring food that contains (or may contain) nuts. Staff check packets to make sure they do not contain nuts or nut products.
- Bulk buy is avoided where food may go out of date before use.
- All opened dried food stuffs are stored in airtight containers.
- Dried packaged food is not decanted from packaging into large bins or containers as this prevents monitoring of sell by/use by dates and allergen information.
- Food is regularly checked for sell by/use by dates and any expired items are discarded.
- Bottles and jars are cleaned before returning to the cupboards.
- 'Squeezy' plastic bottles are not used for sauces.
- Items are not stored on the floor; floors are kept clear so they can be easily swept.
- Perishable foods such as dairy produce, meat and fish are to be used the next/same day. Soft fruit and easily perishable vegetables are kept in the fridge at 1 - 5 Celsius.
- Packaged frozen food should be used by use by dates.
- Food left over should not be frozen unless it has been prepared for freezing, such as home-made bread or stews. Hot food should be left to cool for up to 1.5 hours and then quickly frozen.
- Freezer containers should be labelled, dated and used within 1-3 months.
- Fridge and freezer thermometers should be in place. Recommended temperatures for fridge 37 degrees Fahrenheit (3 degrees Celsius), and freezers 0 degrees Fahrenheit (-18 degrees Celsius). Temperatures must be checked daily to ensure correct temperatures are being maintained.
- Freezers are defrosted every 3 months or according to the manufacturer's instructions.
- Meat/fish is stored on lower shelves and in drip-free dishes.
- Fruit and vegetables stored in the fridge are washed thoroughly before refrigeration to reduce risk of pests and E. coli contamination.
- Staff's own food or drink should be kept in separate designated area of the fridge; where possible, a fridge should be kept in the staff room to avoid mix ups.
- Items in fridges must be regularly checked to ensure they are not past use by dates.

## **Preparation of food**

Food handlers must check the content of food/packets to ensure they do not contain allergens.

- Food allergens must be identified on the menus and displayed for parents.
- Food handlers wash hands and cover any cuts or abrasions before handling food.
- Separate boards and knives are used for chopping food, usually colour coded.
- Raw and cooked foods are prepared separately.
- Meat and fish should be washed and patted dry with paper towels. This does not include chicken which must not be washed because of the risk of campylobacter.
- All vegetables and fruit are washed before preparing.
- Food left out is covered, for example when cooling down.
- Frozen meat, fish and prepared foods are thawed properly before cooking.
- Meat and fish are cooked thoroughly; a food probe is to be used to check temperature of roasted meat or baked meat products.
- Where a microwave is used, food is cooked according to manufacturer's instructions. It is not used to reheat children's food and never used to heat babies' bottles.
- Microwaved food is left to stand for a few minutes before serving.
- A food probe is used to check temperature of food, including where heated in a microwave; it is checked in several places to avoid hot spots.
- Food is cooked in time for serving and is not prepared in advance of serving times.
- Hot cupboards or ovens are not used to keep food warm.
- Potatoes and vegetables are peeled when needed, not in advance and left in water.
- Food prepared and cooked for different religious dietary needs and preferences, such as Halal or Kosher meat is cooked in separate pans and served separately.
- Food cooked for vegetarians does not come into contact with meat or fish or products.
- Food cooked and prepared for children with specific dietary needs is cooked in separate pans and served separately.
- A separate toaster is kept and used for children with a wheat or gluten allergy.
- Food prepared for children with dietary needs and preferences is clearly labelled and every effort is made to prevent cross-contamination.
- Raw eggs are not to be given in any form, such as mousse or mayonnaise.
- When given to children, eggs are fully cooked.

### **Serving Food**

- There is a named person who is responsible for ensuring that the food being provided meets all the requirements for each child.
- Food is served for children in separate covered containers for each table.

- Staff risk assess the likelihood of children with dietary restrictions accessing the food of other children and must take appropriate action to prevent this from happening, for example:
  - check the list of children's dietary requirements displayed in the food preparation area
  - coloured plates
  - place mats
  - other methods as agreed by the setting manager
- Children with allergies/food preferences are not made to feel 'singled out' by the methods used to manage their allergy/food preference.
- Food served to children with identified allergies is checked by the key person to ensure that the meal (and its ingredients) does not contain any of the allergens for that child.
- The child's key person remains present throughout the child's mealtime.
- Tables are cleaned before and after, with soapy water or a suitable non-bleach product.
- Members of staff serving food wash their hands and cover any cuts with a blue plaster.

### **E.coli prevention**

Staff who are preparing and handling food, especially food that is not pre-prepared for consumption e.g. fruit and vegetables grown on the premises, must be aware of the potential spread of E.coli and must clean and store food in accordance with the E.coli guidance, available at:

[www.food.gov.uk/business-industry/guidancenotes/hygguid/ecoliguide#.U7FCVGIOWdI](http://www.food.gov.uk/business-industry/guidancenotes/hygguid/ecoliguide#.U7FCVGIOWdI)

Further guidance

Safer Food Better Business [www.food.gov.uk/business-guidance/safer-food-better-business-sfbb](http://www.food.gov.uk/business-guidance/safer-food-better-business-sfbb)

Campylobacter (Food Standards Agency) [www.food.gov.uk/news-updates/campaigns/campylobacter/fsw-2014](http://www.food.gov.uk/news-updates/campaigns/campylobacter/fsw-2014)

Food allergy/anaphylaxis guidance

<https://www.bsaci.org/wp-content/uploads/2020/02/BSACIAllergyActionPlan2018NoAAI2981-2.pdf>

<https://www.nhs.uk/conditions/anaphylaxis/>

<https://www.nhs.uk/conditions/food-allergy/>

Early Years Foundation Stage nutrition guidance

Common\_allergens.pdf

Allergen checklist for food businesses | Food Standards Agency

## **Food safety and nutrition procedures**

### **Food for play and cooking activities**

Some parents/carers and staff may have strong views about food being used for play. It is important to be sensitive to these issues. For example, children who are Muslim, Jewish,

Rastafarian, or vegetarian, should not be given any food to play with that contains animal products (Gelatine). Parents/carers' views should be sought on this. In some cases, it is not appropriate to use food for play, particularly in times of austerity.

- Food for play may include dough, corn flour, pasta, rice, food colourings/flavourings.
- Jelly (including jelly cubes) is not used for play.
- Food for play is risk assessed against the 14 allergens referred and is included in the written risk assessment undertaken for children with specific allergies.
- Staff are constantly alert to the potential hazards of food play, in particular choking hazards and signs of previously undetected allergies.
- Pulses are not recommended as they can be poisonous or may cause choking.
- The use of raw vegetables for printing is discouraged.
- Dried food that is used for play should be kept away from food used for cooking.
- Foods that are cooked and used for play, such as dough, have a limited shelf life.
- Cornflour is always mixed with water before given for play.
- Cornflower and cooked pasta are discarded after an activity; as there is a high risk of bacteria forming.
- Utensils used for play food are washed thoroughly after use.

### **Children's cooking activities**

- Before undertaking any cooking activity with children, members of staff should check for allergies and intolerances by checking children's records.
- Children are taught basic hygiene skills such as the need to wash hands thoroughly before handling food, and again after going to the toilet, blowing their nose or coughing.
- The area to be used for cooking is cleaned; a plastic tablecloth is advised.
- Children should wear aprons that are used just for cooking.
- Utensils provided are for children to use only when cooking, including chopping/rolling boards, bowls, wooden spoons, jugs, and are stored in the kitchen.
- Members of staff encourage children to handle food in a hygienic manner.
- Food ready for cooking or cooling is not left uncovered.
- Cooked food to go home is put in a paper food bag and refrigerated until home time.
- Food play activities are suspended during outbreaks of illness.

### **Playdough and raw (uncooked flour)**

All flour including cornflour is raw until the point it is heated or cooked. Raw flour poses a risk of E. coli to young children and current advice is that when using uncooked flour or flour products not

intended to be eaten e.g. dough for crafts and play, you may wish to use this advice to support how you manage the risks during these activities.

Operators of care settings or other businesses where children and older people are handling raw flour or raw flour products should also take account of this advice when considering how risks associated with these activities are managed as part of their risk assessment process. Children and older people may be more vulnerable to infection so additional care may be needed when handling these products.

See the Health and Safety Executive's Managing risks and risk assessment at work

If a child or member of staff is allergic to any of the ingredients they must be replaced, and a safe alternative used.

Staff have up to date information about children's allergies or concerns about a potential allergy and these are clearly displayed.

If a younger child is likely to put the playdough/cornflour in their mouth, a safe alternative is provided.

If a child is likely to eat the playdough due to persistent sensory seeking behaviours the activity will be replaced with a safe alternative.

Children are always supervised when playing with playdough or cornflour.

Children and staff wash their hands before and after the activity.

### **Other activities with flour**

Uncooked flour should not be used for activities where children are exploring through touch or taste, or there is a likelihood they will put their fingers in their mouths.

Baking: You can do baking activities where flour is used and then the food is cooked. You must ensure that the activity is risk assessed, and children do not eat the uncooked flour or the mixture.

## **Milk and baby food preparation and storage (where applicable)**

### **Purchasing and storing food**

- Where parents/carers provide infant formula to be made up at the setting, this is checked to make sure it is in date and that the seal is not broken, then labelled with the child's name.

- Parents/carers must not send in bottles containing pre-boiled and cooled water ready for formula to be added. They should instead send in empty, sterilised bottles in accordance with current NHS guidance on the preparation of formula milk.
- If parents/carers are providing formula milk already made up at home, or breast milk, it should already be made up into sterilised bottles and clearly labelled with the child's name.
- Parents/carers are advised to follow the manufacturer's guidance and to transport the prepared feeds or breast milk in a cool bag. On arrival, feeds are taken out of the cool bag and put straight into the fridge.
- Made up feeds or breast milk is always used on the same day.
- In line with current Food Standards Agency guidance, parents are advised not to give toddlers and young children (ages 1 – 4.5 years) rice drinks as a substitute for breast milk, infant formula or cow's milk. Parents/carers should speak to their child's health visitor for further guidance if their child has milk intolerance and needs an alternative.
- A small store of infant formula is usually kept in case of emergency. This is regularly checked to make sure it is still in date. Parents are consulted before it is made up.
- If parents/carers provide weaning cereals, these need to be checked to make sure they are in date and should be in unopened packets. These are labelled with the child's name.
- Parents/carers are informed that they should not bring in food that contains nuts. Staff check packets to make sure they do not contain nuts or nut products.
- Packaged baby cereal is kept in plastic airtight containers to prevent contamination and to ensure freshness.

### **Preparation**

- Members of staff wash hands before preparing milk in the kitchen.
- Preparation of feeds and weaning food is restricted to key persons or co-workers; other staff/students preparing food are supervised by a permanent staff member or key person who is clear about the requirements for each child.
- All weaning foods provided by the setting i.e. bread, cakes, biscuits, cheese and any foods in the 14 allergens list are identified and listed on children's menus.
- Scoops of milk are levelled off with a knife to make sure they are the correct amount.
- All water is boiled first before making milk feed, mixing food or preparing a drink for all babies under one year and should be allowed to cool for no more than 30 minutes. Water that has already been boiled once should not be boiled again.
- Water given to babies over 6 months old as a drink does not need to be boiled first, for babies under 6 months the above guidance applies.
- Bottles are cooled under cold running water and the temperature checked on the inside of an adult's wrist to ensure that it is body temperature, which means it should feel warm or cool but not hot.

- Only sterilised bottles, spoons, plates are to be used for babies under one year and these are to be kept in the milk kitchen.
- Vinyl gloves are used to prepare milk feeds or weaning food for babies.
- Raw fruit or vegetables given to babies are washed, peeled, cut or blended.
- Finger foods, such as rusks, are served in a dish.
- Babies are slowly introduced to food in the setting and there is ongoing discussion between parents/carers and staff about the stage their child is at regarding the introduction of solid food, including the textures the child is familiar with. Weaning is done at the child's pace in partnership with parents/carers and assumptions are not made based on a child's chronological age.

Further guidance on making up bottles in advance for use at the setting can be found at:

[www.nhs.uk/conditions/baby/breastfeeding-and-bottle-feeding/bottle-feeding/formula-milk-questions//](http://www.nhs.uk/conditions/baby/breastfeeding-and-bottle-feeding/bottle-feeding/formula-milk-questions//)

Guidance for the storage of breast milk is available from: [www.nhs.uk/start4life/baby/feeding-your-baby/breastfeeding/expressing-your-breast-milk/storing-breast-milk//](http://www.nhs.uk/start4life/baby/feeding-your-baby/breastfeeding/expressing-your-breast-milk/storing-breast-milk//)

## Menu planning and nutrition

Food provides a healthy, balanced diet for growth and development. Foods containing any of 14 allergens identified by the FSA are identified on menus. Dietary guidance to promote health and reduce risk of disease is followed. When planning menus, the setting manager and cook ensure that:

- Parents/carers and staff can contribute ideas for menus which are confirmed each week in advance. A four- to six-week cycle reviewed seasonally is a good way of working out menus.
- Menus reflect cultural backgrounds, religious restrictions and food preferences of some ethnic groups.
- Menus are clearly displayed so that parents and staff know what is being provided.
- Foods that contain any of the 14 major allergens are identified on the menu that is displayed for parents/carers.
- Parents/carers must share information about their children's particular dietary needs with staff when they enrol their children and on an on-going basis with their key person.
- Key persons regularly share information about the children's levels of appetite and enjoyment of food with parents/carers.

Staff refer to Help for early years providers : Food safety which includes:

Example menus for early years settings in England: Guidance and Example menus for early years settings in England : Recipes

- Eat Better, Start Better - Foundation Years.

- The manager maintains a record of children's dietary needs on a Food Allergy and Dietary Needs form.

### **Pre-prepared cook chilled meals and hot meals from suppliers (where applicable)**

If the setting uses a food supplier to provide either hot meals prepared off site or chilled/frozen meals to be heated on site, the supplier's instructions for safe storage, heating and serving must be followed.

- Ingredients are checked to identify allergens (this will be clearly indicated on packaging).
- A temperature probe is used to check that cook chilled foods are heated correctly.
- Foods delivered hot are checked as above.
- Foods are served within the time stipulated by the supplier.
- Left-overs are not kept and reheated for another day.
- The guidance in Safer Food Better Business (Food Standards Agency 2020) is always followed.

### **Packed lunches**

Where children have packed lunches, staff promote healthy eating, ensuring that parents/carers are given advice and information about what is appropriate content for a child's lunch box.

Parents/carers are also advised to take measures to ensure children's lunch box contents remain cool i.e. ice packs, as our setting do not have facilities for refrigerated storage.

## **Meeting dietary requirements**

Snack and mealtimes are an important part of the day at Childville. Eating represents a social time for children and adults and helps children to learn about healthy eating. We aim to provide nutritious food, which meets the children's individual dietary needs and preferences.

- Staff discuss and record children's dietary needs, allergies and any ethnic or cultural food preferences with their parents/carers. A child's special dietary requirements are recorded on registration to the setting and information is shared with all staff. This continues as an ongoing dialogue with all parents throughout their time at Childville
- If a child has a known food allergy, procedure in Allergies and food intolerance is followed.
- Staff record information about each child's dietary needs in the individual child's registration form; parents/carers sign the form to signify that it is correct.
- Up-to-date information about individual children's dietary needs is displayed so that all staff and volunteers are fully informed.
- Staff ensure that children receive only food and drink that is consistent with their dietary needs and cultural or ethnic preferences, as well as their parent/carer's wishes. At each mealtime, a member of staff is responsible for checking that the food provided meets the dietary requirements for each child.

- The menus of meal and snacks are displayed on the notice board for parents/carers to view. Foods that contain any food allergens are identified.
- Staff aim to include food diets from children's cultural backgrounds, providing children with familiar foods and introducing them to new ones.
- Through on-going discussion with parents/carers and research by staff, staff obtain information about the dietary rules of religious groups to which children and their parents belong, and of vegetarians and vegans, as well as food allergies. Staff take account of this information when providing food and drink.
- Staff provide a vegetarian alternative when meat and fish are offered and make every effort to ensure Halal meat or Kosher food is available to children who require it.
- Where it is not possible to source and provide Halal meat or Kosher food, a vegetarian option is available; this will be discussed and agreed with parents at the time of the child's registration.
- All staff show sensitivity in providing for children's diets, allergies and cultural or ethnic food preferences. A child's diet or allergy is never used as a label for the child, they are not made to feel 'singled out' because of their diet, allergy or cultural/ethnic food preferences.
- Fresh drinking water is available throughout the day. Staff inform children how to obtain the drinking water and that they can ask for water at any time during the day.
- Meal and snack times are organised as social occasions.

### **Fussy/faddy eating**

- Children who are showing signs of 'strong food preferences, or aversions to food ' are not forced to eat anything they do not want to.
- Staff recognise the signs that a child has had enough and remove uneaten food without comment.
- Children are not made to stay at the table after others have left if they refuse to eat certain items of food.
- Staff work in partnership with parents/carers to support them with children who are showing signs of 'food preference or aversion' and sign post them to further advice, for example, How to Manage Simple Faddy Eating in Toddlers (Infant & Toddler Forum) <https://infantandtoddlerforum.org/health-and-childcare-professionals/factsheets//>

### **Breast feeding (where applicable)**

We recognise the important benefits of breastfeeding for both mothers and their babies. All mothers have the right to make informed choices, and staff will ensure that clear and impartial information is available. Staff will fully support parent/carer's choices.

We promote the Department of Health's recommendations on feeding infants, as follows.

- Breastmilk is the best form of nutrition for infants.
- Exclusive breastfeeding is recommended for the first six months (26 weeks) of an infant's life.
- Six months is the recommended age for the introduction of solid foods for infants.
- Breastfeeding (and/or breast milk substitutes, if used) should continue beyond the first six months, along with appropriate types and amounts of solid foods.

### **General**

Support is offered to promote and maximise the benefits of breastfeeding to new and expectant mothers attending the setting. Information is provided in the form of leaflets and 'signposting' to support groups and other sources of information.

- Publicity materials for bottle feeding and formula milk are not displayed within the setting.
- Mothers are enabled and supported to feed their babies within the setting. Every effort will be made for mothers who wish to feed their babies in private to do so.
- Toilet and baby changing areas are not offered as areas for breastfeeding as these cannot offer a hygienic environment.
- If a visitor to the setting objects to a mother breastfeeding, the 'complainant' will be moved to an area where they can no longer view the mother. The mother will not be disturbed.
- Staff co-operate with healthcare professionals and voluntary support groups to ensure a consistent approach to the promotion of breastfeeding benefits throughout the setting. This will be achieved by sharing of information and resources
- Staff do not discriminate against any mother in her chosen method of feeding and will not dictate choices to mothers

### **Further Information and resources**

Breastfeeding and bottle-feeding advice (NHS) [www.nhs.uk/conditions/baby/breastfeeding-and-bottle-feeding/](http://www.nhs.uk/conditions/baby/breastfeeding-and-bottle-feeding/)

## **Health policy**

Alongside associated procedures in Health, this policy was adopted by Childville on 5 September 2025.

### **Aim**

Childville is a suitable, clean, and safe place for children to be cared for, where they can grow and learn. They meet all statutory requirements for promoting health and hygiene and fulfil the criteria for meeting the relevant Early Years Foundation Stage Safeguarding and Welfare requirements.

### **Objectives**

We promote health through:

- Ensuring emergency and first aid treatment is given where necessary.
- Ensuring that medicine necessary to maintain health is given correctly and in accordance with legal requirements.
- Identifying allergies and preventing contact with the allergenic substance.
- Having ongoing discussions with parents/carers to develop allergy action plans for managing individual children's known allergies and intolerances.
- Ensuring that all staff are aware of the symptoms and treatments for allergies and anaphylaxis and that children can develop these at any time, especially during weaning.
- Ensuring that all staff know the difference between allergies and intolerances.
- Identifying food ingredients that contain recognised allergens and displaying this information for parents/carers.
- Identifying and promoting health through taking the necessary steps to prevent the spread of infection and taking appropriate action when children are ill.
- Ensuring that ongoing discussions with parents take place regarding the stage their child is at in relation to introducing solid foods including the texture the child is familiar with.

- Ensuring that food prepared is in line with the child's individual developmental needs.
- Working in partnership with parents to help children to move on to the next stage of weaning at a pace that is right for their child.
- Ensuring that food is prepared for children in a way that prevents choking.
- Ensuring that babies and young children are sat safely in a highchair or suitable low sized chair when eating.
- Ensuring that children are always in sight and hearing of a staff member, who is a paediatric first aider, whilst eating and the staff member is sat facing the children.
- Recording all choking incidents that requires intervention.
- Promoting healthy lifestyle choices through diet and exercise.
- Supporting parents right to choose complementary therapies.
- Recognising the benefits of baby and child massage, by parents/carers or staff carrying out massage under conditions that maintain the personal safety of children.
- Pandemic flu planning or illness outbreak management as per DfE and World Health Organisation (WHO) guidance.

### **Legal references**

Medicines Act (1968)

Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR)

Control of Substances Hazardous to Health (COSHH) Regulations (2002)

Health and Safety (First Aid) Regulations 1981

Food Information Regulations 2014

Early Years Foundation Stage 2025

Further guidance

Accident Record (Alliance Publication)

Allergy action plan

## **Health procedures**

### **Accidents and emergency treatment**

Person responsible for checking and stocking first aid box: Setting manager/deputy or nominated First Aider.

The setting provides care for children and promotes health by ensuring emergency and first aid treatment is given as required. There are also procedures for managing food allergies in section for Food safety and nutrition and Health.

- Parents/carers' consent to emergency medical treatment consent on registration.
- At least one person who has a current paediatric first aid (PFA) certificate must always be on the premises and available when children are on the premises and must accompany children on outings, [or all staff are paediatric first aiders], who regularly update their

training. We consider the number of children, staff, staff breaks and the layout of our setting to ensure that a paediatric first aider is always available and can respond to emergencies. We ensure that the training provider who delivers PFA training to our staff are competent.

- Students and trainees that have PFA training may be included in ratios at the level below their level of study if we are satisfied that they are competent and responsible.
- First Aid certificates are renewed at least every three years. In line with the EYFS, all staff who obtained a level 2 and/or level 3 qualification since 30 June 2016 must obtain a PFA qualification within three months of starting work to be counted in ratios.
- All members of staff know the location of First Aid boxes, the contents of which are in line with St John's Ambulance recommendations as follows:
  - 20 individually wrapped sterile plasters (assorted sizes)
  - 2 sterile eye pads
  - 4 individually wrapped triangular bandages (preferably sterile)
  - 6 safety pins
  - 2 large, individually wrapped, sterile, un-medicated wound dressings
  - 6 medium, individually wrapped, sterile, un-medicated wound dressings
  - a pair of disposable gloves
  - adhesive tape
  - a plastic face shield (optional)
- No other item is stored in a First Aid box.
- Vinyl single use gloves are also kept near to (not in) the box, as well as a thermometer.
- There is a named person in the setting who is responsible for checking and replenishing the First Aid Box contents.
- A supply of ice is kept in the main kitchen fridges.
- For minor injuries and accidents, First Aid treatment is given by a qualified first aider; the event is recorded in the setting's Accident Record book or digital recording system. Parents/carers may have a photocopy of the accident form on request.
- In the event of minor injuries or accidents, parents/carers are normally informed when they collect their child, unless the child is unduly upset, or members of staff have any concerns about the injury. In which case they will contact the parent for clarification of what they would like to do, i.e. collect the child or take them home and seek further advice from NHS 111.

### **Serious accidents or injuries**

- An ambulance is called for children requiring emergency treatment.

- First aid is given until the ambulance arrives on scene. If at any point it is suspected that the child has died, Death of a child on site procedure is implemented and the police are called immediately.
- The registration form is taken to the hospital with the child.
- Parents/carers are contacted and informed of what has happened and where their child is being taken to.
- If the parents/carers do not arrive at the setting before the ambulance sets off for the hospital, a member of staff accompanies the child and remains with them until the parent/carer arrives.
- The setting manager arranges for a taxi to take the child and carer to hospital for further checks for minor injuries, if deemed to be necessary.

### **Recording and reporting**

- In the event of a serious accident, injury, or serious illness, the setting manager notifies the owner/director by telephone, or other agreed reporting format, as soon as possible.
- If required, a RIDDOR form is completed; one copy is sent to the parent/carer, one for the child's file and one for the local authority Health and Safety Officer.
- The owners/directors are notified by the setting manager of any serious accident or injury to, or serious illness of, or the death of, any child whilst in their care to be able to notify Ofsted and any advice given will be acted upon. Notification to Ofsted is made as soon as is reasonably practicable and always within 14 days of the incident occurring. The designated person will, after consultation with the owners/directors, inform local child protection agencies of these events

### **Further guidance**

Accident Record (Alliance Publication)

Choosing a first aid training provider <https://www.hse.gov.uk/pubns/geis3.htm>

## **Administration of medicine**

Key persons are responsible for administering medication to their key children; ensuring consent forms are completed, medicines stored correctly, and records kept.

Administering medicines during the child's session will only be done if necessary.

If a child has not been given a prescription medicine before, especially a baby/child under two, it is advised that parents keep them at home for 48 hours to ensure no adverse effect, and to give it time to take effect. The setting managers must check the insurance policy document to be clear about what conditions must be reported to the insurance provider.

### **Consent for administering medication**

- Only a person with parental responsibility (PR), or a foster carer may give consent. A childminder, grandparent, parent/carer's partner who does not have PR, cannot give consent.
- When bringing in medicine, the parent informs their key person/back up key person, or room senior if the key person is not available. The setting manager should also be informed.

The manager/deputy receives the child's medication and asks the parents to complete a consent form. All staff will be informed.

- Staff who receive the medication, check it is in date and prescribed specifically for the current condition. It must be in the original container (not decanted into a separate bottle). It must be labelled with the child's name and original pharmacist's label if prescribed.
- Medication dispensed by a hospital pharmacy will not have the child's details on the label but should have a dispensing label. Staff must check with parents/carers and record the circumstance of the events and hospital instructions as relayed to them by the parents/carers.
- Members of staff who receive the medication ask the parent/carer to sign a consent form stating the following information. No medication is given without these details:
  - full name of child and date of birth
  - name of medication and strength
  - who prescribed it (if applicable)
  - dosage to be given
  - how the medication should be stored and expiry date
  - a note of any side effects that may be expected
  - signature and printed name of parent/carer and date

### **Storage of medicines**

All medicines are stored safely. Refrigerated medication is stored separately or clearly labelled in the main kitchen fridge, or in a marked box in the fridge.

All members of staff are informed by the manager/deputy.

- The manager/ key person is responsible for ensuring medicine is handed back at the end of the day to the parent/carer.
- For some conditions (such as Asthma), medication for an individual child may be kept at the setting.
- Healthcare plan form must be completed. Key persons check that it is in date and return any out-of-date medication to the parent/carer.
- Parents/carers do not access where medication is stored, to reduce the possibility of a mix-up with medication for another child, or staff not knowing there has been a change.

## **Record of administering medicines**

A record of medicines administered is kept near to the medicine cabinet or in the child's group room, or in the setting manager's office. Settings can choose which works best for them if members of staff are aware and it is consistent.

Insert details of where medicine record books are kept in your setting (this maybe on an electronic device if you are using online management software). State how members of staff are informed of this and how they will be taught to complete them correctly.

The medicine record, records:

- name of child
- name and strength of medication
- the date and time of dose
- dose given and method
- signed by key person/setting manager
- verified by parent/carer signature at the end of the day

A witness signs the medicine record book to verify that they have witnessed medication being given correctly according to the procedures here.

- No child may self-administer. If children are capable of understanding when they need medication, e.g. for asthma, they are encouraged to tell their key person what they need. This does not replace staff vigilance in knowing and responding.
- The medication records are monitored to look at the frequency of medication being given. For example, a high incidence of antibiotics being prescribed for several children at similar times may indicate a need for better infection control.

## **Children with long term medical conditions requiring ongoing medication**

- Care plan is required for children that require ongoing medication. It is the responsibility of the setting manager to request from parent/ other medical or social care personnel.
- Parents/carers and medical personnel contribute to care plan. They are shown around the setting, understand routines and activities, and discuss any risk factor for their child.
- For some medical conditions, key staff will require basic training to understand it and know how medication is administered. Training needs are part of the care plan.
- Care plan includes any activity that may give cause for concern regarding an individual child's health needs.
- Care plan also includes arrangements for medicines on outings; advice from the child's GP's is sought, if necessary, where there are concerns.
- Health care plan form is completed fully with the parent/carer/health practitioner; outlining the key person's role and what information is shared with other staff who care for the child.

- The plan is reviewed every six months (more if needed). This includes reviewing the medication, for example, changes to the medication or the dosage, any side effects noted etc.

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

- Children are accompanied by their key person, or other staff member who is fully informed about their needs and medication.
- Medication is taken in a plastic box or Ziploc labelled with the child's name, name of medication, copy of the consent form and a new medication administering form with details as above.
- The form is later stapled to the medication administering form on site medicine and the parent signs it.
- If a child on medication must be taken to hospital, the child's medication is taken in a sealed plastic box/Ziploc clearly labelled as above.

### **Staff taking medication**

Staff taking medication must inform their manager. The medication must be stored securely in staff lockers (where applicable) or a secure area away from the children. The manager must be made aware of any contra-indications for the medicine so that they can risk assess and take appropriate action as required.

### **Further guidance**

Medication Administration Record (Alliance Publication)

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

Life-saving medication and invasive treatments may include adrenaline injections (Epipens) for anaphylactic shock reactions (caused by allergies to nuts, eggs etc) or invasive treatment such as rectal administration of Diazepam (for epilepsy).

- The key person responsible for the intimate care of children who require life-saving medication or invasive treatment will undertake their duties in a professional manner having due regard to the procedures listed above.
- The child's welfare is paramount, and their experience of intimate and personal care should be positive. Every child is treated as an individual and care is given gently and sensitively; no child should be attended to in a way that causes distress or pain.
- The key person works in close partnership with parents/carers and other professionals to share information and provide continuity of care.

- Children with complex and/or long-term health conditions have a health care plan in place which considers the principles and best practice guidance given here.
- Key persons have appropriate training for administration of treatment and are aware of infection control best practice, for example, using personal protective equipment (PPE).
- Key persons speak directly to the child, explaining what they are doing as appropriate to the child's age and level of comprehension.
- Children's privacy is considered and balanced with safeguarding and support needs when changing clothing, nappies and toileting.

### **Record keeping**

For a child who requires invasive treatment the following must be in place from the outset:

- a letter from the child's GP/consultant stating the child's condition and what medication if any is to be administered
- written consent from parents/carers allowing members of staff to administer medication
- proof of training in the administration of such medication by the child's GP, a district nurse, children's nurse specialist or a community paediatric nurse
- a healthcare plan from GP or other health professional

Copies of all letters relating to these children must be sent to the provider/director to forward to the insurance provider for appraisal. A record is made in the medication administering form of the intimate/invasive treatment each time it is given.

### **Physiotherapy**

- Children who require physiotherapy whilst attending the setting should have this carried out by a trained physiotherapist.
- If it is agreed in the health care plan that the key person should undertake part of the physiotherapy regime then the required technique must be demonstrated by the physiotherapist personally; written guidance must also be given and reviewed regularly. The physiotherapist should observe the educator applying the technique in the first instance.

### **Safeguarding/child protection**

- Educators recognise that children with SEND are particularly vulnerable to all types of abuse, therefore the safeguarding procedures are followed rigorously.
- If an educator has any concerns about physical changes noted during a procedure, for example unexplained marks or bruising then the concerns are discussed with the designated safeguarding lead and the relevant procedure is followed.

Treatments such as inhalers or Epi-pens must be immediately accessible in an emergency.

### **Allergies and food intolerance**

Before a child starts at Childville, parents/carers are asked if their child has any known allergies or food intolerance. This information is recorded on the registration form. On-going discussions must take place with parents/carers and where appropriate health professionals to develop allergy action plans for managing any known allergies and food intolerances. This information must be kept up to date on a child's registration form and shared with all staff.

- All staff at Childville must be aware of the symptoms and treatments for allergies and anaphylaxis and the difference between allergies and food intolerances
- If a child has an allergy or food intolerance, risk assessment form is completed with the following information:
  - the risk identified – the allergen (i.e. the substance, material or living creature the child is allergic to such as nuts, eggs, bee stings, cats etc.)
  - the level of risk, taking into consideration the likelihood of the child coming into contact with the allergen
  - control measures, such as prevention from contact with the allergen
  - review measures
- Health care plan form must be completed with:
  - the nature of the reaction e.g. anaphylactic shock reaction, including rash, reddening of skin, swelling, breathing problems etc.
  - managing allergic reactions, medication used and method (e.g. Epipen)
- The child's name is added to the Dietary Requirements list.
- A copy of the risk assessment and health care plan is kept in the child's personal file and is shared with all staff .
- Parents/carers show staff how to administer medication in the event of an allergic reaction.
- Generally, no nuts or nut products are used within the setting.
- Parents/carers are made aware, so that no nut or nut products are accidentally brought in.
- Any foods containing food allergens are identified on children's menus.

#### **Oral Medication**

- Oral medication must be prescribed or have manufacturer's instructions written on them.
- Staff must be provided with clear written instructions for administering such medication.
- All risk assessment procedures are adhered to for the correct storage and administration of the medication.
- The setting must have the parents/carers' prior written consent. Consent is kept on file.

For other life-saving medication and invasive treatments please refer to Administration of medicine.

#### **Poorly children**

- If a child appears unwell during the day at Childville, for example has a raised temperature, sickness, diarrhoea\* and/or pains, particularly in the head or stomach then the setting manager calls the parents/carers and asks them to collect the child or send a known carer to collect on their behalf.
- If a child has a raised temperature, top clothing may be removed to make them more comfortable, but children are not undressed or sponged down to cool their temperature. A high temperature should never be ignored, but it is a natural response to infection.
- A child's temperature is taken and checked regularly, using Fever Scans or other means i.e. ear thermometer.
- If a baby's temperature does not go down, and is worryingly high, then Calpol may be given after gaining verbal consent from the parent/carers where possible. This is to reduce the risk of febrile convulsions, particularly for babies under 2 years old. Parents/carers sign the medication record when they collect their child. \*\*
- In an emergency an ambulance is called, and the parents/carers are informed.
- Parents/carers are advised to seek medical advice before returning them to the setting; the setting can refuse admittance to children who have a raised temperature, sickness and diarrhoea or a contagious infection or disease.
- Where children have been prescribed antibiotics for an infectious illness or complaint, parents/carers are asked to keep them at home for **48 hours**.
- After diarrhoea or vomiting, parents/carers are asked to keep children home for **48 hours** following the last episode.
- Some activities such as sand and water play, and self-serve snack will be suspended for the duration of any outbreak.
- The setting has information about excludable diseases and exclusion times.
- The setting manager notifies the owner/directors if there is an outbreak of an infection (affects more than 3-4 children) and keeps a record of the numbers and duration of each event.

### **Notifiable diseases and infection control**

If educators suspect a child who falls ill whilst in their care is suffering from a serious disease that may have been contracted in the United Kingdom or abroad, immediate medical assessment is required. The manager or deputy will call 111 and inform parents / carers.

Preventative measures are taken to reduce the risk of an outbreak returning. When an individual shows signs of an infectious illness, they are advised not to attend the service. If a child is already at the setting, they will be made comfortable in a space away from the other children to rest until they are able to be collected. The importance of thorough handwashing will be reiterated, and the educators will promote the 'catch it, bin it, kill it' approach with children and young people.

In the case of an outbreak of a notifiable disease which has been confirmed by a medical professional, the setting manager will seek further advice from the UKHSA, if not already contacted by them.

The setting manager has a list of notifiable diseases and contacts the UK Health Security Agency(UKHSA), Ofsted, or the childminder agency in the event of an outbreak.

### **Unwell children upon arrival**

- On arrival, it is vital that parents/carers inform a member of staff if they notice their child may be showing signs of being unwell. It is the responsibility of the parents / carers to ensure their child does not attend the service if they are not fit to; this is a precautionary measure to prevent other children or staff from becoming ill. If a child is brought into the service with a non-prescription medication to treat a temporary illness or appears to show signs of being unwell, the setting manager will use their discretion to decide whether a child is fit to remain in the service.

### **Infection control for bodily fluids – transmissible viruses**

- Viruses such as Hepatitis, (A, B and C), are spread through body fluids. Hygiene precautions for dealing with body fluids are the same for all children and adults. Transmittable viruses are spread through bodily fluids. Hygiene measures are put in place to protect all staff and children/young people. These include single use vinyl gloves and aprons are worn when changing children's nappies, pants and clothing that are soiled with blood, urine, faeces or vomit.
- Protective rubber gloves are used for cleaning/rinsing clothing after changing.
- Soiled clothing is rinsed and bagged for parents/carers to collect.
- Spills of blood, urine, faeces or vomit are cleared using mild disinfectant solution and designated area mops; cloths used are disposed of with clinical waste.
- Tables, other furniture or toys/resources affected by blood, urine, faeces or vomit are removed where possible and cleaned using disinfectant. For larger items such as furniture, these must be cleaned immediately with disinfectant.
- Baby mouthing toys must be cleaned prior to another baby using them. All toys/resources are cleaned regularly. As a minimum, this should be carried out weekly, using sterilising solution for plastic toys/resources.

### **Handwashing**

Handwashing is a crucial infection control measure which reduces the spread of illness. Adults, children and young people should regularly wash their hands, and increase this where there is an infection outbreak.

This should be carried out by all:

- After outside breaks
- Before meals and snack times
- Before preparation of snack and meals
- After using the toilet
- After nappy or clothing changes
- After the removal of personal protective equipment (PPE), including gloves.
- After blowing noses
- Before and after administering medication

Public Health England advises that children and staff should be encouraged to catch sneezes with a tissue, bin the tissue and wash their hands.

Nits and head lice

- Nits and head lice are not an excludable condition; although in exceptional cases parents may be asked to keep the child away from the setting until the infestation has cleared.
- On identifying cases of head lice, all parents are informed and asked to treat their child and all the family, using current recommended treatments methods if they are found.

\*Diarrhoea is defined as 3 or more liquid or semi-liquid stools in a 24-hour period.

([www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities/chapter-9-managing-specific-infectious-diseases#diarrhoea-and-vomiting-gastroenteritis](http://www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities/chapter-9-managing-specific-infectious-diseases#diarrhoea-and-vomiting-gastroenteritis))

### **\*\*Paracetamol based medicines (e.g. Calpol)**

The use of paracetamol-based medicine may not be agreed in all cases. A setting cannot take bottles of non-prescription medicine from parents to hold on a 'just in case' basis unless there is an immediate reason for doing so. Childville do not normally keep such medicine on the premises as they are not allowed to 'prescribe'. However, given the risks to very young babies of high temperatures, insurers may allow minor infringement of the regulations as the risk of not administering may be greater. Ofsted is normally in agreement with this. In all cases, parents of children under two years must sign to say they agree to the setting administering paracetamol-based medicine in the case of high temperature on the basis that they are on their way to collect. Such medicine should never be used to reduce temperature so that a child can stay in the care of the setting for a normal day. The use of emergency medicine does not apply to children over 2

years old. A child over two who is not well, and has a temperature, must be kept cool and the parents asked to collect straight away.

Whilst the brand name Calpol is referenced, there are other products which are paracetamol or ibuprofen based pain and fever relief such as Nurofen for children over 3 months.

### **Further guidance**

Medication Administration Record (Alliance Publication)

Guidance on infection control in schools and other childcare settings (Public Health Agency)

[https://www.publichealth.hscni.net/sites/default/files/Guidance\\_on\\_infection\\_control\\_in%20schools\\_poster.pdf](https://www.publichealth.hscni.net/sites/default/files/Guidance_on_infection_control_in%20schools_poster.pdf)

High temperature (fever) in children - NHS (www.nhs.uk)

## **Infection control**

Good practice infection control is paramount in Childville. Young children's immune systems are still developing, and they are therefore more susceptible to illness.

### **Prevention**

- Minimise contact with individuals who are unwell by ensuring that those who have symptoms of an infectious illness do not attend settings and stay at home for the recommended exclusion time (see below UKHSA link).
- Always clean hands thoroughly, and more often than usual where there is an infection outbreak.
- Ensure good respiratory hygiene amongst children and staff by promoting 'catch it, bin it, kill it' approach.
- Where necessary, for instance, where there is an infection outbreak, wear appropriate PPE.

### **Response to an infection outbreak**

- Manage confirmed cases of a contagious illness by following the guidance from the UK Health Security Agency (UKHSA)

### **Informing others**

Early years providers have a duty to inform Ofsted of any serious accidents, illnesses or injuries as follows:

- Anything that requires resuscitation.
- Admittance to hospital for more than 24 hours.

- A broken bone or fracture.
- Dislocation of any major joint, such as the shoulder, knee, hip or elbow.
- Any loss of consciousness.
- Severe breathing difficulties, including asphyxia.
- Anything leading to hypothermia or heat-induced illness.

In some circumstances this may include a confirmed case of a Notifiable Disease in their setting, if it meets the criteria defined by Ofsted above. Please note that it is not the responsibility of the setting to diagnose a notifiable disease. This can only be done by a clinician (GP or Doctor). If a child is displaying symptoms that indicate they may be suffering from a notifiable disease, parents must be advised to seek a medical diagnosis, which will then be 'notified' to the relevant body. Once a diagnosis is confirmed, the setting may be contacted by the UKHSA or may wish to contact them for further advice.

### **Further guidance**

Good Practice in Early Years Infection Control (Alliance Publication)

#### **Oral health**

Childville provides care for children and promotes health through promoting oral health and hygiene, encouraging healthy eating, healthy snacks and tooth brushing.

- Fresh drinking water is always available and easily accessible.
- Sugary drinks are not served.
- In partnership with parents/carers, babies are introduced to an open free-flowing cup at 6 months and from 12 months are discouraged from using a bottle.
- Only water and milk are served with morning and afternoon snacks.
- Children are offered healthy nutritious snacks with no added sugar.
- Parents/carers are discouraged from sending in confectionary as a snack or treat.
- Staff follow the Infant & Toddler Forum's Ten Steps for Healthy Toddlers.

#### **Where children clean their teeth when at the setting**

- Children are encouraged to brush their teeth as part of the daily routine. Teeth should not be cleaned for at least one hour after a meal as this can cause loss of enamel.
- Each child has their own toothbrush, which is stored individually to prevent accidental contact and cross contamination.
- A small amount of toothpaste is put onto a blue/green paper towel before applying to the brush to prevent cross contamination.
- Toothbrushes are cleaned at each session and sterilised weekly in Milton or similar disinfecting fluid.

- Toothbrushes are changed every three months and provided by parents/carers.
- Oral hygiene activities are included in planning at least every three months when toothbrushes are changed.
- The setting co-ordinates with local oral health and ensure procedures are reviewed regularly, additional guidance from the local team may be added to this procedure.

### **Pacifiers/dummies**

- Parents/carers are advised to stop using dummies/pacifiers once their child is 12 months old.
- Dummies that are damaged are disposed of and parents/carers are told that this has happened.
- No dummies/pacifiers are allowed in the setting.

### **Further guidance**

Infant & Toddler Forum: Ten Steps for Healthy Toddlers [www.infantandtoddlerforum.org/toddlers-to-preschool/healthy-eating/ten-steps-for-healthy-toddlers/](http://www.infantandtoddlerforum.org/toddlers-to-preschool/healthy-eating/ten-steps-for-healthy-toddlers/)

### **Baby and child massage**

It is recognised that massage is beneficial for babies and young children, promoting relaxation of mind and body, as well as other benefits. The best people to massage babies and young children are their parents/carers and opportunity to learn to do this should be available. While children can benefit from this in day care, concerns about children's personal safety mean that it should only be done under strict conditions.

If babies and young children are massaged in the setting the following conditions are met:

- Members of staff carrying out massage are qualified or have had training by a qualified person and are aware of any medical condition that may restrict or prevent a treatment being carried out.
- Parental consent is obtained, and contra-indications checked and signed by parents/carers. Any contra-indications would mean a child is not to be massaged unless the parents gain agreement from a GP.
- Massage sessions are planned, organised and supervised so that they fit into the daily routine.
- Massage carried out by a single member of staff is never undertaken away from the group.
- Babies remain clothed in vest and nappy; young children wear vest and shorts.
- Rooms are warm and draught free; noise is at a minimum; rest period is a good time.
- Massage only takes place on hands, arms, shoulders, neck, head, feet and lower legs.
- Children's consent for massage is sought and their preferences are respected.
- Young children can be taught to massage each other's hands, feet and heads.

- Massage is empowering and educative; it should be undertaken in conjunction with educating children about body awareness, 'good and bad touches', recognition of tension; development of their own sensitivity to touch.
- Confirmation if applicable is received from the insurance provider to ensure these activities can take place.

## **Health and safety**

### **Health and safety policy**

Alongside associated procedures in Health and safety, this policy was adopted by Childville on 4 September 2025.

Designated Health and Safety Officer: Setting manager/deputy

#### **Aim**

Childville is a suitable, clean and safe place for children to be cared for, where they can grow and learn. We meet all statutory requirements for health and safety and fulfil the criteria for meeting the Early Years Foundation Stage Safeguarding and Welfare Requirements.

#### **Objectives**

- We recognise that we have a corporate responsibility and duty of care towards those who work in and receive a service from our provision. Individual staff and service users at Childville also have responsibility for ensuring their own safety as well as that of others. Adherence to policies and procedures and risk assessment is the key means through which this is achieved.
- Our member of staff responsible for health and safety at each branch is displayed on the nominated staff list on notice board.
- He/she is competent to carry out these responsibilities.
- He/she has undertaken health and safety training and regularly updates his/her/ knowledge and understanding.

- Insurance is in place (including public liability insurance and employers' liability insurance and an up-to-date certificate is always displayed).
- We display the necessary health and safety poster in at each setting
- Risk assessment is carried out, to ensure the safety of children, staff, parents, and visitors. Legislation requires all those individuals in the given workplace to be responsible for the health and safety of premises, equipment and working practices.
- Smoking and vaping are not allowed on the premises, both indoors and outdoors. If children use any public space that has been used for smoking or vaping, members of staff ensure that there is adequate ventilation to clear the atmosphere. Staff do not smoke or vape in their work clothes and are requested not to smoke or vape within at least one hour of working with children. The use of electronic cigarettes is not allowed on the premises.
- Staff must not be under the influence of alcohol or any other substance which may affect their ability to care for children. If staff are taking medication that they believe may impair them, they must seek further medical advice and only work directly with children if that advice is that the medication is unlikely to impair their ability to look after children. The setting manager must be informed.
- Alcohol must not be brought onto the premises for consumption.
- An annual risk assessment and daily checklist are carried out for each area as required and the procedure is modified according to needs identified for the specific environment.
- Risk assessments are monitored updated annually and reviewed quarterly by those responsible for health and safety.

## Legal references

Health and Safety at Work etc Act 1974

Health and Safety (Consultation with Employees) Regulations 1996

Management of Health and Safety at Work Regulations (1999)

Regulatory Reform (Fire Safety) Order 2005)

Electricity at Work Regulations (1989)

Regulation (EC) No 852/2004 of the European Parliament and of the Council on the hygiene of foodstuffs

Manual Handling Operations Regulations (1992) (Amended 2002)

Medicines Act (1968)

Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) (Amendment) Regulations 2012

Control of Substances Hazardous to Health (COSHH) Regulations 2004

Health and Safety (First Aid) Regulations 1981

Childcare Act 2006

Further guidance

Dynamic Risk Management in the Early Years (Alliance Publication)

Health and Safety Executive [www.hse.gov.uk/risk](http://www.hse.gov.uk/risk)

Food Standards Agency [www.food.gov.uk](http://www.food.gov.uk)

Ministry of Housing, Communities & Local Government [www.communities.gov.uk](http://www.communities.gov.uk)

## **Risk assessment**

Risk assessment is carried out to ensure the safety of children, staff, parents, carers, and visitors. Individuals in the workplace are responsible for the health and safety of premises, equipment and working practices. We have a 'corporate responsibility' and 'duty of care' to those who work in, and receive a service from our provision. Individuals are also responsible for ensuring their own and others safety.

- Risk assessment form is completed for each area of work, and the areas of the building that are identified in these procedures.
- Daily checklist is completed to ensure inclusion and the health and safety of all visitors, staff, and children. The relevant procedure is modified if required to match the assessment.

Risk assessment means: Taking note of aspects of your workplace and activities that could cause harm, either to yourself or to others, and deciding what needs to be done to prevent that harm, making sure this is adhered to and is updated when necessary.

The law does not require that all risk be eliminated, but that 'reasonable precaution' is taken. This is important when balancing the need for children to take appropriate risks through physically challenging play. Children need opportunities to work out what is not safe and what to do when faced with a risk.

Daily safety checks indoors and outdoors.

- Safety checks are conducted before children arrive when setting up for the day or closing in the evening. Sometimes a safety check will identify a risk that requires a formal risk assessment on a form. For example, if a window latch is stiff and an educator must stand on a chair to reach it to ensure it has closed properly.

Health and safety risk assessments

Health and safety risk assessments inform procedures. Staff, parents, and carers should be involved in reviewing risk assessments and procedures, as they are the ones with first-hand knowledge as to whether the control measures are effective, and they can give an informed view to help update procedures accordingly.

The setting manager undertakes training and ensures staff have adequate training in health and safety matters. The setting manager ensures that checks/work to premises are carried out and records are kept.

- Gas safety by a Gas Safe registered gas/heating engineer where applicable.
- Electricity safety by a qualified electrician carried out by our landlord/school.
- Fire precautions to check that all fire-fighting equipment are made available and alarms are in working order.
- Hot air heating systems/air conditioning systems where applicable are maintained, cleaned and checked by our landlord.
- Deep clean is carried out in kitchen by the landlord where applicable.

The setting manager ensures that staff members carry out risk assessments that include relevant aspects of fire safety, food safety, in each of the following areas of the premises:

- Entrance and exits.
- Outdoor areas.
- Off-site venues used regularly.
- Passageways, stairways and connecting areas.
- main hall.
- Sleep areas where applicable.
- Main kitchen.
- Staff/parent/carers room where applicable.
- Rooms used by others or for other purposes within the setting.

The setting manager ensures staff members carry out risk assessment for off-site activities, such as children's outings (including use of public transport), including:

- Forest school and beach school.
- Home visits.
- Other duties off-site such as attending meetings etc.

The setting manager ensures staff members carry out risk assessment for work practice including:

- Changing babies, and the intimate care of young children and older children.
- Arrivals and departures.
- Preparation of milk and other food/drink for babies.
- Children with allergies and special dietary needs or preferences.
- Serving food in group rooms.
- Cooking activities with children.
- Supervising outdoor play and indoor/outdoor climbing equipment.

- Settling babies/young children to sleep.
- Assessment, use and storage of equipment for disabled children.
- Visitors bringing equipment or animals for children's learning experiences, for example fire engines.
- Following any incidents involving threats against staff or volunteers.
- Following any accident or incident involving staff or children.

The setting manager liaises with Crime Prevention Officers as appropriate to ensure security arrangements for premises and personnel are appropriate.

## **Group rooms, stairways and corridors**

- Significant changes such as structural alterations or extensions are reported to Ofsted.
- A risk assessment is done to ensure the security of the building during building work.
- Door handles are placed high, or alternative safety measures are in place.
- Chairs are stacked safely and not too high.
- There are no trailing wires; all radiators are guarded.
- Windows are opened regularly to ensure flow of air.
- Floors are properly dried after mopping up spills.
- Staff and visitors remove outdoor shoes in baby areas where applicable.
- Children do not have unsupervised access to stairways and corridors.
- Stair gates are in place at the foot and top of the stairs.
- Floor covering on stairways and corridors is checked for signs of wear and tear.
- There are child height stair rails as well as adult height in place.
- Children are led walking upstairs one at a time and hold the rail where applicable.
- Staff hold the hand of toddlers and children who require assistance.
- Materials and equipment are not generally stored in corridors, but where this is the case, it does not block clear access or way out.
- Walkways and stairs are uncluttered and adequately lit.
- Stairways and corridors are checked to ensure that safety and security is maintained, especially in areas that are not often used, or where there is access to outdoors
- Socket safety inserts are unnecessary, as there is no safety reason to use them, modern plug sockets are designed to remove risk of electrocution if something is poked into them. Socket covers (that cover the whole socket and switch) may be used, please note these are different to socket inserts.
- The use of blinds with cords is avoided. Any blinds fitted with cords are always secured by cleats. There are no dangling cords.

## **Kitchen**

### **General safety**

- Doors to the kitchen are always kept closed.
- Shutters to hatches are kept closed when cooking is taking place.
- Children do not have unsupervised access to the kitchen.
- Children are not taken to the kitchen when meal preparation is taking place.
- Staff normally take tea breaks in the kitchen unless where there is an alternative staff room, in which case, tea-breaks are not taken in the kitchen when food is being prepared.
- Wet spills are mopped immediately.
- Mechanical ventilation is used or windows opened when cooking.
- A clearly marked and appropriately stocked First Aid box is kept in the kitchen.

### **Cleanliness and hygiene**

Staff follow the recommended cleaning schedules in Safer Food Better Business (SFBB).

- Floors are washed down at least daily.
- All work surfaces are cleaned regularly with anti-bacterial agent.
- Inside of cupboards are cleaned monthly.
- Cupboard doors and handles are cleaned regularly.
- Fridge and freezer doors are wiped down regularly.
- Ovens/cooker tops are wiped down daily after use; ovens are fully cleaned monthly.
- Washing up is done by hand and is carried out in the sinks provided at each setting.
- Where possible all crockery and cutlery are air dried.
- Plates and cups are only put away when fully dry.
- Tea towels, if used, are used once.
- Any cleaning cloths used for surfaces are washed and replaced daily.
- There is a mop, bucket, broom, dustpan, and brush set aside for kitchen and main hall use only.
- Any repairs needed are recorded and reported to the manager who in turn report it to landlord or school caretaker.
- Chip pans are not used.

### **Further guidance**

Safer Food Better Business: Food safety management procedures and food hygiene regulations for small business: [www.food.gov.uk/business-guidance/safer-food-better-business](http://www.food.gov.uk/business-guidance/safer-food-better-business)

## **Children's bathrooms/changing areas**

- Children at Childville come with their bags with spare clothing and nappies/pants and wipes
- Older babies/toddlers have low changing surfaces they can be assisted to climb on to, or floor surface is used. Staff should not have to lift heavy toddlers on to waist high units.
- Changing mats are cleaned and disinfected in baby change areas at every change.
- Disposable nappies/trainers are cleared of solid waste and placed in nappy disposal units.
- Staff use single use gloves and aprons where available to change children and wash hands when leaving changing areas. Please note that gloves are not always required for a wet nappy if there is no risk of infection, however, gloves are always available for those staff who choose to wear them for a wet nappy. Gloves are always worn for a 'soiled' nappy.
- Staff never turn their backs on or leave a child unattended whilst on a changing mat.
- Changing areas or stands are provided for older (disabled) children, if required.
- Changing mats are disinfected after each change.
- Anti-bacterial spray is not used where residue may have direct contact with skin.
- Anti-bacterial sprays used in nappy changing areas are not left within the reach of children.
- Natural or mechanical ventilation is used; chemical air fresheners are not used.
- All other surfaces are disinfected daily.

#### Children's toilets and wash basins

- Children's toilets are cleaned twice daily using disinfectant cleaning agent for the bowls (inside and out), seat and lid, and whenever visibly soiled.
- Toilet flush handles are disinfected daily.
- Toilets not in use are checked to ensure the U-bend does not dry out and are flushed every week. Taps not in use are run for several minutes every two to three days to prevent infections such as Legionella.
- There is a toilet brush available for children's toilets.
- Cubicle doors and handles are wiped regularly.
- Children's hand basins are cleaned daily and whenever visibly soiled, inside, and out using disinfectant cleaning agent. Separate cloths are used to clean basins etc. and are not interchanged with those used for cleaning toilets where applicable.
- Mirrors and tiled splash backs to be washed daily where applicable.
- Paper towels are provided.
- Bins provided for disposal of paper towels are emptied daily.
- All bins are lined with plastic bags.
- Staff who clean toilets after session wear rubber gloves.
- Staff changing children wear gloves and aprons as appropriate.

- Wet or soiled clothing is cleaned, rinsed, and put in a plastic bag for parents to collect.
- Floors in children's toilets are mopped daily.
- Spills of body fluids are cleared and mopped using disinfectant.
- Mops are rinsed and wrung after use and stored upright, not stored head down in buckets.
- Mops used to clean toilets or body fluids from other areas are designated for that purpose only and kept separate from mops used for other areas. Colour coding where possible helps keep them separate.
- Used water is discarded down the butler sink where available or flushed down the toilet and cleaned.
- Butler sinks and sluices are cleaned and disinfected at the end of each day where applicable.

## **Short trips, outings and excursions**

### **Planning and preparation**

- Outings have a purpose with specific learning and development outcomes.
- If staff are 'borrowed' from another area to maintain ratios on an outing, they are fully briefed about the children they are accompanying.
- The excursion does not go ahead if concerns are raised about its viability at any point.
- Parents/carers are informed of an outing and staff check that consent forms on children's registration were signed.
- A minimum of two staff accompanies children on outings. There is a ratio of 1:2 for babies in buggies, some disabled children, and children up to 3 years. Older children have a ratio of 1:4, depending on the risk assessment.
- Children are specifically allocated to each member of staff/volunteer; they are responsible for supervising their designated children for the duration of the excursion.
- Parents/carers on outings are responsible for their own children only.
- Parents/carers who have undergone vetting as volunteers may be included in the ratio.
- A mobile phone belonging to the setting and small first aid kit is taken out.
- Staff make sure they have water, plastic cups, spare nappies/change of clothes and wet wipes for the children going out appropriate to the length of time they are out for.
- Sun cream is applied as needed and children are clothed appropriately.
- Children wear badges or 'high viz' vests with the name and number of the setting.
- Staff have emergency contacts, medication and equipment needed for children.

### **Risk assessment**

- Risk assessment if required, is completed prior to the outing and signed off by the setting manager and all staff taking part. Any existing risk assessments are reviewed/ amended as required.
- Children with specific needs have a separate risk assessment if necessary.

### **Outing venue (larger outings)**

- Venues used regularly are 'risk assessed' and an initial pre-visit is made to look at the health and safety aspects. If pre-visits cannot be made, risk assessment is achieved by calling the venue and asking for their risk assessment.

### **Transport**

- If coach hire is required for an outing, only reputable companies are used.
- The setting manager ensures that seat belts are provided on the coach, and that booster seats and child safety seats are used as appropriate to the age of the children.
- The maximum seating capacity of the coach or minibus is not exceeded.
- Contracted drivers are not counted in ratios.
- Public transport should always be within a ratio of 1-2 (unless agreed with the setting manager).

### **Where transport is provided by the setting**

- Records are kept including insurance details and a list of named drivers.
- Drivers using their own transport should have adequate insurance cover.

### **Forest School and Beach School sessions (not on site)**

- A separate risk assessment is conducted, and Forest/Beach School standard procedures are followed.
- The sessions always have a level 3 trained Forest/Beach school educator.

### **Farm and zoo visits**

Staff are aware of the risks posed by infections such as E. coli being contracted from animals. They are also aware of toxic substances used on farms that could be hazardous to health. Staff are vigilant of the natural dangers presented by a farm or zoo visit and conduct a risk assessment prior to the visit.

- The venue is contacted before the visit to ensure no recent E. coli outbreaks or other infections. If there has been an outbreak the visit will be reviewed and may be postponed.
- Hands are washed and dried thoroughly after touching an animal.
- Nothing is consumed whilst going round the farm. Food is eaten away from animals, after thoroughly washing hands.

- Children are prevented from putting their faces against animals or hands in their own mouths.
- If animal droppings are touched, hands are washed and dried immediately.
- Shoes are cleaned and hands washed thoroughly as soon as possible on departure.
- Staff or volunteers who are or may be pregnant should avoid contact with pregnant ewes and may want to consult their own GP before the visit.
- Farmers have a responsibility to ensure that hand washing and drying facilities are available and are suitably located, that picnic areas are separate and clean, and that all other health and safety laws are fully observed.

For further guidance, refer to the insurance provider.

#### Larger outings checklist

There is an identified lead person for the outing.

- The outing has an educational purpose and has been agreed with the setting manager.
- Risk assessments if required, are completed/updated and shared with every staff, student/volunteer accompanying the children.
- Staff understand the potential risks when they are out with children and takes all reasonable measures to remove minimise risks.
- Bouncy castles and similar attractions are not accessed by children on an excursion.
- The designated lead is the last to leave the venue, or transport being used.
- The designated lead conducts a 'safety sweep' before during and after the outing.

#### Further guidance

Daily Register and Outings Record (Alliance Publication)

Introducing Forest School in the Early Years (Alliance Publication)

Preventing Accidents to Children on Farms (Health and Safety Executive)

### **Outdoors**

- At Childville all gates and fences are childproof, safe, and secure.
- Areas are checked daily to make sure animal droppings, litter, glass etc. is removed. Staff wear rubber gloves to do this.
- Bushes or overhanging trees are checked to ensure they do not bear poisonous berries.
- Stinging nettles and brambles are removed if they pose a risk to younger children.
- Safety mats are provided under climbing equipment, even when on grass
- Wooden equipment is maintained safely, put away daily and not used if broken.
- Wooden equipment is sanded and varnished as required.

- Broken climbing equipment or outdoor toys are removed and reported to the setting manager.
- Children are always supervised within ratios outside.
- Children are suitably attired for the weather conditions and type of outdoor activities.
- Sun cream (if parents have given permission) is applied and hats are worn during the summer months.
- Outdoor play is avoided in extreme heat between noon and 3pm.
- Children who have no adequate means of sun protection, such as hat, long sleeves and trousers or sun cream, will not be able to play outdoors in un-shaded areas.
- Children are supervised on climbing equipment, especially younger children.
- Water play is not left out but is cleared, cleaned and stored after each use.
- Receptacles are left upturned to prevent collection of rainwater, this is important in areas where there are vermin to prevent urine/faeces contaminating the water.
- Sightings of vermin are recorded and reported to the manager who reports to the Environmental Health's Pest Control Department.
- Outdoor areas that have flooded are not used until cleaned down and restored. Grassed areas are not played on for at least one week after the floodwater has gone.
- If paddling pools are used, a risk assessment is conducted and consideration given to the needs of disabled children or those less ambulant.

### **Drones**

If there are concerns about a 'drone' being flown over the outdoor area, that may compromise children's safety or privacy, the setting manager will contact the police on 101.

- Children will be brought inside immediately.
- Parents/carers will be informed that a Drone has been spotted flying over the outdoor area and will be advised fully of the actions taken by the setting.
- The police will have their own procedures to follow and will act accordingly.
- If at any point following the incident, photographs taken by a drone emerge on social media that could identify the nursery or individual children, these are reported to the police.
- A record is completed in the Notifiable Incident Record unless there is reason to believe that the incident might have safeguarding implications, for example:
  - the drone has hovered specifically over the outdoor area for any length of time
  - there is a likelihood that images of the children have been recorded
  - is spotted on more than one occasion
  - if the Police believe there is cause for concern

Where this is the case, Safeguarding children, young people and vulnerable adults procedures are followed.

### **Staff cloakrooms (where available)**

- All areas at Childville are kept tidy and always uncluttered.
- Doors to staff/visitor toilets and cloakrooms are kept always shut.
- Staff are provided with lockers where possible or a secure area for storing personal belongings, including any medication they are taking. Lockers where provided are emptied each evening.
- Toilet areas are not used for storage due to the risk of cross-contamination.
- Staff/visitor toilets are cleaned daily using disinfectant.
- Toilet flush handles are disinfected daily.
- There is a toilet brush provided per toilet.
- Toilets that are not in use are checked to ensure that the U-bend is not drying out and are flushed every week. Taps that are not in use are run for several minutes every two to three days to minimise the risk of infections such as legionella.
- Cubicle doors and handles are washed regularly.
- Staff hand basins are cleaned daily using disinfectant. Where applicable, separate cloths are used to clean basins etc. and are not interchanged with those used for cleaning toilets.
- Floors in staff toilets are mopped daily.
- Mirrors and tiled splash backs where available are washed daily.
- Paper towels or hot air dryers are provided for hand drying.
- Bins are provided by the school or setting landlord for sanitary wear where applicable.
- Bins are provided for disposal of paper towels and are cleared daily.
- All bins are lined with plastic bags.
- Members of staff who are cleaning toilets wear rubber gloves that are kept specifically for this purpose to prevent cross contamination.

### **Maintenance and repairs**

Any faulty equipment or building fault at Childville is recorded, including:

- Date fault noted.
- Item or area faulty.
- Nature of the fault and priority.
- Is a risk assessment required?
- Who the fault reported to for action.

- Action taken and when.
- If no action taken by the agreed date, when and by whom the omission is followed up.
- Date action completed.

Any area that is unsafe because repair is needed, such as a broken window, should be made safe and separated off from general use.

- Any broken or unsafe item is taken out of use and labelled 'out of use'.
- Any specialist equipment (e.g. corner seat for a disabled child) which is broken or unsafe should be returned to the manufacturer or relevant professional.
- Any item that is beyond repair is condemned. This action is recorded as the action taken and the item is removed from the setting's inventory.
- Condemning items is done in agreement with the setting manager/director. Condemned items are then disposed of appropriately and not stored indefinitely on site.
- Where maintenance and repairs involve a change of access to the building whilst repairs are taking place, then a risk assessment is conducted to ensure the safety and security of the building is maintained.

## **Staff personal safety**

### **General**

- Members of staff at Childville who are in the building early in the morning or late in the evening, ensure that doors and windows are locked.
- Where possible, the last two members of staff in the building leave together after dark and arrange to arrive together in the morning.
- Visitors are allowed access only with prior appointments and once identifications are verified.
- When taking cash to the bank, members of staff are aware of personal safety. The setting manager carries out a risk assessment and develops an agreed procedure appropriate to the setting, staff, and location.
- Staff make a note in the shared diary of meetings they are attending and when they are expected back.
- The setting manager liaises with local police for advice on any issues or concerns.

### **Home visits**

- Home visits are done at the setting manager's discretion under the following health and safety considerations:
- Staff normally do home visits in pairs, usually manager or deputy and key person.
- Each home visit is recorded in the diary with the name and address of the family being visited, prior to the visit taking place.
- Staff alert a contact person in the setting when they are leaving to do the home visit and what time they are expected to return.
- If there is reason for staff to feel concerned about entering premises on a visit, they do not do so, for example, if a parent or carer appears drunk or under the influence of drugs.
- Members of staff carry a work issued mobile phone when going out on a home visit.
- If staff do not return from the home visit at the expected time the contact person attempts to phone them and continues to do so until they make contact.

If no contact is made after a reasonable amount of time has passed, the contact person rings the police.

### **Dealing with agitated parents/carers or other visitors in the setting**

- If a parent/carers or visitor appears to be angry, mentally agitated, or possibly hostile, two members of staff will lead them away from the children to an area less open but will not shut the door behind them.
- If the person is standing, staff will remain standing.
- Staff will try to empathise, for example: 'I can see that you are feeling angry at this time'.
- Staff offer to discuss the issue of concern and show they recognise the concern.
- Staff will ensure that the language they use can be easily understood.
- Staff will make it clear that they want to hear issues and seek solutions.
- If the person makes threats and continues to be angry, members of staff make it clear that they will be unable to discuss the issue until the person stops shouting or being abusive, avoiding expressions like 'calm down' or 'be reasonable'.
- If threats continue, members of staff will explain that the police will be called and emphasise the inappropriateness of such behaviour in front of the children.
- Procedure on Threats and abuse towards staff and volunteers is implemented where staff feel threatened or intimidated.
- If the event involves a child's parent or carer, it is recorded in the child's file together with any decisions made with the parents/carers to rectify the situation.
- Any situation involving threats to members of staff are reported to the line manager, following procedure on Threats and abuse towards staff and volunteers.
- Copies of correspondence regarding the incident will be kept in the relevant child's file.

## Threats and abuse towards staff and volunteers

Childville is responsible for protecting the health and safety of all staff and volunteers in its services and has a duty of care in relation to their physical and emotional well-being. We believe that violence, threatening behaviour and abuse against staff are unacceptable and will not be tolerated. Where such behaviour occurs, we will take all reasonable and appropriate action in support of our staff and volunteers.

- Staff and volunteers have a right to expect that their workplace is a safe environment, and that prompt and appropriate action will be taken on their behalf if they are subjected to abuse, threats, violence or harassment by parents, service users and other adults as they carry out their duties.
- The most common example of unreasonable behaviour is abusive or intimidating and aggressive language. If this occurs, the ultimate sanction, where informal action is not considered to be appropriate or has proved to be ineffective, is the withdrawal of permission to be on the premises.
- Where a person recklessly or intentionally applies unlawful force on another or puts another in fear of an immediate attack, it is an offence in law which constitutes an assault. We would normally expect the police to be contacted immediately.

There are three categories of assault, based on the severity of the injury to the victim.

1. Common Assault - involving the threat of immediate violence or causing minor injury (such as a graze, reddening of the skin or minor bruise).
2. Actual Bodily Harm - causing an injury which interferes with the health or comfort of the victim (such as multiple bruising, broken tooth or temporary sensory loss).
3. Grievous Bodily Harm - causing serious injury (such as a broken bone or an injury requiring lengthy treatment).

There is also an aggravated form of assault based upon the victim's race, religion, disability or sexual orientation and other protected characteristics as defined in the Equality Act 2010 which carries higher maximum penalties.

It is important to note that no physical attack or injury needs to have occurred for a common assault to have taken place. It is sufficient for a person to have been threatened with immediate violence and put in fear of a physical attack for an offence to have been committed.

Any staff member or volunteer who feels under threat or has been threatened, assaulted, or intimidated in the course of their work must report this immediately to their manager who will follow the setting manager's procedures and guidance for responding.

999 should always be used when the immediate attendance of a police officer is required. The police support the use of 999 in all cases where:

- there is danger to life

- there is a likelihood of violence
- an assault is, or is believed to be, in progress
- the offender is on the premises
- the offence has just occurred, and an early arrest is likely

If it is not possible to speak when making a 999 call because it alerts an offender, cough quietly or make a noise on the line, then follow the prompts to dial 55 (mobiles only) for a silent call. Police may be able to trace the call and attend the premises.

### **Harassment and intimidation – including sexual harassment**

Staff may find themselves subject to a pattern of persistent unreasonable behaviour from individual parents or service users. This behaviour may not be abusive or overtly aggressive but could be perceived as intimidating and oppressive. In these circumstances staff may face a barrage of constant demands or criticisms on an almost daily basis, in a variety of formats for instance, email or telephone. They may not be particularly taxing or serious when viewed in isolation but can have a cumulative effect over a period of time undermining their confidence, well-being, and health. In extreme cases, the behaviour of the parent/carer or other service user may constitute an offence under the Protection from Harassment Act 1997, whereby:

A person must not pursue a course of conduct:

- (a) which amounts to harassment of another, and
- (b) which he knows or ought to know amounts to harassment of the other.

If so, the police have powers to act against the offender. Such situations are rare but, when they do arise, they can have a damaging effect on staff and be difficult to resolve. If the actions of a parent/carer are heading in this direction, staff should speak to their manager who will take appropriate action to support. This may include the manager sending a letter to the aggressor, warning them that their behaviour is unacceptable and may result in further action being taken against them. All incidents must be recorded and reported to the owners/directors/trustees.

**Banning parents/carers and other visitors from the premises**

- Parents/carers and some other visitors normally have implied permission to be on the premises at certain times and for certain purposes, and they will not therefore be trespassers unless the implied permission is withdrawn.
- If a parent/carer or other person continues to behave unreasonably on the premises a letter will be sent to them from the owners/directors withdrawing the implied permission for them to be there.
- Further breaches may lead to prosecution of the person concerned by the police, and they are treated as a trespasser.

- Full records are kept of each incident, in the Reportable Incident Record form, including details of any person(s) who witnessed the behaviour of the trespasser(s), since evidence will need to be provided to the Court.

### **Dealing with an incident**

- We would normally expect all cases of harassment, assault, and all but the most minor of other incidents, to be regarded as serious matters which should be reported to the setting manager and/or the police and followed up with due care and attention.
- A record of the incident must be made whether the police are involved or not.
- Whilst acknowledging that service users i.e. parents and families, may themselves be under severe stress, it is never acceptable for them to behave aggressively towards staff and volunteers. Individual circumstances along with the nature of the threat are considered before further action is taken.
- All parties involved should consider the needs, views, feelings and wishes of the victim at every stage. We will ensure sympathetic and practical help, support and counselling is available to the victim both at the time of the incident and subsequently.
- A range of support can be obtained:
  - from the setting manager, owners/directors and/or a staff colleague
  - from Victim Support on giving evidence in court
- In non-urgent cases, where the incident is not thought to be an emergency, but police involvement is required, all staff and volunteers are aware of the non-emergency police contact number for the area.
- 999 calls receive an immediate response. Unless agreed at the time, non-emergency calls are normally attended within 8 hours (24 hours at the latest).
- When they attend the setting or service, the police will take written statements from the victim (including a 'Victim Personal Statement') and obtain evidence to investigate the offence in the most appropriate and effective manner.
- The police will also consider any views expressed by the setting manager and owner/directors as to the action they would like to see taken. The manager should speak to the victim and be aware of his or her views before confirming with the police how they wish them to proceed.
- In some cases, the victim may be asked by the police if he/she wishes to make a complaint or allegation against the alleged offender. It is important to ensure that the victim can discuss the matter with their line manager, a colleague or friend before deciding on their response. It is helpful for the victim to be assured that, if there is a need subsequently to give evidence in court, support can be provided if it is not already available from Victim Support.

- The decision regarding whether an individual is prosecuted is made by the police or Crown Prosecution Service (CPS) based on the evidence and with due regard to other factors.
- After the incident has been dealt with, a risk assessment is done to identify preventative measures that can be put in place to minimise or prevent the incident occurring again.

### **Harassment or intimidation of staff by parents/carers/visitors**

- Through open communication between staff and parents/carers a culture of respect and tolerance should always be promoted. Should this communication and relationship break down due to a parent or parents/carers behaviour towards the staff member the setting manager should contact their line manager for advice and support. Where the staff member feels threatened or intimidated the aggressive and unacceptable behaviour should be addressed.
- Where the parent/carers behaviour merits it, the setting manager, with another member of staff present, should inform the parent/carer clearly but sensitively that staff feel unduly harassed or intimidated and are considering escalating the issue and making a complaint to the police if the behaviour does not desist or improve. The parent/carer should be left in no doubt about the gravity of the situation and that this will be followed up with a letter drafted by the setting manager but sent to their line manager for approval before being issued.
- The letter to the parent/carers should outline the zero-policy approach for any form of harassment, intimidation or abuse directed at staff.
- Staff must keep a record of incidents, including dates, times, locations, and witnesses, to support future action and meet reporting procedures as outlined in policy for record keeping
- If the investigation concludes that the parents/carers expectations and demands are unreasonable, and that they are having a detrimental effect on staff, the findings can strengthen the setting manager's position in further discussions with the parent/carer and subsequently, if necessary, with the police. See procedures above relating to banning parents/carers from the premises.
- If the investigation concludes that the parents/carers expectations and demands are reasonable and if the parent/carer feels unhappy with the staff member or the setting itself the setting manager and/or owners/directors might wish to consider advising the parent/carer to make a formal complaint. Information about how to complain is clearly displayed for parents/carers and service users.

Complaints relating to potential breaches of the EYFS Safeguarding and Welfare requirements will be managed according to the Complaints procedure for parents/carers and service users.

Further guidance

Complaint Investigation Record (Alliance Publication)

Reportable Incident Record (Alliance Publication)

## **Entrances and approach to Childville building**

- Entrances and approaches are kept tidy and always uncluttered.
- In public or shared buildings, staff ensure that members of the public cannot access areas used by children during sessions.
- All gates and external fences are childproof and safe.
- Main doors are always kept locked and shut.
- Where possible, entry phones and 'spy holes' are used in the main door at a suitable height. If CCTV is used, the setting manager adheres to CCTV procedure.
- The identity of a person not known to members of staff is checked before they enter the building, or at the point they seek access to the area where children are being cared for.
- All staff and visitors to the setting sign in and out of the building.
- A member of staff is available to open and close the door and to greet arrivals, say goodbye to parents/carers and to make sure that doors and gates (where applicable) are shut.
- Back doors are always kept locked and shut if they lead to a public or unsupervised area, unless this breaches fire safety regulations or other expectations.
- Where building works or repairs mean that normal entrances/exits or approaches to the building are not in use, a risk assessment is conducted to maintain safety and security whilst the changes are in place.
- Building works or other changes to the premises which may affect the space available to children and the quality of childcare available to them, must be notified to Ofsted.

## **Control of Substances Hazardous to Health (COSHH)**

- Staff at Childville implement the current guidelines of the Control of Substances Hazardous to Health (COSHH) Regulations.
- Personal protective equipment (PPE), such as rubber gloves, latex free/vinyl gloves, aprons etc., is available to all staff as needed and stocks are regularly replenished.
- Hazardous substances are stored safely away from the children.
- Chemicals used in the setting should be kept to the minimum to ensure health and hygiene is maintained.
- Risk assessment is done for all chemicals used in the setting.
- Environmental factors are considered when purchasing, using and disposing of chemicals.

- All members of staff are vigilant and use chemicals safely.
- Bleach is not used in the setting.
- Anti-bacterial soap/hand wash is not normally used, unless specifically advised during an infection outbreak, such as Pandemic flu or Coronavirus.
- Anti-bacterial cleaning agents are restricted to toilets, nappy changing areas and food preparation areas and are not used when children are nearby.
- Members of staff wear suitable rubber gloves when using cleaning chemicals.

## **Manual handling**

- All staff at Childville comply with risk assessment and have a personal responsibility to ensure they do not lift objects likely to cause injury. Failure to do so may invalidate an insurance claim.
- Members of staff bring the setting manager's attention to any new risk, or situations where the control measures are not working.
- Risk assessments may need to be changed for some individuals, such as a pregnant woman, or staff with an existing or previous injury or impairment that may affect their capacity to lift or move items.
- Risk assessment is carried out of the environment in which the lifting is done. Features such as uneven floor surfaces, stairs, etc. add to the general risk and need to be taken into consideration.
- The setting manager ensures that they and their staff are trained to lift and move heavy objects and unstable loads correctly. Babies and young children are also heavy and need to be lifted and carried carefully and correctly.

### **Guidelines:**

- Do not lift heavy objects alone. Seek help from a colleague.
- Bend from the knees rather than the back.
- Do not lift very heavy objects, even with others, that are beyond your strength.
- Use trolleys for heavy items that must be carried or moved on a regular basis.
- Items should not be lifted onto, or from, storage areas above head height.
- Do not stand on objects, other than proper height steps, to reach high objects and never try to over-reach.
- Push rather than pull heavy objects.
- Do not carry heavy objects up or down stairs; or carry large objects that may block your view of the stairs.
- Do not hold babies by standing and resting them on your hips.
- Please note this is not an exhaustive list.

- Managers are responsible for carrying out risk assessment for manual handling operations, which includes lifting/carrying children and lifting/carrying furniture or equipment.

## **Festival (and other) decorations**

### **General**

- Basic safety precautions apply equally to decorations put up for any festival as well as to general decorations in the setting. Children are informed of dangers and safe behaviour, relative to their level of understanding.

### **Decorations**

- Only fire-retardant decorations and fire-retardant artificial Christmas trees are used.
- Paper decorations, other than mounted pictures, are not permitted in the public areas of the buildings, for example, lobbies, stairwells etc.
- Lit candles are never used.

### **Electrical equipment**

- Electrical equipment (a light, extension leads etc) must be electrically tested before use.
- If using tree lights, place the tree close to an electrical socket and avoid using extension leads. Always fully uncoil any wound extension lead to avoid overheating.
- Remember to unplug the lights at the end of the day.
- Electrical leads are arranged in such a way that they do not create a trip hazard.

### **Location**

- Trees and decorations must never obstruct walkways or fire exits.
- Do not place decorations on or close to electrical equipment (e.g. computers); they are a fire hazard.
- Decorations must be clear of the ceiling fire detectors, sprinklers, and lights.

### **Children's areas**

- Christmas trees and other free-standing decorations are placed where children cannot pull them over.
- Glass decorations are not used.

## **Jewellery and hair accessories**

Children, staff members, assistants, volunteers and students do not attend the setting wearing jewellery or fashion accessories that may pose a potential hazard to other children or themselves.

- Health and safety take precedence over respect for culture, religion or fashion.
- Members of staff do not wear jewellery or fashion accessories, such as belts or high heels, that may pose a danger to them or to young children. These include large rings with sharp

edges, earrings - other than studs, chain necklaces, or bracelets with attachments that can be pulled off, or belts with large buckles.

- Parents/carers must ensure that any jewellery worn by children poses no risk, for example, earrings which may get pulled, bracelets which can get caught when climbing, or necklaces that may pose a risk of strangulation.
- Children may wear small, smooth stud earrings.
- Children, staff, and volunteers do not wear anything with sharp edges that could scratch children, or jewellery with small elements that could become detached and swallowed.
- Hair accessories that may come loose or pose a choking hazard are removed before children sleep or rest.
- Parents/carers are requested not to send children wearing hair beads. If staff see beads that are coming loose, they will remove them.
- Hair accessories that may pose a choking hazard to other children should they become detached, should be removed if members of staff consider this to be a possibility.
- Amber beads for teething pain relief are not to be worn due to the risk of choking posed to the infant and other children who may remove them.

## **Animals and pets**

- Views of parents/carers and children are considered when selecting a pet for the setting.
- Staff will be aware of any allergies or issues individual children may have with any animals/creatures.
- A risk assessment is conducted and considers any hygiene and safety risks posed by the animal or creature.
- Suitable housing for the animal is provided and is regularly cleaned and maintained.
- The correct food is offered at the right times, and staff are knowledgeable of the pet's welfare and dietary needs.
- Arrangements are made for weekend and holiday care for the animal/creature.
- There is appropriate pet health care insurance or other contingencies agreed and put in place to pay for veterinary care and the animal is registered with a local vet where applicable.
- All vaccinations and health measures such as de-worming are up to date where applicable.
- Children are taught correct handling of the pet and are always supervised.
- Children wash hands after handling a pet and do not have contact with pet faeces, or soiled bedding.

- Members of staff wear single use vinyl/latex free gloves when cleaning/handling soiled bedding.
- Snakes and some other reptiles are not suitable pets for the setting due to infection risks.
- The manager will check with the owners/directors before introducing a new pet into the setting.

#### **Animals brought in by visitors**

- The owner of the animal/creature maintains responsibility for it in the setting.
- The owner carries out a risk assessment detailing how the animal/creature is to be handled and how any safety or hygiene issues will be addressed.
- No dogs on the Government's Banned Dogs list are to be brought on site at any time. All other dogs brought on site by parents/carers during arrival and departure times must be on a lead and under control. The manager reserves the right to request that a dog is not brought on site, if the animal is out of control, or likely to pose a risk.
- If staff are concerned that a family owns a dog which is on the 'banned dog' list, it is treated as a safeguarding concern and it is reported to the relevant authority and safeguarding procedures are followed.

Further guidance

<https://www.gov.uk/control-dog-public/banned-dogs>

#### **Face painting and mehndi**

Children are face painted only if parents/carers have given prior written consent. Verbal consent is fine at events where parents/carers are present.

- A child who does not want to have their face painted will not be made to continue.
- Children under two years of age are generally not fully face painted, however a nose and whiskers (or similar) is fine. Having an arm or hand painted with a flower, star or butterfly is also an option for very young children who may not sit still.
- Children with open sores, rashes or other skin conditions are not painted.
- Glitter based face paints are not used on children under two years of age.
- Members of staff painting children's faces wash their hands before doing so, cover any cuts or abrasions and ensure they have the equipment they need close to hand.
- Only products with ingredients compliant with FDA regulations for skin contact are used.
- Clean water is used to wash brushes and sponges between children. Ideally a sponge is used once only before being machine washed on a hot cycle.
- Staff face painting at an event ensure they have a comfortable chair or shoes if standing, to reduce the risk of back or neck strain. Face painting is an activity that can cause repetitive stress injuries; therefore, regular breaks are taken at events such as fetes.

## **Mehndi painting**

- Staff never mehndi paint children under three years old using henna/henna-based products.
- Parental permission must be gained before staff mehndi paint children over the age of three years old.
- Children prone to allergies, anaemic or suffering from any illness that may compromise their immune system are never painted under any circumstances.
- Black henna is never used and only 100% natural red henna (diluted with water) is used on children
- Non-henna products are preferable to create mehndi patterns but if the setting operates in an area where mehndi is practiced by families and the criteria above is followed then henna may be used.

## **Notifiable incident, non- child protection**

Staff respond swiftly, appropriately and effectively in the case of an incident within the setting. Notifiable incidents in this procedure are those not involving child protection.

A 'notifiable' incident' could include:

- fire or suspected arson
- electric or Gas fault
- burst pipe, severe leak or flooding
- severe weather that has caused an incident or damage to property
- break-in with vandalism or theft
- staff, parent, carer or visitor mugged or assaulted on site or in vicinity on the way to or from the setting
- outbreak of a notifiable disease
- staff or parent threatened/assaulted on the premises by a parent or visitor
- accidents due to any other faults (that are reportable under RIDDOR)
- lost child
- any event or information that becomes known, that may have implications for the setting or the wider organisation in the future use

The designated health and safety officer or another named person:

- has all emergency services numbers immediately to hand
- has a list of contacts for maintenance and repair
- ensure that members of staff know what to do in an emergency
- risk assess the situation and decides, with the owners/directors, if the premises are safe to receive children before any children arrive or to offer a limited service

## **Emergency evacuation**

In most instances, children will not be evacuated from the premises unless there is an immediate risk or unless they are advised to do so by the emergency services.

- There is an emergency evacuation procedure in place which is unique to the setting and based upon risk assessment in line with others using the building.
- Emergency evacuation procedures are practised regularly and are reviewed according to risk assessment (as above).
- Staff evacuate children to a pre-designated area (as per the fire drill), unless advised by the emergency services that the designated area is not suitable at that time.
- Once evacuated, nobody enters the premises, until the emergency services say so.
- Members of staff will always act upon the advice of the emergency services.

Emergency procedures i.e. route, responsibilities, designated assembly point and other emergency procedures unique to each settings are displayed in the setting.

## **Emergency Closure**

The circumstances under which the setting may be closed due to an incident include:

- The owners/directors make the decision to close – thereby withdrawing the service.
- A third party makes the decision to close for example:
  - a school, where the setting is on a school site
  - the children's centre (if on a children's centre or community centre site)
  - the emergency services
- A parent/carers makes the decision for their child not to attend.
  - If a parent/carers makes the decision for their child not to attend due to a critical incident, the child's fees are due as normal.
  - Further consideration of individual incidences must be done in consultation with the owners/directors.

## **Recording and reporting**

- On discovery of the notifiable incident, the manager/deputy reports to the appropriate emergency service, fire, police, ambulance, if those services are needed.
- If a member of staff discover the notifiable incident and reports to the appropriate emergency service as above, he/she ensures that the setting manager and/or deputy are informed (if not on the premises at the time) and that the owners/directors are informed.
- The setting manager completes an incident record and notify the owners/directors, who, according to the severity of the incident notifies Ofsted, and/or RIDDOR.

- If the incident indicates that a crime may have been committed, all staff witness to the incident should make a written statement.
- Staff do not discuss the incident with the press.

**RIDDOR reportable events include:**

- Specified injuries at work, as detailed at [www.hse.gov.uk/pubns/indg453.pdf](http://www.hse.gov.uk/pubns/indg453.pdf)
- Fatal accidents to staff, children, and visitors (parents/carers).
- Accidents resulting in the incapacitation of staff for more than seven days.
- Injuries to members of the public, including parents/carers' and children, where they are taken to hospital.
- Dangerous 'specified' occurrences, where no-one is injured but they could have been. (these are usually industrial incidents).

This may include:

- a member of staff injures back at work through lifting and is off for two weeks
- a parent/carer slips on a wet floor near the water tray and is taken to hospital
- a child falls from a climbing frame and is taken to hospital
- the ceiling collapses
- an outbreak of Legionella

The setting manager informs the owners/directors and completes an accident and/or incident record; witness statements are taken as previously detailed.

- If the incident is RIDDOR reportable, the setting manager telephones HSE Contact Centre on 0345 300 9923 or reports online at [www.hse.gov.uk/riddor/report.htm](http://www.hse.gov.uk/riddor/report.htm)
- RIDDOR Reportable events require reporting to RIDDOR within 15 days of the event occurring.

The local authority investigates all reported injuries, diseases, or dangerous occurrences. They will decide if there has been a breach in health and safety regulations and will decide what measures will be taken.

The owners/directors review how the situation was managed, as above, to ensure that investigations were rigorous, and that policies and procedures were followed.

If an insurance claim is likely:

- Incidents such as fire, theft or flood are notified to the insurance provider immediately.
- The setting does not admit liability.
- If broken or faulty equipment is involved, it must not be repaired, destroyed, or disposed of, in case it is needed during the investigation.
- If communication from a solicitor is received on behalf of the injured party, this is sent directly to the insurance provider; the setting manager will then write to the solicitor to confirm that the letter has been passed on.

- The incident is not discussed with any outside persons, or other parents/carers, no matter what questions they may ask about their own child's safety in relation to the incident, as it is regarded as confidential under the Data Protection Act.

## **Lockdown**

Most procedures for handling an emergency are focussed on an event happening in the building. However, in some situations you will be advised to stay put (lock-down) rather than evacuate. 'Lock-down' of a building/group of buildings is intended to secure and protect occupants in the proximity of an immediate threat. By controlling movement, emergency services can handle the situation more effectively.

- The setting manager at Childville assesses the likelihood of an incident happening based on their location.
- The setting manager ensures that the emergency evacuation and lockdown procedures are included in staff training and induction.
- The setting manager will check their police website for advice and guidance.
- Local police contact numbers are clearly displayed for staff to refer to.
- Staff rehearse simple 'age appropriate' actions with the children such as staying low to the floor, keeping quiet and listening to instructions. Lock-down should be rehearsed and recorded termly.
- The setting manager is aware of the terrorist alert level, as available at [www.mi5.gov.uk/threat-levels](http://www.mi5.gov.uk/threat-levels) .
- The setting manager follows any additional advice issued by the local authority.
- Emergency procedures are reviewed and added to if needed.
- Information is shared with parents/carers and all staff are aware of their role during 'lockdown.'
- A text/phone message is issued to parents/carers when lockdown is confirmed.

## **Suggested wording for parent/carer message**

Due to an incident, we have been advised by emergency services to secure the premises and stay put until we are given the 'all clear'. Please do not attempt to collect your child until it is safe to do so. We will let you know as soon as we are able to, when that is likely to be. In the meantime, we need to keep our telephone lines clear and would appreciate your cooperation in not calling unless it is vital that you speak to us.

## **Lock-down procedures**

If an incident happens the setting manager assesses the likelihood of immediate danger. In most cases the assumption will be that it is safer to stay put and go into 'lockdown' until the emergency

services arrive. As soon as the emergency services arrive at the scene staff comply with their instructions.

#### **During 'lock-down'**

- Staff and children stay in their designated areas if it is safe to do so.
- Doors and windows are secured until further instruction is received.
- Curtains and blinds are closed where possible.
- Staff and children stay away from windows and doors.
- Children are encouraged to stay low and keep calm.
- Staff tune into a local TV or radio station for more information.
- Staff do NOT make non-essential calls on mobile phones or landlines.
- If the fire alarm is activated, staff and children remain in their designated area and await further instructions from emergency services, unless the fire is in their area. In which case, they will move to the next room/area, following usual fire procedures.

The door will not be opened once it has been secured until the manager is officially advised "all clear" or is certain it is emergency services at the door.

#### **During lockdown staff do NOT:**

- Travel down long corridors.
- Assemble in large open areas.
- Call 999 again unless there is immediate concern for their safety, the safety of others, or they feel they have critical information that must be passed on.

#### **Following lockdown:**

- Staff will cooperate with emergency services to assist in an orderly evacuation.
- Staff will ensure that they have the register and children's details.
- Staff or children who have witnessed an incident will need to tell the police what they saw. The police may require other individuals to remain available for questioning.
- In the event of an incident, it is inevitable that parents will want to come to the setting and collect their children immediately. They will be discouraged from doing so, until the emergency services give the 'all clear'. Staff will always be acting on the advice of the emergency services.

#### **Recording and reporting**

- The setting manager reports the lockdown to the owners/directors as soon as possible. In some situations, this may not be until after the event.
- A record is completed as soon as possible.

#### **Further guidance**

Members of the public should always remain alert to the danger of terrorism and report any suspicious activity to the police on 999 or the anti-terrorist hotline: 0800 789 321.

For non-emergency, call the police on 101.

### **Emergency evacuation**

This emergency evacuation plan should be displayed clearly at the setting. In shared premises, the plan must be implemented alongside any other plans in place for the rest of the building.

1. The manager will walk into the room holding up an evacuation card. The fire alarm is not to be sounded.
2. The manager will gather, or ensure that deputy/staff have the following with them:
  - The visitor book.
  - Signing in/out book.
  - Register.
  - Essential medication that is required by individual children.
  - The setting's mobile phone.
  - An emergency 'grab bag'.

NOTE no other personal items are to be retrieved/collected. Staff do not empty their personal lockers.

1. The manager identifies the safest evacuation route to be used, depending on whether there are visible signs of danger.

### **Evacuation of the building commences – LIFTS ARE NOT USED**

2. As the building is evacuated the manager checks each area and closes doors on the way out. If safe to do so, electrical mains and gas supplies are switched off before leaving. The locations are detailed below if known:
3. Gas supplies
4. Electrical mains
5. Key persons are responsible for their key children during evacuation and whilst at the assembly point.
6. Once the building is evacuated the manager checks with each key person group that all children/staff or visitors are accounted for by (the register/visitor/staff sign in book )

### **Evacuation of Babies**

A member of staff is identified to support the evacuation of non-mobile babies. The procedure for evacuating babies could include the following:

Babies are carried to the assembly point, if there are not enough available staff to carry babies, they are placed in an evacuation cot where available or any alternative (the number of children per cot should not exceed the manufacturer's instructions) and wheeled to the evacuation point.

### **Evacuation Of Children With Additional Needs**

Children with additional needs must have a Personal Emergency Evacuation Plan. Staff must be aware of children who have plans in place and the support measures which to be followed to keep all children safe.

Children with additional needs may experience a sensory overload due to a change in routine and the noise of the fire alarm sounding. To support self-regulation and co-regulation, consider including comforting objects in your emergency bag that a child can hold whilst the evacuation is in process.

### **Closed circuit television (CCTV)**

CCTV where available is used for the purpose of providing additional security for children, staff, parents/carers, visitors and other agencies concerned with the setting.

The use of CCTV at Childville is informed by the guiding principles of the Surveillance Camera Code of Practice (Home Office 2013) as follows:

1. Use of a surveillance camera system must always have a specified purpose which is in pursuit of a legitimate aim and necessary to meet a pressing need.

The purpose will be to further support the perception of the safety and well-being of children, staff and visitors to the setting; to protect the setting and its assets; to assist in the detection of any crime that may have been committed and ultimately to further ensure that the safeguarding and welfare requirements of the Early Years Foundation Stage are adhered to at all times. CCTV is never used without a specified purpose and likewise is not reviewed by staff members who do not have authority and a specific reason for doing so.

2. The use of a surveillance camera system must consider its effect on individuals and their privacy, with regular reviews to ensure its use remains justified.

The Human Rights Act (1998) gives every individual the right to private life and correspondence. This means that CCTV will only be used in public areas of the setting i.e. reception and group rooms. The owners/directors/landlord will review the continued use of CCTV at least annually and will discuss any issues arising from the use of CCTV during routine supervision with the setting manager.

3. There must be as much transparency in the use of surveillance camera systems as possible, including a published contact point for access to information and complaints.

The landlord have signs clearly displayed for staff, parents and visitors, informing them that CCTV is in operation and that they may be recorded. The procedure is displayed for staff, visitors and

parents/carers. Complaints relating to the use of CCTV should be discussed with the setting manager in the first instance following Complaints procedure for parents/carers and service users.

4. There must be clear responsibility and accountability for all surveillance camera system activities including images and information collected, held and used.

The Landlord is responsible for the day-to-day management of the CCTV system. Images are stored on the system for up to 4 weeks and are then automatically recorded over. Images are not routinely scrutinised by Childville unless there is a legitimate reason to do so, i.e. a complaint or allegation is made by a parent, member of staff or visitor to the premises, or an allegation is made by a child.

5. Clear rules, policies and procedures must be in place before a surveillance camera system is specifically installed/used by Childville, and these must be communicated with all who need to comply with them.

The procedure covers all aspects and is reviewed annually. All staff are aware of the procedure and their role and responsibility. Parents/carers and visitors are made aware of the procedure which is displayed clearly for them to view at any time where applicable. The following details will be kept:

- name of setting manager responsible for day-to-day CCTV use
  - name of setting manager's line manager
  - name of CCTV system used
  - number and positions of cameras in use daily
  - names of staff authorised to view CCTV images (ensuring this is only staff with a legitimate reason to do so)
  - how CCTV procedures are explained to all staff, students, parents/carers and visitors
  - contact number for CCTV maintenance
6. No more images and information should be stored than that which is strictly required for the stated purpose of the surveillance camera system, and such images and information should be deleted once their purpose is discharged.
  7. Images are recorded over or destroyed after 4 weeks and are only used as stated above. Images must not be destroyed before this time if an official request to view them is made.
  8. Access to retained images and information should be restricted and there must be clearly defined rules on who can gain access and for what purpose such access is granted; the disclosure of images and information should only take place for law enforcement purposes.

Only the setting manager, their line manager and deputy can request from the landlord where applicable, access to retained CCTV images. If an instance arises where the CCTV images need to be reviewed to prove or disprove an allegation or incident, this is the responsibility of the setting manager who will share the images with the police, social care, Ofsted to assist with an official

investigation if required. A record is retained, containing the date of the incident/allegation; camera number of positions; brief description of the incident/allegation – with reference to related safeguarding forms; who the footage was viewed by date viewed and action taken – and counter signed by a senior member of staff. Images may also be requested by the owners/directors/trustees for the purpose of investigating an incident.

9. Surveillance camera system operators should consider any approved operational, technical and competency standards relevant to a system and its purpose and work to maintain those standards.

The setting manager and their line manager will take heed of local and national guidance for the use of CCTV in the setting. The setting manager will ensure that all staff involved understand their duty to adhere to Record keeping procedures, which also detail how others may request a copy of the data and under what circumstances.

10. Surveillance camera system images and information should be subject to appropriate security measures to safeguard against unauthorised access and use where applicable..

The setting manager where applicable is responsible for the security measures to safeguard against unauthorised access and use. This will include the security of the location where images are stored.

11. There should be effective review and audit mechanisms to ensure legal requirements, policies and standards are complied with in practice, and regular reports should be published.

The setting manager is responsible for ensuring that policies and standards are always adhered to, seeking further advice from the landlords/ owners/directors at any point when the images must be scrutinised for the purpose of investigating an incident.

12. When the use of a surveillance camera system is in pursuit of a legitimate aim, and there is a pressing need for its use, it should then be used in the most effective way to support public safety and law enforcement with the aim of processing images and information of evidential value.

If CCTV images are reviewed following an incident or an allegation, a record is made. Under no circumstances are CCTV images shared with parents or other service users unless there is a legitimate reason for doing so, i.e. to disprove an allegation against a member of staff. The process for using CCTV in these circumstances is as follows:

- an allegation or incident occurs that may have been caught on CCTV
- setting manager reviews CCTV footage with the landlord where applicable and retains a record
- setting manager reports their findings to the owner/director

- if there is reason to believe that a crime may have been committed then an investigation takes place following the Safeguarding children, young people and vulnerable adults procedures and Record keeping procedures.
  - a parent/carer or other person whose image has been recorded, retained, and wishes to access the images must apply to the setting manager in writing
  - the Data Protection Act gives the manager the right to refuse a request to view the images, particularly where such access may prejudice the prevention or detection of a crime
  - if access to the image is refused then the reasons are documented and the person who made the request is informed in writing within 28 days. The images are not destroyed until the issue is resolved
  - at all times, Safeguarding children, young people and vulnerable adults' procedures are followed.
13. Any information used to support a surveillance camera system which compares against a reference database for matching purposes should be accurate and kept up to date where applicable.

#### Legal basis

Human Rights Act 1989

Data Protection Act 1998

Protection of Freedoms Act 2012

GDPR 2018

Guidance

Surveillance Camera Code of Practice (Home Office 2013 updated 2021)

## **Incident Policy**

### **Purpose of Policy**

The purpose of this policy is to ensure that when an incident occurs at our settings that appropriate action is taken and accurate information is recorded and communicated. An incident is classed as an occurrence which may under certain circumstances cause an injury to one or more persons.

### **Who is Responsible?**

It is the responsibility of every member of staff to ensure that incidents are dealt with in a timely manner. It is the responsibility of the manager to ensure that all members of staff have knowledge of incident management and knowledge of the security policy and procedure at Childville.

It is the responsibility of the member of staff who has dealt with the incident to write the incident report and ensure that it is discussed with and signed by the manager and the parent/carer of the child or children involved/informed.

If incident happens during school pick up or drop off, the member of staff must inform the manager/deputy immediately and on return to the setting, complete an incident form signed by the manager, who then informs the parent during pick up, sign and get the parent to sign before filing away.

### **How the Policy is Implemented**

- The codes of conduct for staff will be accessible to staff and code of conduct for parents/carer will be displayed on the setting notice board.
- The behaviour management policy and procedure will be available in the policy and procedure folder at the setting.
- Any incidents which may cause harm to one or more persons must be dealt with in a timely manner and recorded appropriately.
- Incidents are divided into minor incidents and major incidents. Minor incidents are classified as incidents which whilst they may require first aid, do not require medical or external assistance from the authorities. Major incidents are classified as incidents which require medical or external assistance from the authorities including the police.

### **Minor Incidents**

- If the incident is minor and does not require medical or external assistance the member of staff should address the incident using the approved method of the setting and complete an incident record, this record will be signed by the member of staff, manager and parent/carer of the child. If the incident is not to do with a child, the incident record will be signed by the staff and manager.
- If the incident is minor but first aid is required, the first aider will assess the situation and administer first aid as required. A member of staff will complete the incident record and assist in the completion of the accident record. The parent/carer of the child or children involved in the

incident should be contacted and informed of the incident. The parent/carer should also sign the completed accident and incident records when they arrive to collect their child.

### **Serious Incidents and Injuries**

- If the incident is serious and medical treatment or external authorities are involved a senior member of staff should call the appropriate authorities immediately, if medical treatment is required, then a member of staff will accompany the child to the hospital in an ambulance. The child's registration form containing medical information should accompany them to the hospital. A senior member of staff should inform the parent or carer of the child (or an emergency contact) immediately and inform them of the incident and what action has been taken. In some extreme cases the member of staff may also be required to contact the police, Ofsted and other external agencies as required. If this is the case parents or carers of other children at the setting should also be informed of the incident immediately.

### **Recording Incidents**

All incidents, however minor must be recorded in the incident book/form. The incident record should include the following:

- Name of the child
- Date and time of the incident
- Details of the incident
- What action was taken

The child's parent or carer must sign the incident record and any incidents which require hospital treatment or external influence from the authorities such as the police will be reported to Ofsted and other authorities immediately.

## **Induction of staff, volunteers and managers**

### **Policy statement**

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

## **Procedures**

- We have a written induction plan for all new staff, which includes the following:
  - Introductions to all staff and volunteers, including managers and deputy.
  - information about safeguarding and child protection procedure.
  - Familiarising with the building, health and safety, and fire and evacuation procedures.
  - Ensuring our policies and procedures have been read and are carried out.
  - Introduction to parents, especially parents of allocated key children where appropriate.
  - Familiarising them with confidential information where applicable in relation to any key children.
  - Details of the tasks and daily routines to be completed.
- The induction period covers at least two weeks until the end of probation. The manager/deputy inducts new staff and volunteers. The nominated person/setting manager inducts new managers.
- During the induction period, the individual must demonstrate understanding of and compliance with policies, procedures, tasks and routines.
- Successful completion of the induction forms part of the probationary period.

## **Other useful Pre-school Learning Alliance publications**

- Childville Employee Handbook (2014)
- Recruiting and Managing Employees (2011)

# Image/Camera Use Policy

## Introduction

This image/camera use policy applies to the use of any film and electronic photographic equipment used in our setting. This will include cameras, mobile phones, webcams, tablets and portable gaming devices with inbuilt cameras as well as other forms of digital technology and resources for storing and printing images.

As digital cameras and mobile phones have become more advanced and easier to use, it is increasingly likely that children and their families will be using digital photography as part of their everyday family life. It is therefore very important that Childville and all staff, the management committee, volunteers, students, visitors to the setting, parents/guardians and children consider the impact such technology may have.

Digital technology has increased the potential for cameras and images to be misused and inevitably there are concerns about the risks to which children may be exposed. However, we understand and are aware that the behaviours of individuals using the technology present the risk, not the technology.

Most children who suffer abuse are abused by someone they know. We have taken the view, in consultation with other agencies, that the risk of a child being directly targeted for abuse through being identified by a stranger is small. By taking reasonable steps to make certain that a photograph is appropriate and the full name and contact details are protected, then photography for use in our setting and other events by staff, families and the media should be allowed. We are aware that the widespread use of mobile telephones as digital cameras would make banning them very difficult for us to impose and police. (For further information regarding the general use of mobile phones and recording devices please see our Mobile Phones and Recording Devices Policy). Generally, photographs for setting and family use and those that appear in the press are a source of pleasure and pride. They enhance self-esteem for children and their families and this practice should continue within the safe practice guidelines detailed below.

## Policy Statement

This policy seeks to ensure that images and videos taken within and by *Childville After School Services Ltd* are taken and held legally and the required thought is given to safeguarding all members of the setting. It applies to all images (including still and video content) taken by the setting.

It applies to all staff, the management committee, volunteers, students, visitors to the setting and other individuals who work for, or provide services to *Childville After School Services Ltd* as well as parents/guardians and children.

This policy forms part of our Safeguarding Children procedures and should be read in conjunction with the following policies and procedures:

- Safeguarding and Child Protection
- Allegations of abuse against staff members
- Online Safety
- Acceptable Use
- Mobile Phones and Recording Devices

- Confidentiality

All images taken by the setting will be used in a manner respectful of the eight Data Protection Principles (Data Protection Act 1998). This means that images will be:

- fairly and lawfully processed
- processed for limited, specifically stated purposes only
- used in a way that is adequate, relevant and not excessive
- accurate and up to date
- kept on file for no longer than is necessary
- processed in line with an individual's legal rights
- kept securely
- adequately protected if transferred to other countries

The settings Designated Safeguarding Persons are the centre managers/Deputy and Nicky Coker responsible for ensuring the acceptable, safe use and storage of all camera technology and images within **Childville After School Services LTD**. This includes the management, implementation, monitoring and review of this Image Use Policy. In addition, the Designated Safeguarding Lead (DSL) has the authority to view any images taken and/or to withdraw or modify a member of staff's authorisation to take images at any time. All members of staff, students, volunteers, visitors and parents should be aware that all images taken within the setting are available for scrutiny and that they must be able to justify any images in their possession.

Where concerns are raised, or disclosures made, regarding suspicious activity relating to the use of images the Designated Safeguarding Lead will contact the Local Authority Designated Officer (LADO) for advice. The details of LADO for our settings is displayed on the parents notice board.

## **Responsibilities**

### **Parental Consent**

- Written permission from parents/guardians will always be obtained as part of registration before images/videos of children are taken, used or published.
- Written parental consent will always be sought to take and use photographs offsite for professional, marketing and training purposes. This may be in addition to parental permission sought for onsite images.
- Written consent from parents/guardians will be kept by the setting where children's images are used for publicity purposes (such as brochures or publications), until the image is no longer in use.
- Parental permission will be sought on a case by case basis for specific events where this is not covered by the consent signed during registration.
- A record of all consent details will be kept securely on file. Should permission be withdrawn by parents/guardians at any time, then all relevant images will be removed and disposed of and the record will be updated accordingly.

### **Safety of Images and Videos**

- All images taken and processed by or on behalf of the setting will take place using only equipment and devices provided by **Childville After School Services Ltd**.
- Staff will receive information regarding the safe and appropriate use of images as part of their safeguarding training, child observation and responsibilities.
- All members of staff (including volunteers) will ensure that all images are available for scrutiny and will be able to justify any images in their possession.

- Images will not be kept for longer than is to be considered necessary. All staff are responsible for ensuring that all photographs are permanently wiped from memory cards, computer hard and portable drives or other relevant devices once the images will no longer be of use. This will be monitored by the Designated Safeguarding Person.
- All images will remain on site at all times, unless prior explicit consent has been given by both the DSP and the parent/guardian of any child or young person captured in any photograph.
- Should permission be given to take any images off site then all relevant details will to be recorded, for example who, what, when and why and data will be kept securely (e.g. with appropriate encryption).
- Any memory stick, CD or storage device containing images of children to be taken offsite for further work will be suitably encrypted and will be logged in and out by the DSP and monitored to ensure that it is returned within the expected time scale.
- The DSP reserves the right to view any images taken and/or to withdraw or modify a member of staffs' authorisation to take or make images at any time.
- Only official setting owned equipment (e.g. work provided digital or video cameras, tablets, mobile phones, etc.) will be used by staff to capture images of children for official purposes. Use of personal cameras by staff is prohibited at all times.
- Any apps, websites or third party companies used to share, host or access children's images will be risk assessed prior to use.
- The setting will ensure that images always are held in accordance with the Data Protection Act 1998 and suitable child protection requirements (if necessary) are in place.
- Photographs will be disposed of should they no longer be required. They will be returned to the parent or carer, deleted and wiped or shredded as appropriate. Copies will not to be taken of any images without relevant authority and consent from the DSL and the parent/carers.

#### **Publication and sharing of images and videos**

- Images or videos that include children will be selected carefully for use e.g. only using images of children who are suitably dressed.
- Images or videos that include children will not provide material which could be reused.
- Children's' full names will not be used on the website or other publication (e.g. newsletters, social media channels) in association with photographs or videos.
- The setting will not include any personal information on video, on the website, in a prospectus or in other printed publications.
- Any parents/guardians and staff members with particular concerns must always be able to withhold their consent for the publication or sharing of images for whatever reason.

#### **Usage of systems to share images with parents**

- **Childville After School Services Ltd where applicable will use** a closed Facebook group in some of our setting to upload and share images of children with parents/carers.
- The use of Facebook will be appropriately risk assessed and the setting has taken steps to ensure all data stored is held in accordance with the Data Protection Act 1998 (as above).
- Images uploaded to Facebook will only be taken using the setting's devices.
- All users authorised to upload images to Facebook are advised on safety measures to protect all members of the community e.g. using strong passwords, logging out of systems after use etc.

- Parents/guardians will be informed of the settings expectations regarding safe and appropriate use (e.g. not sharing passwords or copying and sharing images) prior to being given access. Failure to comply with this may result in access being removed. Further information can be found in our Social Media Policy.

### **Safe Practice when taking images and videos**

- Careful consideration is given before involving very young or vulnerable children when taking photos or recordings, who may be unable to question why or how activities are taking place.
- The setting will discuss the use of images with children in an age appropriate way.
- A child's right not to be photographed is to be respected. Images will not be taken of any child against their wishes.
- Photography is not permitted in sensitive areas such as toilets.

### **Use of Images/Videos of Children by Others**

#### **Use of Photos/Videos by Parents/Guardians at events**

- Parents/guardians are permitted to take photographs or video footage of events for private use only.
- Parents/guardians who are using photographic equipment must be mindful of others when making and taking images.
- The opportunity for parents/guardians to take photographs and make videos can be reserved by the setting on health and safety grounds.
- Parents/guardians are only permitted to take or make recording within designated areas of the setting. Photography is not permitted in sensitive areas such as toilets.
- The right to withdraw consent will be maintained and any photography or filming on site will be open to scrutiny at any time.
- Parents may contact the setting Designated Safeguarding Person (DSP) to discuss any concerns regarding the use of images.
- Photos and videos taken by the setting and shared with parents via WhatsApp or other means should not be shared elsewhere (e.g. posted on social media site), to do so may breach intellectual property rights, data protection legislation and importantly may place members of the community at risk of harm.

#### **Use of Photos/Videos by Children**

- The setting will discuss and agree age appropriate acceptable use rules with children regarding the appropriate use of cameras, such as places children cannot take the camera (e.g. unsupervised areas, toilets etc.).
- All staff will be made aware of the acceptable use rules regarding children's use of cameras and will ensure that children are appropriately supervised when taking images.
- Members of staff will role model positive behaviour to the children by encouraging them to ask permission before they take any photos.
- Photos taken by children for official use will only be taken with parental consent and will be processed in accordance with the Data Protection Act 1998.
- Parents/carers will be made aware that children will be taking photos/videos of other children and will be informed how these images will be managed by the setting e.g. will be

for internal use by the setting only (not shared online or via any website or social media tool).

- Photos taken by children for official use will be carefully controlled by the setting and will be checked carefully before sharing online or via digital screens where applicable.
- Still and video cameras provided for use by children and the images themselves will not be removed from the setting.

#### **Use of Images of Children by the Media**

- Where a press photographer is to be invited to celebrate an event, every effort will be made to ensure that the newspaper's (or other relevant media) requirements can be met.
- A written agreement will be sought between parents and carers and the press which will request that a pre-agreed and accepted amount of personal information (e.g. first names only) will be published along with images and videos.
- The identity of any press representative will be verified and access will only be permitted where the event is planned, and where press are to be specifically invited to attend. No authorisation will be given to unscheduled visits by the press under any circumstances.
- Every effort will be made to ensure the press abide by any specific guidelines should they be requested. No responsibility or liability however can be claimed for situations beyond reasonable control, and where the setting is to be considered to have acted in good faith.

#### **Use of Professional Photographers**

- Professional photographers who are engaged to record any events will be prepared to work according to the terms of the settings Online Safety policy.
- Photographers will sign an agreement which ensures compliance with the Data Protection Act and that images will only be used for a specific purpose, subject to parental consent.
- Photographers will not have unsupervised access to children.

## **No-smoking/Vaping/E-Cigarette Policy**

### **Policy statement**

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

### **Procedures**

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

### **Legal framework**

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

## **Online safety (inc. mobile phones, smart watch and cameras)**

### **Policy statement**

We take steps to ensure that there are effective procedures in place to protect children, young people and vulnerable adults from the unacceptable use of Information Communication Technology (ICT) equipment or exposure to inappropriate materials in the setting. Our setting has no mobile phone/smart phone/smart watch use on site and no mobile phone poster is displayed.

### **Procedures**

- Our designated person responsible for co-ordinating action taken to protect children is:

The setting manager or deputy manager

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### **Introduction**

ICT, digital and mobile technology resources are now regarded as essential to support learning, teaching and personal and social development. They form part of an essential life skill. When using technology with young children and adults in their setting, professionals need to ensure that the resource is used safely and responsibly. This policy sets out some guidelines for you to use.

### **Why is internet use important?**

- The internet can be used to support learning as well as for social and personal development activities. It can motivate, engage and develop self-esteem, confidence and as a tool for the development of social capital. It is now regarded as a necessary tool, in settings, for practitioners and children
- Internet access is an entitlement for children and young people who show a responsible and age appropriate approach to its use
- The internet is an essential element for education, business and social interaction. Childville has a duty to provide children and young people in our settings with quality Internet access as part of their experience.

### **How will internet use enhance learning and personal and social development?**

- Internet access for children and young people will be designed for educational aspects of social and developmental use and will include age appropriate filtering
- Guidance about appropriate Internet use will be part of the support for children and young people
- All practitioners should guide children and young people in online activities that will support their developmental and learning outcomes.

### **How will internet access be authorised?**

- All users of the internet will need to agree to responsible internet use

- For younger users, access to the internet will be closely supervised by an adult allowing access to specific and agreed sites only. Older children and young people will be provided with wider access and greater autonomy in line with their age and maturity of use.

### **How will filtering be managed?**

- A designated senior member of staff and/or the registered provider will manage the permitting and banning of additional web sites identified by Childville.
- Childville will work in partnership directly with parents/carers and London Borough of Barking & Dagenham (LBBD) or other boroughs we operate from, to ensure systems to protect children and young people are reviewed and improved.
- If practitioners or children and young people discover unsuitable sites, it must be reported to the manager to log, the URL (address) and content must be reported to the Internet Service Provider (e.g. Vodafone, Virgin Media, EE, 3, etc) via Childville designated person.
- Childville should download and install free web filtering systems.
- Manager/Senior practitioners will ensure that regular checks are made to ensure that the filtering methods selected are appropriate, effective and reasonable.
- Any material that the setting or organisation believes is illegal must be referred to the Internet Watch Foundation via their website <https://report.iwf.org.uk/en/report> .
- Any disclosure/concerns about online grooming must be reported using the local safeguarding flowchart and CEOP.

### **How will the risks be assessed?**

- In common with other media such as magazines, books and DVDs, some material available via the Internet is unsuitable for children and young people. Childville will take all reasonable precautions to ensure that users access only appropriate material. However, due to the international scale and linked nature of internet content, it is not possible to guarantee that unsuitable material will never appear on a computer. Childville cannot accept liability for the material accessed, or any consequences of internet access.
- The use of computer systems without permission or for inappropriate purposes could constitute a criminal offence under the Computer Misuse Act 1990
- The e-safety lead for Childville (setting manager) will have an awareness of current e-safety advice and will embed this within the work with children and young people.
- The Provider/Managers/senior practitioners for Childville will ensure that the Internet policy is implemented and compliance with the policy monitored.

### **Managing content**

- If an unsuitable site is discovered, the URL (address) and content must be reported to the director immediately and she will report to the appropriate internet service provider. If there is a safeguarding concern, then manager to report to the local borough using the safeguarding concern flow chart and notify the director immediately.

- If appropriate, specific activities will be included within the work that Childville undertakes to allow all children and young people to develop their media literacy skills.

## **How should website content be managed?**

- Written permission from parents or carers will be obtained before photographs of children and young people under the age of 16 are published on the setting's web site and display board.
- Website photographs that include children and young people will be selected carefully and will not enable individuals to be clearly identified.
- Full names of children and young people should not be used anywhere on the website, first names will only be used in association with photographs if necessary
- Where audio and video are included (e.g. Podcasts and Video Blogging) the nature of the items uploaded will not include content that allows the children and young people, under the age of 16 to be identified.
- The owner/manager/ or nominated persons will take overall editorial responsibility and ensure that content is accurate and appropriate.

## **Communication**

### ***Managing e-mail***

- Childville will promote safe use of e-communications to other practitioners, professionals, parents/carers, children and young people
- Children and young people should immediately report to an adult if they receive offensive e-mails where applicable
- Children and young people should not reveal any details of themselves to people they do not know, such as an address or telephone number, or arrange to meet anyone.
- Childville will not provide children with individual accounts for email.
- E-mails sent to an external organisation by staff members should be written carefully and authorised before sending, in the same way as a letter written on headed paper.

### ***On-line communications and social networking***

- In general, the use of online chat will not be permitted other than as part of an online learning environment
- Staff and children will not be allowed access to social networking sites on Childville premises.
- Social networking sites may be allowed for specific purposes only, e.g. teaching e-safety.

### ***Mobile technologies***

- *Emerging technologies will be examined for educational benefit and a risk assessment will be carried out before its use within Childville is allowed, e.g. wifi enabled notebooks.*
- Mobile phones are used for business purposes by Childville settings on a daily basis. A setting mobile phones only should be used to take children's photograph.

- Staff members, parents/carers and older children are not allowed to use personal mobile phones for calls or photographs whilst in the setting. Provision will be made to safely store staff personal mobile phones/smart watches during session. No Mobile Phone signs will be displayed.
- Use of smart phones/smart watches by staff members are not allowed during sessions.

## **Introducing the policy to children and young people**

- Rules and rights for Internet access will be displayed in the setting.
- Support for responsible and safe use should precede Internet access
- Children and young people must be informed that Internet use is monitored
- The teaching of e-safety will be part of the provision for all children and young people. It will include key messages that are age and maturity appropriate, such as keeping personal information safe, dealing with cyber bullying, knowing who to tell if there is inappropriate content/contact on-line.

## **Families, carers, setting managers and e-safety**

- Adults' attention should be drawn to the e-safety policy in Childville newsletters, and/or the setting's website
- Regular information should be provided to parents and carers about how to ensure they can work with Childville to ensure resources are used appropriately.
- A partnership approach with parents and carers should be encouraged. This could include newsletters and suggestions on online training websites for safe internet use at home.
- Advice on filtering systems, educational and leisure activities shared by LBBD or other local boroughs that include responsible use of the internet will be made available to parents.
- Interested parents should be referred to organisations such as CEOP, Childnet International <https://www.childnet.com/> , Parent Information Network (PIN), Parents Online and NCH Action for Children.

## **Consulting with practitioners and their inclusion in the e-safety policy**

- All practitioners should be consulted about the contents of this policy to ensure that the use of the internet and mobile technologies supports their work with children and young people in a safe environment
- All practitioners should be required to see and sign the induction form regarding the policy for responsible e-mail, network and internet use as part of their induction
- The consequences for internet and mobile phone/smart watches/Personal Digital Assisted (PDA) technology misuse should be clear so that all adults are confident to apply this should the situation arise (e.g. supervised access, withdrawal of access)
- Practitioners should be aware that internet traffic is monitored and if reported by Childville to the internet service provider, it can be traced to the individual user. Discretion and professional conduct is therefore essential.
- The monitoring of internet use is a sensitive matter. Managers who operate monitoring procedures should be assisted by another senior practitioners and/or owner.
- Practitioner development in safe and responsible internet use will be provided as required by the setting.

## **How will complaints be handled?**

- Responsibility for handling incidents will be delegated to the manager or deputy and/or senior practitioner.
- Any complaint about practitioner misuse must be referred to the manager and/or the deputy.
- Parents and children and young people will need to work in partnership with practitioners to resolve issues should they arise.
- There may be occasions when the police must be contacted. Early contact could be made to establish the legal position and discuss strategies.
- Sanctions available include:
  - Interview/counselling by a designated senior practitioner
  - Informing parents or carers
  - Removal of internet or computer access for an identified proportional amount of time
  - Supervised access.

## **Out of School Club**

### **E-safety – We will help you to.....**

- Know how to stay safe on-line and get the most from being on-line
- Enjoy the internet and the fun, safe things it has to offer
- Know that you have choices about how you use the internet
- Keep your personal information safe
- Explore the internet, but remember not to believe everything on the web
- Tell a member of staff or trusted adult if you think anyone is acting suspiciously, not everyone is who they say they are on-line
- Be safe from cyber bullying and know how to deal with this if it happens to you
- Not feel guilty if you accidentally see something inappropriate on-line and to tell an adult straight away

Be respectful when going on-line and being off-line

# Out of School Club

## Responsible internet use

These rules help us to be fair to others and keep everyone safe.

- I will ask permission before using a computer and the internet
- If I have an 'individual login' this is the one I will use, no-one else's, which I will keep secret
- I will only open or delete my own files
- I understand that I must not bring in and use software or files without permission
- I will only e-mail and open attachments from people I know, or have been approved
- The messages I send will be polite and sensible
- I understand that I must never give my home address or phone number to people I do not know, or to post on a social networking site
- I will not arrange to meet people that I do not know face-to-face
- If I see anything I am unhappy with or I receive messages I do not like, I will tell a trusted adult immediately
- I understand that if I deliberately break these rules, I may not be allowed to use the internet or computers/tablets.

Childville may exercise its right to monitor the use of its computer systems, including access to web-sites, the interception of e-mail and the deletion of inappropriate materials (where applicable) and where it believes unauthorised use of the computer system is or may be taking place, or the system is or may be, or being used for criminal purposes or for storing unauthorised or unlawful text, imagery or sound. Childville will notify the police and the Local Authority if an illegal website is accessed.

# Childville Internet Use Consent Form

Gaining children's, young people's and parents' agreement to the rules for 'responsible internet use' is important, but requires management.

Some organisations do this once each year at the same time as checking home and emergency contact details. The rules for 'responsible internet use' should be given to parents/carers with the registration form to ensure clarity.

## Responsible internet use

Please complete, sign and return to the designated member of staff

**Name:**

### Agreement

I have read and I understand the rules for responsible internet use. I will use the computer system and internet in a responsible way and follow these rules at all times.

**Signed:**

### Parent/carer's consent for internet access

I have read and understood the rules for responsible internet use and give permission for them to access the internet. I understand that Childville will take all reasonable precautions to ensure children and young people cannot access inappropriate materials. I understand that Childville cannot be held responsible for the nature or content of materials accessed through the Internet. I agree that Childville is not liable for any damages arising from use of the internet facilities.

**Signed:**

**Date:**

**Please print name:**

### Parent's consent for web publication of work and photographs

I agree that, if selected, my child/young person's work may be published on Childville website. I also agree that images, sound files and video that include my son/daughter may be published subject to the rules that this content will not clearly identify individuals and that full names will not be used.

**Signed:**

**Date:**

## **Childville Laptop policy for practitioners**

1. The laptop is allocated to the setting manager and is their responsibility. If another member of the team borrows it, the responsibility still stays with the individual allocated. Only Childville staff and children within the setting should use the laptop.
2. The laptop remains the property of Childville.
3. All laptops storing sensitive information should have software to encrypt the data
4. All laptops storing sensitive information should have password protected screen savers that will appear after two minutes
5. Any unnecessary data should be deleted from the setting laptop immediately
6. When in the setting and not being used, the laptop should be switched off and kept secure
7. Whenever possible, the laptop should not be left in an unattended car. If there is a need to do so it should be locked in the boot
8. The laptop should not be taken on a trip or outing and must not be taken abroad
9. Practitioners may load their own software onto the laptop but it must be fully licensed, age appropriate and with authorisation from the setting manager
10. If any removable media is used then it should be checked to ensure it is free from any viruses and should be saved on an encrypted memory stick
11. It will be the responsibility of the setting manager to ensure virus protection software that has been installed on the laptop is kept up to date, if not notify the director
12. Practitioners should not attempt to significantly alter the computer settings without express authorisation from the setting manager
13. Children and young people must never use the laptop without adult supervision and knowledge
14. When being transported, the carrying case supplied should be used at all times
15. The laptop would be covered by normal household insurance whilst away from the premises. If not it should be kept in the setting and stored securely at all times when not in use.

## **Childville Policy for responsible e-mail, network and internet use for the practitioners**

- I will use all ICT equipment issued to me in an appropriate way.
- I will not:
  - Access offensive websites or download offensive material
  - Make personal use of the internet or e-mail unless agreed by the setting manager/and or owner
  - Copy information from the internet that is copyright or without the owner's permission or acknowledging copyright as appropriate
  - Place inappropriate material onto the internet
  - Communicate information that could be considered to be offensive or otherwise inappropriate
  - Disregard my responsibilities for security and confidentiality
  - Download files that will adversely affect the security of the laptop and network.
  - Access the files of others or attempt to alter the computer settings
- I will act on-line as I would off line, in accordance with Childville code of conduct
- I will only access the system with my own name and registered password where applicable, which I will keep secret and safe

- I will inform the manager of Childville as soon as possible if I know my password is no longer secret I will always log off the system when I have finished working
- I understand that Childville may, in line with policy, check my computer files and e-mails and may monitor the internet sites I visit.
- I will not open e-mail attachments unless they come from a recognised and reputable source. I will bring any other attachments to the attention of the setting manager
- All joke e-mails are potentially damaging and undesirable and therefore should not be used
- I will report immediately any unpleasant material or messages sent to me
- I understand that a criminal offence may be committed by deliberately accessing internet sites that contain certain illegal material
- Equipment belonging to Childville will not be used for personal financial gain, gambling, political purposes or advertising and is forbidden
- I understand that if I do not adhere to these rules, my network access will be suspended immediately, the laptop removed and that other disciplinary consequences may follow.

### ***Information Communication Technology (ICT) equipment***

- Only ICT equipment belonging to the setting is used by staff and children.
- The designated person is responsible for ensuring all ICT equipment is safe and fit for purpose.
- All computers have virus protection installed.
- The designated person ensures that safety settings are set to ensure that inappropriate material cannot be accessed.

### ***Internet access***

- Children should never be given unsupervised access to the internet.
- If staff access the internet with children for the purposes of promoting their learning, written permission is gained from parents who are shown this policy.
- The designated person has overall responsibility for ensuring that children and young people are safeguarded and risk assessments in relation to online safety are completed.
- Children are taught the following stay safe principles in an age appropriate way prior to using the internet;
  - only go on line with a grown up
  - be kind online
  - keep information about me safely
  - only press buttons on the internet to things I understand
  - tell a grown up if something makes me unhappy on the internet
- Designated persons will also seek to build children's resilience in relation to issues they may face in the online world, and will address issues such as staying safe, having appropriate friendships, asking for help if unsure, not keeping secrets as part of social and emotional development in age appropriate ways.
- If a second hand computer is purchased or donated to the setting, the designated person will ensure that no inappropriate material is stored on it before children use it.
- All computers for use by children are located in an area clearly visible to staff.
- Children are not allowed to access social networking sites.

- Staff report any suspicious or offensive material, including material which may incite racism, bullying or discrimination to the Internet Watch Foundation at [www.iwf.org.uk](http://www.iwf.org.uk).
- Suspicions that an adult is attempting to make inappropriate contact with a child on-line is reported to the National Crime Agency's Child Exploitation and Online Protection Centre at [www.ceop.police.uk](http://www.ceop.police.uk).
- The designated person ensures staff have access to age-appropriate resources to enable them to assist children to use the internet safely.
- If staff become aware that a child is the victim of cyber-bullying, they discuss this with their parents and refer them to sources of help, such as the NSPCC on 0808 800 5000 or [www.nspcc.org.uk](http://www.nspcc.org.uk), or Childline on 0800 1111 or [www.childline.org.uk](http://www.childline.org.uk).

### *Email*

- Children are not permitted to use email in the setting. Parents and staff are not normally permitted to use setting equipment to access personal emails.
- Staff do not access personal or work email whilst supervising children.
- Staff send personal information by encrypted email and share information securely at all times.

### *Mobile phones/smart watches – children*

- Children are not permitted to bring mobile phones/smart watch or other ICT devices with them to the setting. If a child is found to have a mobile phone/smart watch or ICT device with them, this is removed and stored in [locked cupboard or in the storage room] until the parent collects them at the end of the session. Manager should remind parent/carer of the importance of adhering to this policy.

### ***Mobile phones/Smart watches – staff and visitors***

It is our intention to provide an environment in which children, parents and staff are safe from images being recorded and inappropriately used or shown. Our aim is to help eliminate the following concerns:

- 1) Staff being distracted from their work with children
- 2) The inappropriate use of mobile phone/smart watch cameras around children

### ***Aim***

Our aim is to:

- Have a clear policy on the acceptable use of mobile phones/smart watch and cameras that is understood and adhered to by all parties concerned without exception.

In order to achieve this aim, we operate the following acceptable use policy:

- Childville allows staff to bring in personal mobile phones and devices for their own use with agreed procedures for storage and use

- Personal mobile phones/smart watches are not used by our staff on the premises during working hours. They will be stored in a locked cupboard or in storage area.
- Under no circumstances does Childville allow a member of staff to contact a current child or parent/carer using a device other than that belonging to the setting
- Users bringing personal devices into Childville setting must ensure there is no inappropriate or illegal content on the device.
- Staff should ensure that the manager has up to date contact information and that staff make their own families, children's schools etc. aware of an emergency work telephone numbers. This is the responsibility of the individual staff member.
- All parent helpers/students will be requested to place their mobile phone/smart watch in the appropriate place and not take calls in work contact time.
- In an emergency, personal mobile phones may be used in an area where there are no children present, with permission from the manager.
- Our staff and volunteers ensure that the setting telephone number is known to family and other people who may need to contact them in an emergency.
- If our members of staff or volunteers take their mobile phones/smart watch on outings, for use in case of an emergency, they must not make or receive personal calls, or take photographs of children.
- Parents and visitors are requested not to use their mobile phones whilst on the premises. We make an exception if a visitor's company or organisation operates a lone working policy that requires contact with their office periodically throughout the day. Visitors will be advised of a quiet space where they can use their mobile phone, where no children are present.
- No mobile phone/smart watch sign will be displayed within the setting.
- These rules also apply to the use of work-issued mobiles, and when visiting or supporting staff in other settings.
- It is the responsibility of all members of staff to be vigilant and report any concerns of other staff's behaviour immediately to the manager or another party such as Local Authority Designated Officer (LADO) or Ofsted.
- Concerns will be taken seriously, logged and investigated appropriately (in accordance with LBBD or the setting local procedure, Staff Capability to Safeguard Children in Early Years or Childcare setting).
- The manager, in his/her absence, reserves 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 the LADO will be contacted immediately. We will follow the guidance of the LADO as to the appropriate measures for the staff member's disciplinary action.

## **Cameras and videos**

Photographs taken for the purpose of recording a child or group of children participating in activities or celebrating their achievements is an effective form of recording their progression in the Early Years Foundation Stage. However, it is essential that photographs are taken and stored appropriately to safeguard the children in our care. This includes setting mobile phone photographs.

- Only the designated setting camera or mobile phone is to be used to take any photo within the setting or on outings.
- Images taken on this device must be deemed suitable without putting the child/children in any compromising positions that could cause embarrassment or distress.
- All staffs are responsible for the location of the camera/video recording device where applicable. At all times the camera must be placed in a prominent place where it can be seen.
- The camera must be locked away at the end of every session.
- Images taken and stored on the camera must be downloaded as soon as possible
- Images must only be down-loaded by the manager or deputy.
- Ideally images should be downloaded on-site. Should this facility not be available these may be downloaded off-site and erased from the computer as soon as the images have successfully been printed.
- Photographs should then be recorded in children's learning journeys as soon as possible and kept secure. Under no circumstances must cameras of any kind be taken into the bathrooms or changing areas without prior consultation with the manager or leader. Our staff and volunteers must not bring their personal cameras or video recording equipment into the setting.
- Photographs and recordings of children are only taken for valid reasons i.e. to record their learning and development, or for displays within the setting, for sharing on parent WhatsApp group with written permission received from parents (see the Registration form). Such use is monitored by the manager.
- Where parents request permission to photograph or record their own children at special events, general permission is gained from all parents for their children to be included. Parents are advised that they do not have a right to photograph anyone else's child or to upload photos of anyone else's children.
- If photographs of children are used for publicity purposes, parental consent must be given and safeguarding risks minimised, for example, ensuring children cannot be identified by name or through being photographed in a sweatshirt with the name of their setting on it.
- We are aware of our responsibility under the Data Protection Act 2018 which requires every organisation that processes personal information (i.e. children's pictures for learning journal, recording of children on camcorder during settling in, CCTV etc) to register with Information Commissioner's Office (ICO). Childville is registered with ICO and registration certificate is displayed on parent's notice board.
- Failure to adhere to the contents of this policy may lead to disciplinary procedures and criminal charges being made.

## **Guidelines for practitioners and other staff using social networking sites**

Social networks are very popular and used by all ages in society. The most popular social networks are web-based, commercial, and not designed for educational use. They include sites like Facebook. For individuals, social networking sites provide tremendous potential opportunities for staying in touch with friends and family.

As childcare workers, we have a professional image to uphold and how we conduct ourselves online helps determine this image. There have been instances of childcare professionals demonstrating professional misconduct, while engaging in inappropriate dialogue about their setting and/or children, staff and parents; or posting pictures and videos of themselves engaged in inappropriate activity. Increasingly, staff online identities are too often public and can cause serious repercussions, both privately and professionally.

One of the hallmarks of social networks is the ability to “friend” others – creating a group of others that share interests and personal news. You are strongly advised **not** to accept invitations to *friend* children or parents within these social networking sites. When children and parents gain access into a worker’s network of friends and acquaintances and are able to view personal photos, the dynamic is altered. ‘Friending’ children and parents provide more information than should be shared in an educational setting. It is important to maintain a professional relationship to avoid relationships that could be misconstrued and/or are contrary to the ‘Guidance for Safer Working Practices for Adults who Work with Children and Young People (January 2009)’.

For the protection of your professional reputation, it is expected that you comply with the following practices:

### ***Friends and ‘friending’***

- Staff should never accept service users, children and parents as friends due to it being a breach of expected professional conduct.
- Staff should not initiate friendships with children and parents.
- Staff are advised to manage their personal security settings to ensure that their information is only available to people they choose to share information with.
- In the event that staff named the organisation or workplace in any social media they do so in a way that is not detrimental to the organisation or its service users.
- Staff must observe confidentiality and refrain from discussing any issues relating to work.
- Staff not share information they would not want children, parents or colleagues to view.
- Staff should report any concerns or breaches to the manager in their setting/or the owner.
- Staff must avoid personal communication, including on social networking sites, with the children and parents with whom they act in a professional capacity. If a practitioner and family are friendly prior to the child coming into the setting, this information is shared with the manager prior to a child attending and a risk assessment and agreement in relation to boundaries is agreed.
- Remember that people classified as ‘friends’ have the ability to download and share your information with others.

### ***Content***

- Do not write or respond to anything deemed to be defamatory, obscene, proprietary, or libellous. Exercise caution with regards to exaggeration, colourful language, guesswork, obscenity, copyrighted materials, legal conclusions, and derogatory remarks or characterisations.
- Consider whether a particular posting puts your effectiveness as a childcare professional at risk.
- Post only what you want the world to see. Imagine that all work contacts are all able to visit the site. It is not like posting something to your web site or blog and then realising that a story or photo should be taken down. On a social networking site, once you post something it may be available, even after it is removed from the site.
- Do not discuss children, parents or co-workers or publicly criticise the setting policies, activities or business.
- Do not post images that include child and/or parents.

## **Security**

- Visit your profile's security and privacy settings. At a minimum, childcare professionals should have all privacy settings set to "only friends"
- "Friends of friends" and "Networks and Friends" open your content to a large group of unknown people. Your privacy and that of your family may be a risk. People you do not know may be looking at you, your work, your home, your children, your grandchildren; your lives!

## **Parental guide**

- Staffs are advised **not** to accept invitations from parents to "friend" on social networking sites and to do so may put them in a difficult work position. We expect them to maintain a professional relationship with you that is not compromised by sharing information on a social networking site.
- Similarly we would ask you not to post information on your site that could affect other families and their children from our childcare setting. This particularly would apply if children's names or photographs were to appear in the context of our setting
- We would always take legal advice if our setting were to be quoted in a defamatory way on a social networking site.

## **Glossary of Terms**

**Blog** -Short for Web Log; an online diary

**DfE** - Department for Education

**Friending** - Add (someone) to a list of contacts associated with a social networking website

**Podcast** - a downloadable sound-recording that can be played on computers and MP3 players

## ***Electronic learning journals for recording children's progress***

- Managers must seek permission from the senior management team prior to using any online learning journal.
- A risk assessment is completed with details on how the learning journal is managed to ensure children are safeguarded.
- Staff must adhere to the guidance provided with the system at all times.

## ***Use and/or distribution of inappropriate images***

- Staffs are aware that it is an offence to distribute indecent images. In the event of a concern that a colleague or other person is behaving inappropriately, the Safeguarding Children and Child Protection policy, in relation to allegations against staff and/or responding to suspicions of abuse, is followed
- Staff are aware that grooming children and young people online is an offence in its own right and concerns about a colleague's or others' behaviour are reported (as above).

## Further guidance

- NSPCC and CEOP *Keeping Children Safe Online* training: [www.nspcc.org.uk/what-you-can-do/get-expert-training/keeping-children-safe-online-course/](http://www.nspcc.org.uk/what-you-can-do/get-expert-training/keeping-children-safe-online-course/)

# Pandemic Policy

## Policy

The Health and Safety of all children, practitioners, parents, and visitors to our settings is of paramount importance and it is set out in this policy to provide a suitable, safe environment during any pandemic.

The Health and Safety Co-Ordinator, who (along with the setting manager) has overall responsibility. We will always take guidance from the Government and the Local Authority during the time of pandemic and will act on the instructions given.

We will work in compliance with the school risk assessment procedure where applicable.

## Procedures

### Fees and Charges

The settings will follow guidance from the Government and Local Authority regarding whether the out of school club and preschool settings should close to some or all children during a pandemic.

If your child falls into the category where childcare will **NOT** be offered during the period of a pandemic, then the setting will not charge you during this time.

If your child does fall into the category, whereby the setting offers your child a place, you will be able to choose to opt in or opt out of receiving childcare during the pandemic.

If you choose to **OPT IN** to receiving childcare, then normal terms and conditions will apply, and you will be charged fees.

If you choose to **OPT OUT** (then you give your 4 weeks' notice and use your deposit plus outstanding credit) and your child will not receive childcare after the notice period and you will not be charged fees. Please note that you will have to re-register your child when you are ready.

***The setting will only implement a Lockdown and or reopening on the instructions of the Government. A full risk assessment will be completed before the children and practitioners return to the setting.***

### Sickness

During any pandemic we will follow the instructions of the Government and the Local Health Authority new guidance with regards to children's and practitioner's health.

We will follow our sickness procedure. You will be charged full fees if your child becomes unwell and shows any signs of the pandemic illness. Your child will be required to remain at home in isolation for the assigned period.

### Practitioners

- Practitioners will only attend setting if they are symptom free, have completed the required isolation period or achieved a negative test result.
- Practitioners who show signs of becoming unwell due to the pandemic during their working day will be sent home, advised to call 111 and follow the guidance given. They will be sent for testing (if applicable) to confirm the case and what procedures to follow.

### Training

- Practitioners will complete online training related to the pandemic and infection control.
- All practitioners will receive appropriate training and instructions on health and safety during a pandemic.
- Training will be completed online until further notice.

## **Social Distancing and Adult Ratio where**

- Practitioners will follow government guidance and work in line with school head teacher (where applicable).
- Any social distancing rule set by the government will be adhered to by the setting and any staff to child ratio stipulated by Ofsted will be adhered to.

## **Visitors**

- The number of visitors to the building during pandemic will be reduced to only essential building maintenance where applicable.

## **Handwashing**

- Practitioners and children will be asked to wash their hands on entering the setting and regularly throughout the day using soap and warm water.

## **Cleaning**

- During any period of lockdown and a pandemic the settings will be deep cleaned before the return of children.
- An enhanced cleaning program will be implemented.
- Toys and equipment will be cleaned or disinfected at the end of each session.
- Door handles and bathroom will be cleaned regularly during the day.
- Normal process will continue for the use of tissues, disposal in the bin and hands washed.
- We will follow our current disposal of waste materials.
- Bins within the settings will be emptied following the snack period and disposed of in outside bin.

## **Risk Assessment**

- All activities will be visually risk assessed and a formal written risk assessment completed if required.
- During the pandemic, the settings will not use malleable(soft) materials or food play. This will continue and then reviewed in line with the guidance from the Government and the Local Authority. Children can still play with water as long as it contains soap.
- In the event of another lockdown, the appropriate Health and Safety checks of the building will continue with regards to fire alarms and water checks (legionnaires) by the school authority and our other setting landlord.
- Windows and doors will be kept open as much as possible to allow the free flow of air within the building.

## **Personal Protective Equipment (PPE):**

- We will take guidance from the Government with regards to PPE. Following good hand washing and hygiene practice is currently recommended. If the advice from the Government changes, PPE will be provided in line with advice.
- PPE supplies will be monitored to ensure we always have a good supply.
- Gloves and aprons will be provided following an accident (toileting or physical).

## **Settling period:**

- A revised settling period will be adopted. Settling will be planned for individual children by the manager/key person, with a focus on the child's well-being.
- Objects from home will be restricted.

## **Responding to child illness**

- In the event of a child developing suspected symptoms of the current pandemic whilst attending the setting, we will follow our normal sickness policy and ask for the child to be collected by a parent/guardian as soon as possible.

In addition to our current sickness policy we will:

- Allocate one toilet to the child and which will be clean after they have left.
- Practitioners will wear PPE gloves, aprons and mask while caring for the child until the parent/guardian collect.
- The child will be kept in isolation with one practitioner until collected.
- The area including the bathroom will be thoroughly cleaned once the child has left.
- The child's parent will need to seek medical attention from 111 and self-isolate with their family during this time, or at least until they receive negative test results.
- Illness will be recorded on the infection control log register.
- Children will not be readmitted to the setting until they have followed the current pandemic isolation period or have received a test result to say they are not infected. This will be recorded on the infection control log register.

## **Contact and Home Learning**

- Families will be contacted regularly by the management team, via telephone, email, online formats during any setting closure.
- Families with children who are identified as vulnerable, will be contacted more frequently.
- Families will be supported if they need any support with referrals to other agencies such as food banks or Social Care.

## Prevent Duty

Statutory Guidance 'Working Together to Safeguard Children' 2023

The '**Prevent duty**' guidance: England and Wales December 2023. The Ofsted 'Common Inspection Framework' 2023. Both documents refer to the statutory obligation of both schools and childcare providers to report concerns relating to the possibility of children, families, practitioners or other premises users of being vulnerable to radicalisation and/ or extremism.

The 'Prevent duty' obligation to be aware of and report concerns relating to radicalisation and/ or extremism must be included in setting's Safeguarding policies.

Childville settings have a duty to report concerns and to inform Ofsted and local Safeguarding officer if any reports have been made. A detailed flow chart and updated outline of the procedure for reporting is displayed on the notice board.

### Reporting Concerns

If we have concerns relating to any families, practitioners, shared premises users or children that may be vulnerable in regards to radicalisation and/ or extremism we have a duty to report these concerns.

If there are associated safeguarding concerns then we will follow the standard safeguarding procedures but will also have to inform the LBBD Prevent Team.

If there are no other associated safeguarding concerns then we must notify the Prevent Team of the concern via email: [prevent@lbbd.gov.uk](mailto:prevent@lbbd.gov.uk) .

Concerns regarding an imminent threat contact the **Anti-terrorist Hotline 0800 789 321**  
**Phone: 07766 227 261.**

### Training and Risk Assessment

Childville can contact LBBD Early Years team to organise training relating to awareness of the issues regarding prevention of radicalisation and/ or extremism.

## **Promoting inclusion, equality and valuing diversity**

### **Promoting inclusion, equality and valuing diversity policy**

Alongside associated procedures in Promoting inclusion, equality and diversity, this policy was adopted by Childville on 5 September 2025.

All early years providers must consider and meet relevant employer and service provider duties as set out in the Equality Act (2010). Those in receipt of funding must eliminate discrimination including indirect, direct discrimination, discrimination and harassment based on association and perception and discrimination for reason relating to a disability or by failing to make a reasonable adjustment to any provision, criterion, or practice. This duty is anticipatory.

Providers must advance equality of opportunity and foster good relations with individuals and groups with protected characteristics namely disability, race (ethnicity), religion and belief, sexual orientation, sex (gender), gender reassignment, age, pregnancy and maternity, marriage, and civil partnership.

#### **Aim**

Childville actively promotes inclusion, equality of opportunity and the valuing of diversity.

#### **Objectives**

We support the definition of inclusion as stated by the Early Childhood Forum:

‘Inclusion is the process of identifying, understanding and breaking down the barriers to participation and belonging.’

We interpret this as consisting of several tasks and processes in relation not only to children but also to parents and visitors in the setting. These tasks and processes include awareness and knowledge of relevant barriers to inclusion for those with a protected characteristic namely:

- disability
- gender reassignment
- pregnancy and maternity
- race
- religion or belief
- sexual orientation
- sex (gender)
- age
- marriage or civil partnership (in relation to employment)

This includes unlawful behaviour towards people with protected characteristics. Unlawful behaviour being direct discrimination, indirect discrimination, associative discrimination, discrimination by perception, harassment, and victimisation (in addition, we are aware of the inequality that users facing socio-economic disadvantaged may also encounter).

We will not tolerate behaviour from an adult which demonstrates dislike and prejudice towards groups and individuals living outside the UK (xenophobia). This also applies to the same behaviour towards specific groups of people and individuals who are British Citizens residing in the UK.

We promote understanding of discrimination - through training and staff development - the causes and effects of discrimination on both adults and children and the long- term impact of discrimination; the need to protect children from discrimination and ensure that early years practice is both accessible and inclusive; the need for relevant support to allow children to develop into confident adults with a strong positive self-identity.

- Developing practice that includes:

- Developing an environment which reflects the 'kaleidoscope' of factors that can provide settings with a myriad of influences and ideas for exploring and celebrating difference.
- Ensuring that barriers to inclusion are identified and removed or minimised wherever possible.
- Understanding, supporting and promoting the importance of identity for all children and recognising that this comprises multiple facets which are shaped by a 'kaleidoscope' of factors including British values, 'race'\ethnicity and culture, gender, difference of ability, social class, language, religion and belief, and family form and lifestyle, which combine uniquely in the identity of each individual; for example, we welcome and promote bi/multi-lingualism and the use of alternative communication formats such as sign language, and we promote gender equality while at the same time recognising the differences in play preferences and developmental timetables of girls and boys.
- Recognising that this 'kaleidoscope' also reflects negative images which may be internalised and negatively affect the development of self-concept, self-esteem, and confidence.
- Promoting a welcoming atmosphere that genuinely appreciate British values, different cultural and personal perspectives, without stereotyping and prejudicing cultures and traditions on raising children, by always involving parents.
- Promoting community cohesion and creating an environment that pre-empts acts of discrimination so that they do not arise.
- Recruitment of staff to reflect cultural and language diversity, staff with disability, and staff of both genders.
- Addressing discrimination as it occurs from children in a sensitive, age-appropriate manner to ensure that everyone involved understands the situation and are offered reassurance and support to achieve resolution.
- Challenging discriminatory behaviour from parents, staff or outside agencies or individuals that affect the well-being of children and the early years community.
- Creating an ethos within which staff work confidently within a culturally complex environment; learning when to change or adapt practice in the setting and having the confidence to challenge practice (including parental) that is not in the child's best interest, seeking support and intervention from agencies where appropriate.
- Ensuring that educators work closely with the Special Educational Needs Coordinator (SENCO) to make sure that the additional needs of all children are identified and met.
- We are aware of anti-discriminatory legislation and able to use it to shape the service and support parents and children against discrimination in the local community, for example, against asylum seekers, the Travelling community and same sex parents.
- We regularly monitor and review our practice including long-term preventative measures to ensure equality such as auditing of provision, formulating an equality plan, applying impact measurements and positive actions. In addition, short term measures such as recognition and assessment of children's additional support needs (e.g. impairment, home language, family hardship, specific family beliefs and practices), day-to-day activities, provision of suitable support and resources, activity programme and curriculum, assessment, recognition of special educational needs and developing inclusive relationships.

## Legal references

General Data Protection Regulation 2018  
 Children and Families Act 2014 Part 3  
 Special Educational Needs and Disability Code of Practice 2015  
 Disability Equality Duty 2011  
 Equality Act 2010  
 Prevent Strategy 2015  
 Further guidance  
 Guide to the Equality Act and Good Practice (Alliance Publication)

## Equality procedures

### Promoting inclusion, equality and valuing diversity

Childville actively promote inclusion, equality of opportunity and value diversity. All early years providers have legal obligations under the Equality Act 2010. Those in receipt of public funding also have public equality duties to eliminate discrimination, promote equality, foster good relations with individuals and groups with protected characteristics namely disability, race (ethnicity), religion and belief, sexual orientation, sex (gender), gender reassignment, age, pregnancy and maternity, marriage and civil partnership. Providers also have obligations under the Prevent Duty (2015 updated 2023) which highlights the need to foster equality and prevent children from being drawn into harm and radicalisation.

Promoting identity, positive self-concept and self-esteem for all children through treating each child as an individual and with equal concern, ensuring each child's developmental and emotional needs are recognised and met.

- Promoting inclusive practice to ensure every child is welcomed and valued.
- Discussing aspects of family/child identity with parents/carers when settling in a new child.
- Maintaining a positive non-judgemental attitude and use of language with children to talk about topics such as family composition/background, eye and skin colour, hair texture, sex, gender, physical attributes and languages spoken (including signing).
- Becoming knowledgeable about different cultures, and individual subjective perceptions of these and being able to reflect them imaginatively and creatively in the setting to create pride, interest and positive self-identity.
- Discussing similarities and differences positively without bias and judgement.
- Celebrating festivals, holy days and special days authentically through involving parents, staff or the wider community to provide a positive experience for all.
- Providing books with positive images of children and families from all backgrounds and abilities. Avoiding caricatures or cartoon-like depictions and ensuring individual differences are portrayed with sensitive accuracy. The central characters in individual stories should provide a positive, broad representation of diversity e.g. disability, ethnicity, sex and gender, age and social backgrounds. Individual storylines should contain a range of situations which are easily identifiable by children such as those that include disabled children/adults, different ethnic groups, mixed heritage families, gender diversity, single sex/same and different sex families, multi-generational households and cultural diversity.
- Providing visual materials, such as posters and pictures that provide non-stereotypical images of people, places and cultures and roles that are within children's range of experience. This includes

photographs taken by staff of the local and wider community, of parents/carers and families and local events.

- Using textiles, prints, sculptures or carvings from diverse cultures in displays.
- Providing artefacts from a range of cultures, particularly for use in all areas of the setting, not just in the home corner.
- Ensuring toys, learning materials and resources reflect diversity and provide relevant materials for exploring aspects of difference, such as skin tone paints and pens.
- Developing a range of activities through which children can explore aspects of their identity, explore similarities, differences and develop empathy including:
  - self-portraits, photograph albums and displays showing a range of families
  - books about 'me' or my family
  - persona doll stories which sympathetically and authentically represent diversity
  - food activities, such as tasting and cooking, creating real menu additions
  - activities about real celebrations such as new babies, weddings, cultural and religious events
  - use of textiles and secular artefacts in the room, and to handle and explore, that demonstrate valuing of the cultures from which they come
  - creating textiles such as tie dying, batik and creative use of textiles
  - provide mirrors at different heights for babies and other non-ambulant children
  - developing a music area with a variety of musical instruments for babies and children to use to create a range of music.
  - creating an art and mark making area with a variety of materials from other countries such as wood blocks for printing, Chinese calligraphy brushes etc.
  - home corner play which encourages all children to equally participate and provides domestic articles from diverse cultures
  - 'dressing up' materials which promote non-gendered roles and enable children to explore different gender identities/gender neutrality
  - providing dolls that sensitively and accurately portray difference such as disability and ethnicity
  - use of a variety of music to play to children of different genres and cultural styles with a variety of musical instruments for children to access
  - a language and literacy area with a variety of books, some with dual language texts and signs, involving parents in the translation where possible
  - tapes with stories read in English and other languages
  - examples of writing in other scripts from everyday sources such as papers and magazines, packaging etc. children's names written on cards in English as well as in their home language script where appropriate
  - labels for children's paintings or other work are made with their name in English and home language script (parents can help with this)

- conversations with young children which explore unfamiliar objects and subjects to help foster an understanding of diversity and identity such as spectacles or hearing aids, religious and cultural practices
- Record keeping that refers to children's emerging bilingual skills or their use of sign language as achievements in positive terms.
- Record keeping that refers to children's differing abilities and identities in positive terms.
- Records that show the relevant involvement of all children, especially children with special educational needs and disabilities, those using English as an additional language and those who are 'more abled' in the planning of their care and education.

### **Fostering positive attitudes and challenging discrimination.**

- Young children are learning how to grow up in a diverse world and develop appropriate attitudes. This can be difficult, and they may make mistakes and pick up inappropriate attitudes or just get the 'wrong idea' that may underlie attitudes of 'pre-prejudice' towards specific individuals/groups. Where children make remarks or behave in a discriminatory or prejudice way or make inappropriate comments that arise from not knowing facts, staff should explain why these actions are not acceptable and provide appropriate information and intervention to reinforce children's understanding and learning.
- Where children make overtly prejudice or discriminatory remarks they are dealt with as above, and the issue is raised with the parents/carers.
- When children wish to explore aspects of their identity such as ethnicity or gender, they should be listened to in an understanding and non-judgemental way.
- Parents/carers are expected to abide by the policy for inclusion, diversity and equality and to support their child in the aims of the setting.

### **Implementing an equality strategy to foster a 'can do' approach**

- Every provider should have an equality strategy in place outlining their vision on equality alongside a timetabled list of actions summarising how they build equality into the provision and how this is monitored and evaluated.
- An equality check can be carried out to ensure that there are no barriers to inclusion of any child, families and visitors to the setting.
- Early years providers in receipt of nursery education funding are covered by the public sector equality duty. These bodies must have regard of the need to eliminate discrimination, promote equality of opportunity, foster good relations between disabled and non-disabled persons, and publish information to show their compliance with the duty.

### **Promoting dynamic and balanced mixed gender, culturally, socially, and linguistically diverse staff teams who work constructively together in providing for diverse communities.**

- It is recognised that members of staff in diverse teams bring a range of views and opinions to the setting regarding a range of issues to do with the job. It is important that a range of views and perspectives are shared and respected in staff meetings and that decisions are made on which way of looking at the situation will result in the best outcomes for the child.
- Staff views are sought where these offer individuals, social and/or cultural insight, although staff should not be put in an uncomfortable position of being an 'expert' or 'ambassador'.
- Staff respect similarities and differences between each other and users such as ability, disability, religious and personal beliefs, sex, sexual orientation, gender reassignment etc. Staff do not discriminate or harass individuals on the grounds of these or encourage any other member of staff to do so; evidence of such will be dealt with by management immediately.
- Members of staff make the best use of different perspectives in the team to find solutions to difficult problems that arise in socially/culturally complex situations.
- Members of staff support each other to highlight similarities and respect differences.
- Members of staff of both sexes carry out all tasks according to their job description; there are no jobs that are designated men's or women's jobs.
- Staff are sensitive to the fact that male workers are under-represented in the early years workforce so may be more likely to experience inequality and discrimination.
- Staff should be aware that male workers may be more vulnerable to allegations. Therefore, work practices should be developed to minimise this. These practices are valuable for all staff.
- Where staff may feel threatened, or under attack, from discriminatory behaviour, staff and managers follow procedure Threats and abuse towards staff and volunteers.
- There is an ethos wherein staff, parents/carers and children are free to express themselves and speak their own languages in ways that enhance the culture of the setting.

**Ensuring that barriers to equality and inclusion are identified and removed or minimised wherever possible.**

- Barriers may include:
  - lack of understanding - where the language spoken at the setting is not that which is spoken at a child's home
  - perceived barriers – affordability where parents/carers are not aware of financial support available or assume that a service is not available to them. Perceived barriers may also be physical barriers for those children or parents with a disability or additional needs where they assume, they will not be able to access the service
  - physical barriers – where there are environmental features which stop a disabled child or disabled parent accessing the setting such as stairs
  - negative attitudes – stereotypes and prejudices or commitment by staff and managers to the time and energy required to identify and remove barriers to accessibility

- unconscious and conscious bias of staff towards some families such as those from other backgrounds, disabled parents/carers, same sex parents/carers and families with specific religious beliefs
- gendered views of staff which limit children's aspirations and choices
- misconceptions such as disabled children should not attend settings during a pandemic due to heightened risk
- lack of effective Information Communication Technology (ICT) in the homes of families who are vulnerable or at risk and therefore unable to keep in close contact with the childcare provider
- Staff are aware of the different barriers to inclusion and equality and consider the wider implications for children and their families.

### **Supporting children to become considerate adults**

- Children's social and emotional development is shaped by early experiences and relationships and incorporates elements of equality and British and Universal values. The EYFS supports children's earliest skills in an age appropriate way to become social citizens, namely listen and attend to instructions; know the difference between right and wrong; recognise similarities and differences between themselves and others; make and maintain friendships; develop empathy and consideration of other people; take turns in play and conversation; risk taking behaviours, rules and boundaries; not to hurt/upset other people with words and actions; consequences of hurtful/discriminatory behaviour and regulating behaviour.

### **British values**

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 Early Years Foundation Stage.

Democracy: making decisions together

- For self-confidence and self-awareness (PSED), educators encourage children to see the bigger picture, children know their views count, value each other's views and values and talk about feelings e.g. when they do or do not need help.
- Supporting the decisions children make and providing activities that involve turn-taking, sharing and collaboration. Children are given opportunities to develop enquiring minds, where questions are valued and prejudice attitudes less likely.

Rule of law: understanding rules matter (PSED)

- Educators ensure children understand their and others' behaviour and consequence.
- Educators collaborate with children to create rules and codes of behaviour, e.g. rules about tidying up and ensure all children understand that rules apply to everyone.

Individual liberty: freedom for all (PSED & UW)

- Children should develop a positive sense of themselves. Staff 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, exploring facets of their own identity, talking about their experiences and learning. Educators encourage a range of experiences, allow children to explore the language of feelings and responsibility, reflect on 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 (PSED & UW)

- Staff 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 tolerance, appreciation and respect for their own and other cultures; know about similarities and differences between themselves, others and among families, faiths, communities, cultures and traditions.
- Staff encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions.
- Staff 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/racial stereotyping.

It is not acceptable to:

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

## Quality Assurance

Quality of childcare is not just about the individual care, it encompasses and includes parent support and the environment in which your child's care is delivered. At our centres, the senior manager/nominated person and the setting managers are responsible for monitoring quality assurance that is in place to ensure that your child is safe and getting the necessary support. Our long term aim is to employ a dedicated Quality Assurance manager to oversee all the settings.

The director and some of the senior managers will carry out continuous monitoring of our centres by random unannounced visits covering a detailed checklist thus ensuring our settings requirements are adhered to and more importantly compliance with statutory standards.

Our inspection routines will enable us to ensure uniform standards of care across all our settings. We are determined to uphold standards of care, and act quickly on any item of concern found during Quality Assurance visits. Follow up checks will be made to ensure they have been remedied and if necessary, further staff training may be implemented.

The overarching aim of this approach is to ensure the best possible quality of service within all Childville provisions and that all children attending the settings benefit from a safe and healthy childhood in which they enjoy life and achieve well. Achieving this aim requires a shared commitment by senior management, all staff, support by external agencies and by engaging and fostering respectful partnerships with parents/carers.

- Every Childville settings must strive for children to achieve better than the minimum expectations and to benefit from provision which is at least good rather than merely adequate.
- All our settings must contribute to the safety, well-being, learning and development of all children.

The purpose of this policy is to strengthen reflection, self-evaluation and continuous quality improvement in all our settings by:

- Establishing best practice and standardisation of practice in all our settings.
- Setting out Childville quality assurance monitoring/audit checklist and timescale
- Ensuring that every Childville management and staff share collective responsibility for identifying potential risks daily, reporting it and keeping children safe by adhering to all policies and procedures.
- Promoting the identification and sharing of best practice within each settings during termly group setting meetings and manager's WhatsApp group.

**Safeguarding :** It is of paramount importance that children attending all Childville settings are safe. Childville as a provider has a responsibility to ensure that procedures and practices in Child Protection and Health & Safety are securely in place and are effectively implemented by managers and staff.

Managers and staff must recognise their responsibilities towards those in their care and be aware of the procedures they should follow if they suspect that a child may have been abused or neglected. All staff will undertake enhanced DBS check prior to starting employment with Childville, receipt of two satisfactory references, Health & Safety/general induction. Safeguarding training, First Aid and Food Safety, Prevent and FGM (statutory trainings) would be accessible to all staff.

In order to ensure that the standardised procedures implemented to keep children safe in our settings are followed at all times by setting managers and their staff, schedule of risk assessment audits will now be available at all settings indicating the frequency of audit and Quality Assurance spot checks that will be conducted by senior management (i.e. director or nominated persons) in the following areas:

- Staff recruitment file - (i.e. DBS check, 2 references, identity check, practitioner observation, supervision, appraisal, identified training etc)
- Risk assessment (Yearly, termly, daily risk assessments will be checked to ensure it has been reviewed and updated in line with identified changes).

- Manager's observation of the practitioners and the planning monitoring sheet completed for practitioners will be checked for quality and consistency across board.
- Opportunities provided by managers for professional development and training according to staff specific need and the needs of the organisation to ensure positive impact on continuous improvement will also be monitored.
- Quality assurance visit checklist will be completed during every spot checks and action will be raised for any concerns with target completion date set. Where serious concern is identified, emergency supervision will be held with the manager.
- Early Years advisory teacher's visit reports/action set and categorisation of setting report will also be monitored and reviewed for progress regularly.
- Each setting manager will be encouraged to shadow another as good practice and to observe and spot check each other's setting.
- Safeguarding records: first aid forms, staff register, visitor register, child register, incident record, fire/lockdown drill, allergy list, injury on arrival etc.

## **Record keeping**

### **Record Keeping policy**

Alongside associated procedures, this policy was adopted by Childville on 5 September 2025.

#### **Aim**

We have record keeping systems in place for the safe and efficient management of the provision and to meet the needs of the children; that meet legal requirements for the storing and sharing of information within the framework of the GDPR and the Human Rights Act.

#### **Objectives**

- Children's records are kept in personal files, divided into appropriate sections, and stored separately from their developmental records.
- Children's personal files contain registration information as specified in procedure Children's records and data protection.
- Children's personal files contain other material described as confidential as required, such as Common Assessment Framework assessments, Early Support information or Education, Health and Care Plan (EHCP, case notes including recording of concerns, discussions with parents/carers, and action taken, copies of correspondence and reports from other agencies.
- Ethnicity data is only recorded where parents/carers have identified the ethnicity of their child themselves.
- Confidentiality is maintained by secure storage of files in a locked cabinet with access restricted to those who need to know. Client access to records is provided for within procedure Client access to records.
- Staff know how and when to share information effectively if they believe a family may require a particular service to achieve positive outcomes
- Staff know how to share information if they believe a child is in need or at risk of suffering harm.
- Staff record when and to whom information has been shared, why information was shared and whether consent was given. Where consent has not been given and staff have taken the decision, in line with guidelines, to override the refusal for consent, the decision to do so is recorded.
- Guidance and training for staff specifically covers the sharing of information between professions, organisations, and agencies as well as within them, and arrangements for training takes account of the value of multi-agency as well as single agency working.

#### **Records**

The following information and documentation are also held:

- name, address and contact details of the provider and all staff employed on the premises
- name address and contact details of any other person who will regularly be in unsupervised contact with children

- a daily record of all children looked after on the premises, their hours of attendance and their named key person
- certificate of registration displayed and shown to parents on request
- records of risk assessments
- record of complaints

## **Legal references**

General Data Protection Regulation 2018

Freedom of Information Act 2000

Human Rights Act 1998

Statutory Framework for the Early Years Foundation Stage (DfE 2025)

Data Protection Act 2018

Further guidance

Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (HMG 2018 updated May 2024)

Business management mini-guide (Alliance publication)

## **Record keeping procedures**

### **Children's records and data protection**

During an outbreak of serious illness of disease there may be the need to keep additional records as part of outbreak management. A record is kept of individual cases of children/families who are self-isolating due to symptoms as per usual record-keeping procedures. In all cases the principles of data protection are maintained at Childville.

### **Principles of data protection: lawful processing of data**

Personal data shall be:

- a) processed lawfully, fairly and in a transparent manner in relation to the data subject
- b) collected for specified, explicit and legitimate purposes and not further processed in a manner that is not compatible for these purposes
- c) adequate, relevant and necessary in relation to the purposes for which they are processed
- d) accurate, and where necessary, kept up to date; every reasonable step must be taken to ensure that personal data that are inaccurate, having regard to the purpose for which they are processed, are erased or rectified without delay
- e) kept in a form which permits identification of data subjects for no longer than is necessary for the purposes for which the personal data are processed

- f) processed in a manner that ensures appropriate security of the personal data, including protection against unauthorised or unlawful processing and against accidental loss, destruction or damage, using appropriate technical or organisational measures (“integrity and confidentiality”) Article 5 of the General Data Protection Regulations (2018)

*Educators should process data, record and share information in line with the principles above.*

### **General safeguarding recording principles**

- It is vital that all relevant interactions linked to safeguarding children’s and individual’s welfare are accurately recorded.
- All recordings should be made as soon as possible after the event.
- Recording should be to a good standard and clear enough to enable someone other than the person who wrote it, to fully understand what is being described.
- Recording can potentially be viewed by a parent/carer, Ofsted inspector, by the successors of the educators who record, and may be used in a Family Court as relevant evidence to decide whether a child should remain with their biological parents or be removed to live somewhere else. Recording needs to be fair and accurate, non-judgemental in tone, descriptive, relevant, and should clearly show what action has been taken to safeguard a child and reflect decision-making relating to safeguarding.
- Recording should be complete, it should show what the outcome has been, what happened to referrals, why decisions were made to share or not share information, and it should contain summaries and minutes of relevant multi-agency meetings and multi-agency communication.
- If injuries or other safeguarding concerns are being described the description must be clear and accurate and should give specific details of the injury observed and where it is located.

### **The principles of GDPR and effective safeguarding recording practice are upheld at Childville**

- Recording is factual and non-judgemental.
- The procedure for retaining and archiving personal data and the retention schedule and subsequent destruction of data is adhered to.
- Parents/carers and children where appropriate are made aware of what will be recorded and in what circumstances information is shared, prior to their child starting at the setting. Parents/carers are made aware of Childville Privacy notice and should signed GDPR section of the child registration form, which includes consent to recording and information sharing prior to their child attending the setting. If a parent/carer would not expect their information to be shared in any given situation, normally, they should be asked for consent prior to sharing.
- There are circumstances where information is shared without consent to safeguard children. These are detailed below, but in summary, information can be shared without consent if an educator is unable to gain consent, cannot be expected to gain consent, or gaining consent places a child at risk.

- Records can be accessed by, and information may be shared with local authority professionals. If there are significant safeguarding or welfare concerns, information may also be shared with a family proceedings Court or the police. Educators are aware of information sharing processes and all families should give informed consent to the way the setting will use, store, and share information.
- Recording should be completed as soon as possible and within 5 working days as a maximum for safeguarding recording timescales.
- If a child attends more than one setting, a two-way flow of information is established between the parents/carers, and other providers. Where appropriate, comments from others (as above) are incorporated into the child's records.

### **Children's personal files at Childville**

- We use paper records, appropriate files is used to secure children's registration forms. File dividers is inserted to file forms in alphabetical order.
- Other children's records kept are as follows:
  - personal details: registration form and consent forms – additional emergency contact numbers should be provided
  - contractual matters: copies of contract, days and times, record of fees, any fee reminders or records of disputes about fees.
  - SEND support requirements
  - additional focussed intervention provided by the setting e.g. support for behaviour, language or development that needs an Action Plan at setting level
  - records of any meetings held
  - welfare and safeguarding concerns: correspondence and reports: all letters and emails to and from other agencies and confidential reports from other agencies
- Children's personal files are kept in a filing cabinet, which is always locked when not in use.
- Correspondence in relation to a child is read, any actions noted, and filed immediately
- Access to children's personal files is restricted to those authorised to see them and make entries in them, this being the setting manager, deputy or designated person for child protection, the child's key person, or other staff as authorised by the setting manager.
- Children's personal files are not handed over to anyone else to look at.
- Children's files may be handed to Ofsted as part of an inspection or investigation; they may also be handed to local authority staff conducting a S11 audit if authorisation is seen.

# Privacy Notice

## Childville's Privacy Notice

[Name: Childville After School Services Ltd, 109b High Street, Hemel Hempstead, HP1 3AH address  
contact:07919913302

Data protection officer: Setting manager

### Introduction

Personal data is protected in accordance with data protection laws and used in line with your expectations. This privacy notice explains what personal data we collect, why we collect it, how we use it, the control you have over your personal data and the procedures we have in place to protect it.

When we refer to “we”, “us” or “our”, we mean Childville.

### What personal data we collect at Childville

We collect personal data about you and your child to provide care and learning tailored to meet your child's individual needs. Personal details that we obtain from you include your child's: name, date of birth, address, and health, development and any special educational needs information. We will also ask for information about who has parental responsibility for your child and any court orders pertaining to your child.

Personal data that we collect about you includes: your name, home and work address, phone numbers, email address, emergency contact details, and family details.

We will only with your consent collect your national Insurance number or unique taxpayer reference (UTR) where necessary if you are self-employed and where you apply for up to 30 hours free childcare and early education. We also collect information regarding benefits and family credits. Please note that if this information is not provided, then we cannot claim funding for your child.

We also process financial information when you pay your childcare and early education fees by direct debit. We may collect other data from you when you voluntarily contact us.

Where applicable we will obtain details of your child's social worker, child protection plans from social care, and health care plans from health professionals and other health agencies.

We may collect this information in a variety of ways. For example, data will be collected from you directly in the registration form; from identity documents; from correspondence with you; or from health and other professionals.

### Why we collect personal data and the legal basis for handling your data

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

- To support your child's wellbeing and development.

- To effectively manage any special education, health or medical needs of your child whilst at the setting.
- To carry out regular assessment of your child's progress and to identify any areas of concern.
- To maintain relevant contact about your child's wellbeing and development.
- To contact you in the case of an emergency.
- To process your claim for free childcare and early education, if applicable.
- To enable us to respond to any questions you ask.
- To keep you updated about information which forms part of your contract with us.
- To notify you of service changes or issues.
- To send you our e-newsletter, if you have subscribed to it.

**With your consent, we would also like to:**

- Collect your child's ethnicity and religion data for monitoring purposes.
- Record your child's activities for their individual learning journal (this will often include photographs and videos of children during play).
- Sign you up for our free parent e-newsletter (where applicable) which provides resources and useful information for parents.
- Transfer your child's records to the receiving school when s/he transfers.

If we wish to use any images of your child for training, publicity or marketing purposes we will seek your written consent for each image we wish to use. You are able to withdraw your consent at any time, for images being taken of your child and/or for the transfer of records to the receiving school, by confirming so in writing to the setting. You can also unsubscribe from receiving our parent e-newsletter by notifying the setting.

We have a legal obligation to process safeguarding related data about your child should we have concerns about her/his welfare.

**Who we share your data with**

As a registered early years provider to deliver childcare and early education services it is necessary for us to share data about you and/or your child with the following categories of recipients:

- Ofsted when there has been a complaint about the childcare and early education service or during an inspection.
- Banking services to process direct debit payments.
- The local authority if you claim up to 30 hours free childcare.
- The governments eligibility checker as above, if applicable.
- Our insurance underwriter, where applicable.
- An email newsletter service, where you have given consent to receive our e-newsletter.

**We will also share your data:**

- If we are legally required to do so, for example, by a law enforcement agency, court.
- To enforce or apply the terms and conditions of your contract with us.

- To protect your child and other children; for example, by sharing information with medical services, social services, or the police.
- If it is necessary to protect our rights, property, or safety or to protect the rights, property, or safety of others.
- With the school that your child will be attending, when they transfer, if applicable.
- If we transfer the management of the provision out or take over any other organisation or part of it, in which case we may disclose your personal data to the prospective seller or buyer so that they may continue using it in the same way.

We will never share your data with any organisation to use for their own purposes.

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

We take the security of your personal data seriously. We have internal policies and strict controls in place to try to ensure that your data is not lost, accidentally destroyed, misused, or disclosed and to prevent unauthorised access.

Where we engage third parties to process personal data on our behalf, they are under a duty of confidentiality and are obliged to implement appropriate technical and organisational measures to ensure the security of data.

### **Where do we store your data?**

All data you provide to us is stored on paper records kept in a locked filing cabinets. We may also store some data on secure computers or servers located within the UK or European Economic Area.

Our third-party data processors will also store your data on secure servers which may be situated inside or outside the European Economic Area. They may also store data in paper files.

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

We retain your data in line with our retention policy a summary is below:

- You and your child's data, including registers are retained **3 years** after your child no longer uses the setting, or until our next Ofsted inspection after your child leaves our setting.
- Medication records and accident records are kept for longer according to legal requirements.
- Learning journals are maintained by the setting and are handed to parent/carer when your child leaves.
- In some cases (child protection or other support service referrals), we may need to keep your data longer, only if it is necessary to comply with legal requirements. We will only keep your data for as long as is necessary to fulfil the purposes it was collected for and in line with data protection laws.

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

As a data subject, you have several rights. You can:

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

If you wish to exercise any of these rights at any time please contact the manager at the setting by email, telephone or when you attend the setting.

## **How to ask questions about this notice**

If you have any questions, comments, or concerns about any aspect of this notice or how we handle your data please contact the manager at the setting.

## **How to contact the Information Commissioner Office (ICO)**

If the manager is not able to address your concern, please contact Nicky Coker – director on 07919913302

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

## **Changes to this notice**

We keep this notice under regular review. Any changes to this notice will be shared with you so that you may be aware of how we always use your data.

## **Confidentiality, recording and sharing information**

Most things that happen between the family, the child and the setting are confidential to Childville. In certain circumstances information is shared, for example, a child protection concern will be shared with other professionals including social care or the police, and settings will give information to children's social workers who undertake S17 or S47 investigations. Normally parents/carers should give informed consent before information is shared, but in some instances, such as if this may place a child at risk, or a serious offence may have been committed, parental consent should not be sought before information is shared. Local Safeguarding Partnership (LSP) procedures should be followed when making referrals, and advice sought if there is a lack of clarity about whether parental consent is needed before making a referral due to safeguarding concerns.

- Staff discuss children's general progress and well-being together in meetings, but more sensitive information is restricted to designated persons and key persons and shared with other staff on a need-to-know basis.

- Members of staff do not discuss children with staff who are not involved in the child's care, nor with other parents/carers or anyone else outside of the organisation, unless in a formal and lawful way.
- Discussions with other professionals should take place within a professional framework, not on an informal basis. Staff should expect that information shared with other professionals will be shared in some form with parent/carers and other professionals, unless there is a formalised agreement to the contrary, i.e. if a referral is made to children's social care, the identity of the referring agency and some of the details of the referral is likely to be shared with the parent/carer by children's social care.
- It is important that members of staff explain to parents that sometimes it is necessary to write things down in their child's file and explain the reasons why.
- When recording general information, staff should ensure that records are dated correctly, and the time is included where necessary and signed.
- Welfare/child protection concerns are recorded on Safeguarding concern reporting form. Information is clear and unambiguous (fact, not opinion), although it may include the educator's thoughts on the impact on the child.
- Records are non-judgemental and do not reflect any biased or discriminatory attitude.
- Not everything needs to be recorded, but significant events, discussions and telephone conversations must be recorded at the time that they take place.
- Recording should be proportionate and necessary.
- When deciding what is relevant, the things that cause concern are recorded as well as action taken to deal with the concern. The appropriate recording format is filed within the child's file.
- Information shared with other agencies is done in line with these procedures.
- Where a decision is made to share information (or not), reasons are recorded.
- Staff may use a computer to type reports, or letters. Where this is the case, the typed document is deleted from the computer and only the hard copy is kept.
- Electronic copy where applicable is printed out or downloaded on a flash drive, labelled with the child's name and stored in the child's file. No documents are kept on a hard drive because computers do not have facilities for confidential user folders.
- The setting is registered with the Information Commissioner's Office (ICO). Staff are expected to follow guidelines issued by the ICO, at <https://ico.org.uk/for-organisations/guidance-index/>
- Additional guidance in relation to information sharing about adults is given by the Social Care Institute for Excellence, at [www.scie.org.uk/safeguarding/adults/practice/sharing-information](http://www.scie.org.uk/safeguarding/adults/practice/sharing-information)
- Staff should follow guidance including Working Together to Safeguard Children (DfE 2023); Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers 2024 and What to do if you're Worried a Child is Being Abused (HMG 2015)

## **Confidentiality definition**

- Personal information of a private or sensitive nature, which is not already lawfully in the public domain or readily available from another public source, and has been shared in a relationship, where the person giving the information could reasonably expect it would not be shared with others.
- Staff can be said to have a 'confidential relationship' with families. Some families share information about themselves readily; members of staff need to check whether parents/carers regard this information as confidential or not.
- Parents/carers sometimes share information about themselves with other parents/carers as well as staff; the setting cannot be held responsible if information is shared beyond those parents/carers whom the person has confided in.
- Information shared between parents/carers in a group is usually bound by a shared agreement that the information is confidential and not discussed outside. The setting manager is not responsible should that confidentiality be breached by participants.
- Where third parties share information about an individual; staff need to check if it is confidential, both in terms of the party sharing the information and of the person whom the information concerns.
- Information shared is confidential to the setting.
- Educators ensure that parents/carers understand that information given confidentially will be shared appropriately within the setting (for instance with a designated person, during supervision) and should not agree to withhold information from the designated person or their line manager.

## **Breach of confidentiality**

- A breach of confidentiality occurs when confidential information is not authorised by the person who provided it, or to whom it relates, without lawful reason to share.
- The impact is that it may put the person in danger, cause embarrassment or pain.
- It is not a breach of confidentiality if information was provided on the basis that it would be shared with relevant people or organisations with lawful reason, such as to safeguard an individual at risk or in the public interest, or where there was consent to the sharing.
- Procedure Children's records and data protection must be followed.

## **Exception**

- GDPR enables information to be shared lawfully within a legal framework. The Data Protection Act 2018 balances the right of the person about whom the data is stored with the possible need to share information about them.
- The Data Protection Act 2018 contains "safeguarding of children and individuals at risk" as a processing condition enabling "special category personal data" to be processed and to be shared. This

allows educators to share without consent if it is not possible to gain consent, if consent cannot reasonably be gained, or if gaining consent would place a child at risk.

- Confidential information may be shared without authorisation - either from the person who provided it or to whom it relates, if it is in the public interest and it is not possible or reasonable to gain consent or if gaining consent would place a child or other person at risk. The Data Protection Act 2018 enables data to be shared to safeguard children and individuals at risk. Information may be shared to prevent a crime from being committed or to prevent harm to a child, Information can be shared without consent in the public interest if it is necessary to protect someone from harm, prevent or detect a crime, apprehend an offender, comply with a Court order or other legal obligation or in certain other circumstances where there is sufficient public interest.
- Sharing confidential information without consent is done only in circumstances where consideration is given to balancing the needs of the individual with the need to share information about them.
- When deciding if public interest should override a duty of confidence, consider the following:
  - is the intended disclosure appropriate to the relevant aim?
  - what is the vulnerability of those at risk?
  - is there another equally effective means of achieving the same aim?
  - is sharing necessary to prevent/detect crime and uphold the rights and freedoms of others?
  - is the disclosure necessary to protect other vulnerable people?

The decision to share information should not be made as an individual, but with the backing of the designated person who can provide support, and sometimes ensure protection, through appropriate structures and procedures.

## **Obtaining consent**

Consent to share information is not always needed. However, it remains best practice to engage with people to try to get their agreement to share where it is appropriate and safe to do so.

Using consent as the lawful basis to store information is only valid if the person is fully informed and competent to give consent and they have given consent of their own free will, and without coercion from others, Individuals have the right to withdraw consent at any time.

You should not seek consent to disclose personal information in circumstances where:

- someone has been hurt and information needs to be shared quickly to help them
- obtaining consent would put someone at risk of increased harm
- obtaining consent would prejudice a criminal investigation or prevent a person being questioned or caught for a crime they may have committed
- the information must be disclosed regardless of whether consent is given, for example if a Court order or other legal obligation requires disclosure

NB. The serious crimes indicated are those that may harm a child or adult; reporting confidential information about crimes such as theft or benefit fraud are not in this remit.

- Settings are not obliged to report suspected benefit fraud or tax evasion committed by clients, however, they are obliged to tell the truth if asked by an investigator.
- Parents/carers who confide that they are working while claiming should be informed of this and should be encouraged to check their entitlements to benefits, as they it may be beneficial to them to declare earnings and not put themselves at risk of prosecution.

## **Consent**

- Parents/carers share information about themselves and their families. They have a right to know that any information they share will be regarded as confidential as outlined in Privacy notice. They should also be informed about the circumstances, and reasons for the setting being under obligation to share information.
- Parents/carers are advised that their informed consent will be sought in most cases, as well as the circumstances when consent may not be sought, or their refusal to give consent overridden.
- Where there are concerns about whether to gain parental consent before sharing information, for example when making a Channel or Prevent referral the setting manager must inform their line manager for clarification before speaking to parents/carers.
- Consent must be informed - that is the person giving consent needs to understand why information will be shared, what will be shared, who will see information, the purpose of sharing it and the implications for them of sharing that information.

## **Separated parents/carers**

- Consent to share need only be sought from one parent/carer. Where parents/carers are separated, this would normally be the parent/carer with whom the child resides.
- Where there is a dispute, this needs to be considered carefully.
- Where the child is looked after, the local authority, as 'corporate parent' may also need to be consulted before information is shared.

## **Age for giving consent**

- A child may have the capacity to understand why information is being shared and the implications. For most children under the age of eight years in a nursery or out of school childcare context, consent to share is sought from the parent/carer, or from a person who has parental responsibility.
- Young persons (16-19 years) are capable of informed consent. Some children from age 13 onwards may have capacity to consent in some situations. Where they are deemed not to have capacity, then someone with parental responsibility must consent. If the child is capable and gives consent, this may override the parent's/carer's wish not to give consent.
- Adults at risk due to safeguarding concerns must be deemed capable of giving or withholding consent to share information about them. In this case 'mental capacity' is defined in terms of the Mental

Capacity Act 2005 Code of Practice (Office of the Public Guardian 2007). It is rare that this will apply in the context of the setting.

### **Ways in which consent to share information can occur**

- Policies and procedures set out the responsibility of the setting regarding gaining consent to share information, and when it may not be sought or overridden.
- Information in leaflets to parents/carers, or other leaflets about the provision, including privacy notices.
- Consent forms signed at registration (for example to apply sun cream).
- Notes on confidentiality included on every form the parent/carer signs.
- Parent/carer signatures on forms giving consent to share information about additional needs, or to pass on child development summaries to the next provider/school.

### **Further guidance**

Working Together to Safeguard Children (DfE 2023)

Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers (HMG 2024)

What to do if you're Worried a Child is Being Abused (HMG 2015)

Mental Capacity Act 2005 Code of Practice (Office of the Public Guardian 2007)

### **Client access to records**

Under the General Data Protection Regulations there are additional rights granted to data subjects which must be protected by Childville.

The parent/carer is the 'subject' of the file in the case where a child is too young to give 'informed consent' and has a right to see information that the setting has compiled on them.

- If a parent/carer wishes to see the file, a written request is made, which the setting acknowledges in writing, informing the parent/carer that an arrangement will be made for him/her to see the file contents, subject to third party consent.
- Information must be provided within 30 days of receipt of request. If the request for information is not clear, the manager must inform the director who will receive legal guidance, for instance, from Law-Call being a member of the Alliance. In some instances, it may be necessary to allow extra time in excess to the 30 days to respond to the request. An explanation must be given to the parent/carer where this is the case. The maximum extension time is 2 months.
- A fee may be charged to the parent/carer for additional requests for the same material, or any requests that will incur excessive administration costs.
- The setting manager informs their line manager/owner and legal advice is sought.
- The setting manager goes through the file and ensures all documents are filed correctly, entries are in date order and that there are no missing pages. They note any information, entry or correspondence or

other document which mentions a third party. The setting manager should always ensure that recording is of good quality, accurate, fair, balanced and proportionate and should have quality assurance processes in place to ensure that files are checked for quality regularly and that any issues are addressed promptly.

- Each of those individuals are written to, explaining that the subject of the file has requested sight of the file which contains a reference to them, stating what this is.
- They are asked to reply in writing to the setting manager giving or refusing consent for disclosure of that material.
- Copies of these letters and their replies are kept on the child's file.
- Agencies will normally refuse consent to share information, and the parent should be redirected to those agencies for a request to see their file held by that agency.
- Entries where you have contacted another agency may remain, for example, a request for permission from social care to leave in an entry where the parent was already party to that information.
- Each family member and/or carer noted on the file is a third party, so where there are separate entries pertaining to each parent/carers, stepparent, grandparent etc, each of those must be written to regarding third party consent.
- Members of staff should also be written to, but the setting reserves the right under the legislation to override a refusal for consent or just delete the name and not the information.
  - If the member of staff has provided information that could be considered 'sensitive,' and the staff member may be in danger if that information is disclosed, then the refusal may be granted.
  - If that information is the basis of a police investigation, then refusal should also be granted.
  - If the information is not sensitive, then it is not in the setting's interest to withhold that information from a parent. It is a requirement of the job that if a member of staff has a concern about a child and this is recorded; the parents/carers are told this at the start and in most cases, concerns that have been recorded will have been discussed already, so there should be no surprises.
  - The member of staff's name can be removed from an entry, but the parent/carers may recognise the writing or otherwise identify who had provided that information. In the interest of openness and transparency, the setting manager may consider overriding the refusal for consent.
  - In each case this should be discussed with members of staff and decisions recorded.
- When the consent/refusals have been received, the setting manager takes a photocopy of the whole file. On the copy file the document not to be disclosed is removed (e.g. a case conference report) or notes pertaining to that individual in the contact pages blanked out using a thick marker pen.
- The copy file is then checked, and legal advisors verify that the file has been prepared appropriately, for instance, in certain circumstances redaction may be appropriate, for instance if a child may be damaged by their data being seen by their parent/carers, e.g. if they have disclosed abuse. This must be clarified with the legal adviser.

- The 'cleaned' copy is then photocopied again and collated for the parent to see.
- The setting manager informs the parent/carer that the file is now ready and invites him/her to make an appointment to view it.
- The setting manager and their line manager/director meet with the parent/carer to go through the file, explaining the process as well as what the content records about the child and the work that has been done. Only the persons with parental responsibility can attend that meeting, or the parent's/carer's legal representative or interpreter.
- The parent/carer may take a copy of the prepared file, but it is never handed over without discussion.
- It is an offence to remove material that is controversial or to rewrite records to make them more acceptable. If recording procedures and guidelines have been followed, the material should reflect an accurate and non-judgemental account of the work done with the family.
- If a parent/carer feels aggrieved about any entry in the file, or the resulting outcome, then the parent/carer should be referred to section Complaints procedure for parents/carers and service users.
- The law requires that information held must be accurate, and if a parent/carer says the information held is inaccurate then the parent/carer has a right to request it to be changed. However, this only pertains to factual inaccuracies. Where the disputed entry is a matter of opinion, professional judgement, or represents a different view of the matter than that held by the parent/carer, the setting retains the right not to change the entry but can record the parent's/carer's view. In most cases, a parent/carer would have had the opportunity at the time to state their side of the matter, and this should have been recorded there and then.
- If there are any controversial aspects of the content of a client's file, legal advice must be sought. This might be where there is a court case between parents or where social care or the police may be considering legal action, or where a case has already completed, and an appeal process is underway.
- A setting should never 'under-record' for fear of the parent/carer seeing, nor should they make 'personal notes' elsewhere.

### **Further guidance**

The Information Commissioner's Office <https://ico.org.uk/> or helpline 0303 123 1113.

### **Transfer of records**

Records about a child's development and learning in the EYFS are made by the staff at Childville; to enable smooth transitions, appropriate information is shared with the receiving setting or school at transfer.

Confidential records are passed on securely where there have been concerns, as appropriate.

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

- It is the setting manager's responsibility to ensure that records are transferred and closed in accordance with the archiving procedures, set out below.

- If the Local Safeguarding Partnership (LSP) retention requirements are different to the setting, the designated safeguarding lead will liaise with their line manager and seek legal advice if necessary.

### **Development and learning records**

- The key person prepares a summary of achievements in the prime and specific areas of learning and development
- This record refers to any additional languages spoken by the child and their progress in all languages.
- The record also refers to any additional needs that have been identified or addressed by the setting and any action plans.
- The record also refers to any special needs or disability and whether early help referrals, or child in need (CIN) referrals or child protection (CP) referrals, were raised in respect of special educational needs or disability, whether there is an Action Plan (or other relevant plan, such as CIN or CP, or early help) and gives the name of the lead professional.
- The summary shared with schools should also include whether the child is in receipt of, or eligible for EYPP (Early Years Pupil Premium) or other additional funding.
- The record contains a summary by the key person and a summary of the parent/carers' view of the child.
- The document may be accompanied by other evidence such as photos or drawings that the child has made.
- The setting will use the local authority's assessment summary format or transition record, where these were provided.
- Whichever format of assessment summary is used; it should be completed and shared with the parent/carer prior to transfer.

### **Transfer of confidential safeguarding and child protection information**

- The receiving school/setting will need a record of child protection concerns raised in the setting and what was done about them. The responsibility for transfer of records lies with the originating setting, not on the receiving setting/school to make contact and request them.
- To safeguard children effectively, the receiving setting must be made aware of any current child protection concerns, preferably by telephone, prior to the transfer of written records.
- Parents/carers should be reminded that sensitive information about their child is passed onto receiving settings where there have been safeguarding concerns and should be asked to agree to this prior to the information being shared. Settings are obliged to share data linked to "child abuse" which is defined as physical injury (non-accidental) physical and emotional neglect, ill treatment and abuse.
- Parents/carers should be asked to agree to this, however, where safeguarding concerns have reached the level of a referral being made to local children's social work services (either due to concerns that a child may be at risk of significant harm or that a child may be in need under Section 17 of the Children

Act,) if consent is withheld the information will most likely need to be shared anyway. It is important that any decisions made to share or not share with or without consent are fully recorded.

- For any safeguarding or welfare concerns that resulted in an early help referral being made, and if consent to share is withheld, legal advice is sought prior to sharing.
- If the level of a safeguarding concern has not been such that a referral was made for early help, or to children's social work services or police, the likelihood is that any concerns were at a very low level and if they did not meet the threshold for early help, they are unlikely to need to be shared as child abuse data with a receiving setting, however, the designated safeguarding lead should make decisions on a case by case basis, seeking legal advice as necessary.
- The designated safeguarding lead person should check the quality of information to be transferred prior to transfer, ensuring that any information to be shared is accurate, relevant, balanced and proportionate. Parents/carers can request that any factual inaccuracies are amended prior to transfer.
- If a parent/carer wants to see the exact content of the safeguarding information to be transferred, they should go through the subject access request process. It is important that a child or other person is not put at risk through information being shared.
- If no referrals have been made for early help or to children's social work services and police, there should not normally be any significant information which is unknown to a parent/carer being shared with the receiving school or setting.
- If a parent/carer has objections or reservations about safeguarding information being transferred to the new setting, or if it is unclear what information should be included, the designated person will seek legal advice.
- If LSP requirements are different to the setting's this must be explained to the parent/carer, and a record of the discussion should be signed by parents/carers to indicate that they understand how the information will be shared, in what circumstances, and who by.
- Prior to sharing the information with the receiving setting, the designated safeguarding lead should check LSP retention procedures and if it becomes apparent that the LSP procedures are materially different to setting's procedures this is brought to the attention of the designated safeguarding lead's line manager, who will agree how to proceed.
- If a child protection plan or child in need plan is in place Child welfare and protection summary is also photocopied and a copy is given to the receiving setting or school, along with the date of the last professional meeting or case conference.
- If a S47 investigation has been undertaken by the local authority a copy of the child welfare and protection concern summary form is given to the receiving setting/school.
- Where a CAF (Common Assessment Framework)/early help assessment has been raised in respect of welfare concerns, the name and contact details of the lead professional are passed on to the receiving setting or school.

- If the setting has a copy of a current plan in place due to early help services being accessed, a copy of this should be given to the receiving setting, with parental consent.
- Where there has been a S47 investigation regarding a child protection concern, the name and contact details of the child's social worker will be passed on to the receiving setting/school, regardless of the outcome of the investigation.
- Where a child has been previously or is currently subject to a child protection plan, or a child in need plan, the name and contact details of the child's social worker will be passed onto the receiving setting/school, along with the dates that the relevant plan was in place for.
- This information is posted (by 'signed for' delivery) or taken to the school/setting, addressed to the setting's or school's designated person for child protection and marked confidential. Electronic records must only be transferred by a secure electronic transfer mechanism, or after the information has been encrypted.
- Parent/carers should be made aware what information will be passed onto another setting via Privacy notice.
- Copies of the last relevant initial child protection conference/review, as well as the last core group or child in need minutes can be given to the setting/school.
- The setting manager must review and update Child welfare and protection summary, checking for accuracy, proportionality, and relevance, before this is copied and sent to the setting/school.
- The setting manager ensures the remaining file is archived in line with the procedures set out below.

No other documentation from the child's personal file is passed to the receiving setting or school. The setting keeps a copy of any safeguarding records in line with required retention periods.

### **Archiving children's files**

- Paper documents are removed from the child's registration folder and placed in another file for children that has left. Write the date the child left in front of the registration form,.
- The setting manager writes clearly on a plain paper the length of time the child document should be kept before destruction.

The leavers file stored in a safe place i.e. a locked cabinet for three years or until the next Ofsted inspection conducted after the child has left the setting and can then be destroyed.

- For web-based or electronic children's files (where applicable), the designated person must also use the archiving procedure, and records details of what needs to be retained/destroyed. The designated person must plan to ensure that electronic files are deleted/retained as required in accordance with the required retention periods in the same way as paper-based files.
- Health and safety records and some accident records pertaining to a child are stored in line with required retention periods.

## Recording and reporting of accidents and incidents

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

### Policy statement

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

### Procedures

*Our accident form:*

- is kept in a safe and secure place;
- is accessible to staff and volunteers, who all know how to complete it; and
- is reviewed monthly by the manager/deputy to identify any potential or actual hazards and discuss with children.

### *Reporting accidents and incidents*

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

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

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

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

We meet our legal requirements in respect of the safety of our employees and the public by complying with RIDDOR (the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations). We report to the Health and Safety Executive:

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

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

Information for reporting incidents to the Health and Safety Executive is provided in the Pre-school Learning Alliance's Accident Record publication. Any dangerous occurrence is recorded in our incident form (see below).

#### *Our incident form*

- We have ready access to telephone numbers for emergency services, including the local police. Where we are responsible for the premises we have contact numbers for the gas and electricity emergency services, and a carpenter and plumber. Where we rent premises we ensure we have access to the person responsible and that there is a shared procedure for dealing with emergencies.
- We keep an incident form for recording major incidents, including those that are reportable to the Health and Safety Executive as above.
- These incidents include:
  - a break in, burglary, or theft of personal or the setting's property;
  - an intruder gaining unauthorised access to the premises;
  - a fire, flood, gas leak or electrical failure;
  - an attack on member of staff or parent on the premises or nearby;
  - any racist incident involving staff or family on the setting's premises;
  - a notifiable disease or illness, or an outbreak of food poisoning affecting two or more children looked after on the premises;
  - the death of a child or adult, and
  - a terrorist attack, or threat of one.
- On the incident form we record the date and time of the incident, nature of the event, who was affected, what was done about it or if it was reported to the police, and if so a crime number. Any follow up, or insurance claim made, is also recorded.
- In the unlikely event of a terrorist attack, we follow the advice of the emergency services with regard to evacuation, medical aid and contacting children's families. Our standard Fire Safety and Emergency Evacuation Policy will be followed and staff will take charge of their key children. The incident is recorded when the threat is averted.
- In the unlikely event of a child dying on the premises, for example, through cot death in the case of a baby, the emergency services are called, and the advice of these services are followed.
- The incident form is not for recording issues of concern involving a child. This is recorded in the child's own file.

## **Legal framework**

- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013

## **Further guidance**

- RIDDOR Guidance and Reporting Form: [www.hse.gov.uk/riddor](http://www.hse.gov.uk/riddor)

## **Other useful Pre-school Learning Alliance publications**

- Accident Record (2010)
- Reportable Incident Record (2012)

# Safeguarding children, Young People and Vulnerable Adults

## Safeguarding children, Young People and Vulnerable Policy

Alongside associated procedures in Safeguarding children, young people and vulnerable adults, this policy was adopted by Childville on 4 September 2025.

Designated safeguarding lead is: **Setting Manager/Deputy**

### Aim

We are committed to safeguarding children, young people and vulnerable adults and we will do this by putting young people and vulnerable adult's right to be 'strong, resilient and listened to' at the heart of all our activities. We adopted the Early Years Alliance 'four commitments' which are broad statements against which policies and procedures across the organisation are drawn to provide a consistent and coherent strategy for safeguarding children young people and vulnerable adults. The four key commitments are:

1. The Alliance is committed to empowering children, young people, and vulnerable adults, promoting their right to be '**strong, resilient, actively listened to, and heard**'.
2. The Alliance upholds a culture of safety in which children, young people and vulnerable adults are protected from abuse and harm in all areas of its curriculum and service delivery.
3. The Alliance is committed to preventing harm and responding promptly and appropriately to all incidents or concerns of abuse that may occur. Working with statutory agencies to achieve the best possible outcomes for every child.
4. The Alliance is dedicated to increasing safeguarding confidence, knowledge and good practice throughout its training and learning programmes for adults, advocating support and representation for those in greatest need.

NB: A 'young person' is defined as 16–19-year-old. In an early years setting, they may be a student, apprentice educator, or parent/carer.

A 'vulnerable adult' (see guidance to the Care Act 2014) as: 'a person aged 18 years or over, who is in receipt of or may need community care services by reason of 'mental or other disability, age or illness and who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation'. In early years, this person may be a service user, parent/carer of a service user, or a volunteer.

### Key Commitment 1

- All staff receive adequate training in child protection matters and have access to the setting's policy and procedures for reporting concerns of possible abuse and the safeguarding procedures of the Local Safeguarding Partners.
- All staff have adequate information on issues affecting vulnerability in families such as social exclusion, domestic violence, mental illness, substance misuse and parental learning disability, together with

training that takes account of factors that affect children that arise from inequalities of race, gender, disability, language, religion, sexual orientation, or culture.

- We use available curriculum materials for young children, taking account of information in the Early Years Foundation Stage, that enable children to be strong, resilient, and listened to and heard.
- All services seek to build the emotional and social skills of children and young people who are service users in an age-appropriate way, including increasing their understanding of how to stay safe.
- We adhere to the EYFS Safeguarding and Welfare requirements.

## **Key Commitment 2**

- All staff are trained in line with the Criteria set out in Annex C of the EYFS (November 2025). Our training provider is LBBD Early Years Team, Flick Training, and Preschool Learning Alliance. Safeguarding training is refreshed through in-house questions and renewed every two years. The designated safeguarding lead ensures support, advice and guidance for all staff to meet their safeguarding responsibilities by:
  - Regular supervision and 1:1 Team briefings, staff meetings, reviewing safeguarding procedures together.
- There are procedures in place to prevent known abusers from coming into the organisation as employees or volunteers at any level.
- Safeguarding is the responsibility of every person undertaking the work of the organisation in any capacity.
- There are procedures for dealing with allegations of abuse against a member of staff, or any other person undertaking work whether paid or unpaid for the organisation, where there is an allegation of abuse or harm of a child. Procedures differentiate clearly between an allegation, a concern about quality of care or practice and complaints.
- There are procedures in place for reporting abuse of children or a young person in the setting.
- There are procedures in place for reporting safeguarding concerns where a child may meet the s17 definition of a child in need (Children Act 1989) and/or where a child may be at risk of significant harm, and to enable staff to make decisions about appropriate referrals using local published threshold documents.
- There are procedures in place for reporting abuse of a vulnerable adult in the setting.
- There are procedures in place in relation to escalating concerns and professional challenge.
- There are procedures in place for working in partnership with agencies involving a child, or young person or vulnerable adult, for whom there is a protection plan in place. These procedures also take account of working with families with a 'child in need' and with families in need of early help, who are affected by issues of vulnerability such as social exclusion, radicalisation, domestic violence, mental illness, substance misuse and parental learning disability.

- These procedures take account of diversity and inclusion issues to promote equal treatment of children and their families and that take account of factors that affect children that arise from inequalities of race, gender, disability, language, religion, sexual orientation, or culture.
- There are procedures in place for record keeping, confidentiality and information sharing, which are in line with data protection requirements.
- We follow government and Local Safeguarding Partners guidance in relation to extremism.
- The procedures of the Local Safeguarding Partners must be followed.

### **Key Commitment 3**

- We have a 'designated safeguarding lead person' (the setting manager), who is responsible for carrying out child, young person, or adult protection procedures.
- The designated safeguarding lead is responsible for overseeing all child, young person or adult protection matters.
- The 'designated safeguarding lead' ensures they have links with statutory and voluntary organisations regarding safeguarding children.
- The 'designated safeguarding lead' ensures they have received appropriate training on child protection matters and that all staff are adequately informed and/or trained to recognise child abuse in the categories of physical, emotional, and sexual abuse and neglect.
- The 'designated safeguarding lead' ensures all staff are aware of the additional vulnerabilities that affect children that arise from inequalities of race, gender, disability, language, religion, sexual orientation, or culture and that these receive full consideration in child, young person, or adult protection related matters.
- The 'designated safeguarding lead ensures that staff are aware and receive training in social factors affecting children's vulnerability including, but not limited to:
  - social exclusion
  - domestic violence and controlling or coercive behaviour
  - mental illness
  - drug and alcohol abuse (substance misuse)
  - parental/carer learning disability
  - radicalisation
  - The 'designated safeguarding lead' ensures that staff are aware and receive training in other ways that children may suffer significant harm and stay up to date with relevant contextual safeguarding matters:
    - abuse of disabled children
    - fabricated or induced illness
    - child abuse linked to spirit possession

- sexually exploited children
- children who are trafficked and/or exploited
- female genital mutilation
- extra-familial abuse and threats
- children involved in violent offending, with gangs and county lines.

The 'designated safeguarding lead' ensures they are adequately informed in vulnerable adult protection matters.

#### **Key commitment 4**

- There are procedures in place to ensure staff recognise children and families who may benefit from early help and can respond using local early help processes. Designated safeguarding leads should ensure all staff understand how to identify and respond to families who may need early help.
- Staff are supported to make the right decisions that enable timely and appropriate action to be taken.
- Designated safeguarding leads contribute towards local safeguarding arrangements to ensure that the views of the sector are heard at the highest level by:
  - Finding out how education and childcare are represented at a strategic level within their Local Safeguarding Partnership (LSP) structures.
  - Sharing their knowledge of the experiences of children in their cohort with LSP local leaders

#### **Legal references**

Primary legislation

Children Act 1989 – s 47

Protection of Children Act 1999

Care Act 2014

Children Act 2004 s11

Children and Social Work Act 2017

Safeguarding Vulnerable Groups Act 2006

Counter-Terrorism and Security Act 2015

General Data Protection Regulation 2018

Data Protection Act 2018

Modern Slavery Act 2015

Sexual Offences Act 2003

Serious Crime Act 2015

Criminal Justice and Court Services Act (2000)

Human Rights Act (1998)

Equalities Act (2006)  
Equalities Act (2010)  
Disability Discrimination Act (1995)  
Data Protection Act (2018)  
Freedom of Information Act (2000)  
Legal references  
Working Together to Safeguard Children (HMG 2023)  
Statutory Framework for the Early Years Foundation Stage 2024  
What to Do if You are Worried a Child is Being Abused (HMG 2015)  
Prevent duty guidance for England and Wales: guidance for specified authorities in England and Wales on the duty of schools and other providers in the Counterterrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism' (HMG 2015)  
Keeping Children Safe in Education 2024  
Education Inspection Framework (Ofsted 2024)  
The framework for the assessment of children in need and their families (DoH 2000)  
The Common Assessment Framework (2006)  
Statutory guidance on inter-agency working to safeguard and promote the welfare of children (DfE 2015)

## **Further guidance**

Information sharing advice for safeguarding practitioners (DfE 2024)  
The Team Around the Child (TAC) and the Lead Professional (CWDC 2009)  
The Common Assessment Framework (CAF) – guide for practitioners (CWDC 2010)  
Multi-Agency Statutory Guidance on Female Genital Mutilation (HMG. 2016)  
Multi-Agency Public Protection Arrangements (MAPPA) (Ministry of Justice, National Offender Management Service and HM Prison Service 2014)  
Safeguarding Children from Abuse Linked to a Belief in Spirit Possession (HMG 2010)  
Safeguarding Children in whom Illness is Fabricated or Induced (HMG 2007)  
Safeguarding Disabled Children: Practice Guidance (DfE 2009)  
Safeguarding Children who may have been Trafficked (DfE and Home Office 2011)  
Child sexual exploitation: definition and guide for practitioners (DfE 2017)  
Handling Cases of Forced Marriage: Multi-Agency Practice Guidelines (HMG 2014)  
Spotlight: Creating a culture of safeguarding (Early Years Alliance)  
Developing an effective safeguarding culture in early years education (Early Years Alliance publication)

## **Safeguarding Children, Young People and Vulnerable Adults**

### **Responding to safeguarding or child protection concerns**

The designated safeguarding lead at Childville is the setting manager, the back-up designated safeguarding lead is the deputy manager, the designated officer is the director Nicky Coker

### **Safeguarding roles**

- All staff recognise and know how to respond to signs and signals that may indicate a child is suffering from or likely to be suffering from harm. They understand that they have a responsibility to act immediately by discussing their concerns with the designated safeguarding lead or a named back-up designated safeguarding lead.
- The manager and deputy are the designated safeguarding lead and back-up designated safeguarding lead, responsible for co-ordinating action taken by the setting to safeguard vulnerable children and adults. The designated safeguarding lead is also responsible for liaising with local statutory children's services and with the Local Safeguarding Partnership.
- All concerns about the welfare of children in Childville at home, or elsewhere should be reported to the designated safeguarding lead or the back-up designated safeguarding lead in their absence.
- The designated safeguarding lead ensures that all educators at Childville are alert to the indicators of abuse and neglect and understand how to identify and respond to these.
- The setting should not operate without an identified designated safeguarding lead at any time.
- The line manager Nicky Coker of the designated safeguarding lead is the designated officer.
- The designated safeguarding lead informs the designated officer about serious concerns as soon as they arise and agree the action to be taken, seeking further clarification if there are any doubts that the issue is safeguarding.
- If it is not possible to contact the designated officer, action to safeguard the child is taken first and the designated officer is informed later. If the designated officer is unavailable advice is sought from their line manager or equivalent.
- Issues which may require notifying to Ofsted are notified to the designated officer to decide regarding notification. The designated safeguarding lead and designated officer must remain up to date with Ofsted reporting and notification requirements.
- If there is an incident, which may require reporting to RIDDOR the designated officer immediately seeks guidance from the owners/directors/trustees as appropriate. There continues to be a requirement that the designated officer follows legislative requirements in relation to reporting to RIDDOR. This is fully addressed in the Health and Safety procedures.

- Childville follow procedures of London Borough of Barking and Dagenham Local Safeguarding Partners (LSP) for safeguarding and any specific safeguarding procedures such as responding to radicalisation/extremism concerns. Procedures are followed for managing allegations against staff, as well as for responding to concerns and complaints raised about quality or practice issues, through whistleblowing and escalation.

### **Responding to marks or injuries observed**

- If a member of staff at Childville observes or is informed by a parent/carer of a mark or injury to a child that happened at home or elsewhere, the member of staff makes a record of the information given to them by the parent/carer on the injury on arrival form, which is signed by the parent/carer and filed.
- The member of staff advises the designated safeguarding lead as soon as possible if there are safeguarding concerns about the circumstance of the injury.
- If there are concerns about the circumstances or explanation given, by the parent/carer and/or child, the designated safeguarding lead decides the course of action to be taken after reviewing the Child welfare and protection summary and completing Safeguarding incident reporting form.
- If the mark or injury is noticed later in the day and the parent is not present, this is raised with the designated safeguarding lead.
- If there are concerns about the nature of the injury, and it is unlikely to have occurred at the setting, the designated safeguarding lead decides the course of action required and Safeguarding incident reporting form is completed as above, taking into consideration any explanation given by the child.
- If there is a likelihood that the injury is recent and occurred at the setting, this is raised with the designated safeguarding lead.
- If there is no cause for further concern, a record is made in the Accident Form, with a note that the circumstances of the injury are not known.
- If the injury is unlikely to have occurred at the setting, this is raised with the designated safeguarding lead who informs the designated officer.
- The parent/carer is advised at the earliest opportunity.
- If the parent/carer believes that the injury was caused at the setting this is still recorded in the Accident Record and an accurate record made of the discussion is made on the child's personal file.

### **Responding to the signs and symptoms of abuse**

- Concerns about the welfare of a child are discussed with the designated safeguarding lead without delay.
- A written record is made of the concern on Safeguarding reporting form as soon as possible.

- Concerns that a child is in immediate danger or at risk of significant harm are responded to immediately and if a referral is necessary this is made on the same working day.

### **Responding to a disclosure by a child**

- When responding to a disclosure from a child, the aim is to get just enough information to take appropriate action.
- The member of staff at Childville listens carefully and calmly, allowing the child time to express what they want to say.
- Staff do not attempt to question the child but if they are not sure what the child said, or what they meant, they may prompt the child further by saying 'tell me more about that' or 'show me again'.
- After the initial disclosure, staff speaks immediately to the designated safeguarding lead. They do not further question or attempt to interview a child.
- If a child shows visible signs of abuse such as bruising or injury to any part of the body and it is age appropriate to do so, the key person will ask the child how it happened.
- When recording a child's disclosure on Safeguarding reporting form, their exact words are used as well as the exact words with which the member of staff responded.
- If marks or injuries are observed, these are recorded on a body diagram.

### **Decision making (all categories of abuse)**

- The designated safeguarding lead makes a professional judgement about referring to other agencies, including Social Care using the Local Safeguarding Partnership (LSP) threshold document:
  - Level 1: Child's needs are being met. Universal support.
  - Level 2: Universal Plus. Additional professional support is needed to meet child's needs.
  - Level 3: Universal Partnership Plus. Targeted Early Help. Coordinated response needed to address multiple or complex problems.
  - Level 4: Specialist/Statutory intervention required. Children in acute need, likely to be experiencing, or at risk of experiencing significant harm.
- Staff at Childville are alert to indicators that a family may benefit from early help services and should discuss this with the designated safeguarding lead, also completing Safeguarding reporting form if they have not already done so.

### **Seeking consent from parents/carers to share information before making a referral for early help (Tier 2/3\*)**

Parents/carers are made aware of Childville Privacy Notice which explains the circumstances under which information about their child will be shared with other agencies. When a referral for early help is necessary, the

designated safeguarding lead must always seek consent from the child's parents/carers to share information with the relevant agency.

- If consent is sought and withheld and there are concerns that a child may become at risk of significant harm without early intervention, there may be sufficient grounds to over-ride a parental decision to withhold consent.
- If a parent/carer withholds consent, this information is included on any referral that is made to the local authority. In these circumstances a parent should still be told that the referral is being made beforehand (unless to do so may place a child at risk of harm).

\*Tier 2: Children with additional needs, who may be vulnerable and showing early signs of abuse and/or neglect; their needs are not clear, not known or not being met. Tier 3: Children with complex multiple needs, requiring specialist services in order to achieve or maintain a satisfactory level of health or development or to prevent significant impairment of their health and development and/or who are disabled.

### **Informing parents/carers when making a child protection referral**

In most circumstances consent will not be required to make a child protection referral, because even if consent is refused, there is still a professional duty to act upon concerns and make a referral. When a child protection referral has been made, the designated safeguarding lead contacts the parents/carers (only if agreed with social care) to inform them that a referral has been made, indicating the concerns that have been raised, unless social care advises that the parent/carer should not be contacted until such time as their investigation, or the police investigation, is concluded. Parents/carers are not informed prior to making a referral if:

- there is a possibility that a child may be put at risk of harm by discussion with a parent/carer, or if a serious offence may have been committed, as it is important that any potential police investigation is not jeopardised
- there are potential concerns about sexual abuse, fabricated illness, FGM or forced marriage
- contacting the parent/carer puts another person at risk; situations where one parent may be at risk of harm, e.g. abuse; situations where it has not been possible to contact parents/carers to seek their consent may cause delay to the referral being made

The designated safeguarding lead makes a professional judgment regarding whether consent (from a parent/carer) should be sought before making a child protection referral as described above. They record their decision about informing or not informing parents along with an explanation for this decision. Advice will be sought from the appropriate children's social work team if there is any doubt.

### **Referring**

- The designated safeguarding lead at Childville or back-up follows the LSP procedures for making a referral.

- If the designated safeguarding lead or their back-up is not on site, the most senior member of staff present takes responsibility for making the referral to social care.
- If a child is believed to be in immediate danger, or an incident occurs at the end of the session and staff are concerned about the child going home that day, then the Police and/or social care are contacted immediately.
- If the child is 'safe' because they are still in the setting, and there is time to do so, the senior member of staff contacts the setting's designated officer for support.
- Arrangements for cover (as above) when the designated safeguarding lead and back-up designated safeguarding lead are not on-site are agreed in advance by the setting manager and clearly communicated to all staff.

### **Further recording**

- Information is recorded using the setting's Safeguarding reporting form. Discussion with parents/carers and any further discussion with social care is recorded. If recording a conversation with parents/carers that is significant, regarding the incident or a related issue, parents/carers are asked to sign and date a record of the conversation. It should be clearly recorded what action was taken, what the outcome was and any follow-up.
- If a referral was made, copies of all documents are kept and stored securely and confidentially (including copies) in the child section of the setting safeguarding folder.
- Each member of staff/volunteer who has witnessed an incident or disclosure should also make a written statement to be attached to the Safeguarding reporting form.
- The referral is completed online and copy printed and attached to the Safeguarding reporting form.
- Follow up phone calls to or from social care are recorded on the child section of the setting safeguarding folder; with date, time, the name of the social care worker and what was said.
- Safeguarding records are kept up to date and made available for confidential access by the designated officer to allow continuity of support during closures or holiday periods.

### **Reporting a serious child protection incident using Confidential safeguarding incident report form**

- The designated safeguarding lead is responsible for reporting to the designated officer and seeking advice if required prior to making a referral as described above.
- For child protection concerns at Tier 3 and 4\*\* it will be necessary for the designated safeguarding lead to complete Confidential safeguarding report form and share it with the designated officer.
- Further briefings are sent to the designated officer when updates are received until the issue is concluded.

**\*\* Tier 3:** Children with complex multiple needs, requiring specialist services in order to achieve or maintain a satisfactory level of health or development or to prevent significant impairment of their health and development and/or who are disabled.

**Tier 4:** Children in acute need, who are suffering or are likely to suffer significant harm.

### **Professional disagreement/escalation process**

- If a member of staff at Childville disagrees with a decision made by the designated safeguarding lead not to make a referral to social care they must initially discuss and try to resolve, it with them.
- If the disagreement cannot be resolved with the designated safeguarding lead and the member of staff continues to feel a safeguarding referral is required, then they discuss this with the designated officer.
- If issues cannot be resolved the whistle-blowing policy should be used, as set out below.
- Supervision sessions are also used to discuss concerns, but this must not delay making safeguarding referrals.

### **Whistleblowing**

Childville will ensure that all staff are familiar with the whistleblowing procedure

The whistle blowing procedure must be followed in the first instance if:

- a criminal offence has been committed, is being committed or is likely to be committed
- a person has failed, is failing or is likely to fail to comply with any legal obligation to which he or she is subject. This includes non-compliance with policies and procedures, breaches of EYFS and/or registration requirements
- an injustice has occurred, is occurring or is likely to occur
- the health and safety of any individual has been, is being or is likely to be endangered
- the working environment has been, is being or is likely to be damaged
- that information tending to show any matter falling within any one of the preceding clauses has been, is being or is likely to be deliberately concealed

There are 3 stages to raising concerns as follows:

1. If staff wish to raise or discuss any issues which might fall into the above categories, they should normally raise this issue with their manager/designated safeguarding lead.
2. Staff who are unable to raise the issue with their manager/designated safeguarding lead should raise the issue with their line manager's manager/designated officer.
3. If staff are still concerned after the investigation, or the matter is so serious that they cannot discuss it with a line manager, they should raise the matter with Nicky Coker-07919913302 .

After a concern has been raised, the manager/line manager will decide how to respond in a reasonable and appropriate manner. Normally this will involve making internal enquires first, but it may be necessary to carry out an investigation.

Whilst it is hoped that such disclosures will never be necessary, the setting management recognises that it may find itself in circumstances which are new to it. Each case will be treated on its own merits.

### **Managers' responsibilities**

Managers/line managers notified of concerns under this policy are expected to:

- ensure that all staff and volunteers are familiar with the policy
- ensure that concerns raised are taken seriously;
- treat the matter in confidence, within the parameters of the case;
- where appropriate, investigate properly and make an objective assessment of the concern;
- keep the person raising the concern updated with progress, without breaching confidentiality;
- ensure that the action necessary to resolve a concern is taken;
- take appropriate steps to ensure that the employee's working environment and/or working relationship is/are not prejudiced by the fact of disclosure.

If an issue cannot be resolved and the member of staff believes a child remains at risk because the setting or the local authority have not responded appropriately, the NSPCC have introduced a whistle-blowing helpline 0800 028 0285 for professionals who believe that:

- their own or another employer will cover up the concern
- they will be treated unfairly by their own employer for complaining
- if they have already told their own employer and they have not responded

Childville will ensure that all staff are aware of the NSPCC whistleblowing helpline.

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

Staff should be alert to symptoms that would indicate that FGM has occurred, or may be about to occur, and take appropriate safeguarding action. Designated safeguarding leads should contact the police immediately as well as refer to children's services local authority social work if they believe that FGM may be about to occur. It is illegal to undertake FGM or to assist anyone to enable them to practice FGM under the Female Genital Mutilation Act 2003, it is an offence for a UK national or permanent UK resident to perform FGM in the UK or overseas. The practice is medically unnecessary and poses serious health risks to girls. FGM is mostly carried out on girls between the ages of 0-15, statistics indicate that in half of countries who practise FGM girls were cut before the age of 5. LSP guidance must be followed in relation to FGM, and the designated person is

informed regarding specific risks relating to the culture and ethnicity of children who may be attending their setting and shares this knowledge with staff.

Symptoms of FGM in very young girls may include difficulty walking, sitting or standing; painful urination and/or urinary tract infection; urinary retention; evidence of surgery; changes to nappy changing or toileting routines; injury to adjacent tissues; spends longer than normal in the bathroom or toilet; unusual and /or changed behaviour after an absence from the setting (including increased anxiety around adults or unwillingness to talk about home experiences or family holidays); parents are reluctant to allow child to undergo normal medical examinations; if an older sibling has undergone the procedure a younger sibling may be at risk; discussion about plans for an extended family holiday.

### **Further guidance**

NSPCC 24-hour FGM helpline: 0800 028 3550 or email [fgmhelp@nspcc.org.uk](mailto:fgmhelp@nspcc.org.uk)

Government help and advice: [www.gov.uk/female-genital-mutilation](http://www.gov.uk/female-genital-mutilation)

### **Children and young people vulnerable to extremism or radicalisation**

Childville has a duty to identify and respond appropriately to concerns of any child or adult at risk of being drawn into terrorism. LSP's have procedures which cover how professionals should respond to concerns that children or young people may be at risk of being influenced by or being made vulnerable by the risks of extremism.

There are potential safeguarding implications for children and young people who have close or extended family or friendship networks linked to involvement in extremism or terrorism.

- The designated safeguarding lead at Childville is required to familiarise themselves with LSP procedures, as well as online guidance including:
  - Channel Duty guidance: Protecting people vulnerable to being drawn into terrorism [www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pmap](http://www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pmap) -guidance
  - Prevent Strategy (HMG 2011) [www.gov.uk/government/publications/prevent-strategy](http://www.gov.uk/government/publications/prevent-strategy) -2011
- The prevent duty: for schools and childcare providers [www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty](http://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty)
- The designated safeguarding lead at Childville should follow LSP guidance in relation to how to respond to concerns regarding extremism and ensure that staff know how to identify and raise any concerns in relation to this with them.
- The designated safeguarding lead at Childville must know how to refer concerns about risks of extremism/radicalisation to their LSP safeguarding team or the Channel panel, as appropriate.

- The designated safeguarding lead should also ensure that they and all other staff at Childville working with children and young people understand how to recognise that someone may be at risk of violent extremism.
- The designated safeguarding lead also ensures that all staff at Childville are aware of their responsibilities with regard to equality and inclusion and children's rights. If available in the area, the designated safeguarding lead should complete WRAP (or equivalent) training and support staff to access the training as offered by local authorities. WRAP training covers local arrangements for dealing with concerns that a child may be at risk of extremism and/or radicalisation.
- The designated safeguarding lead should understand the perceived terrorism risks in relation to the area that they deliver services in.

### **Parental consent for radicalisation referrals**

LSP procedures are followed at Childville in relation to whether parental consent is necessary prior to making a referral about a concern that a child or adult may be at risk of being drawn into terrorism. It is good practice to seek the consent of the person, or for very young children, the consent of their parent/carer prior to making a referral, but it is not a requirement to seek consent before referring a concern regarding possible involvement in extremism or terrorism if it may put a child at risk, or if an offence may have been or may be committed. Advice should be sought from line managers and local agencies responsible for safeguarding, as to whether consent should be sought on a case-by-case basis. Designated safeguarding lead at Childville is mindful that discussion regarding potential referral due to concerns may be upsetting for the subject of the referral and their family. Initial advice regarding whether an incident meets a threshold for referral can be sought from the relevant local agency without specific details such as names of the family being given in certain circumstances.

Consent is required prior to any individual engaging with a Channel intervention. Consent is usually sought by Channel partners, but LSP procedures should be followed regarding this.

If there is a concern that a person is already involved in terrorist activity this must be reported to the Anti-Terrorist Hot Line **0800 789 321**-Text/phone **0800 0324 539**. Police can be contacted on **101**.

### **Concerns about children affected by gang activity/serious youth violence**

Educators at Childville are aware that children can be put at risk by gang activity, both through participation in and as victims of gang violence. Whilst young children will be very unlikely to become involved in gang activity they may potentially be put at risk by the involvement of others in their household in gangs, such as an adult sibling or a parent/carer. The designated safeguarding lead at Childville is familiar with the LSP guidance and procedures in relation to safeguarding children affected by gang activity and ensures this is followed where relevant.

## **Forced marriage/Honour based violence**

Educators at Childville are aware that forced marriage is a marriage in which one or both spouses do not consent to the marriage but are forced into it and will act accordingly as detailed below. Duress can include physical, psychological, financial, sexual and emotional pressure. In the cases of some vulnerable adults who lack the capacity to consent coercion is not required for a marriage to be forced. A forced marriage is distinct from an arranged marriage. An arranged marriage may have family involvement in arranging the marriages, but crucially the choice of whether to accept the arrangement remains with the prospective spouses.

Forced marriage became criminalised in 2014. There are also civil powers for example a Forced Marriage Protection Order to protect both children and adults at risk of forced marriage and offers protection for those who have already been forced into marriage.

Risks in relation to forced marriage are high and it is important that educators ensure that anyone at risk of forced marriage is not put in further danger.

If someone is believed to be at risk it is helpful to get as much practical information as possible, bearing in mind the need for absolute discretion, information that can be helpful will include things like, names, addresses, passport numbers, national insurance numbers, details of travel arrangements, dates and location of any proposed wedding, names and dates of birth of prospective spouses, details of where and with whom they may be staying etc. Forced marriage can be linked to honour-based violence, which includes assault, imprisonment and murder. Honour based violence can be used to punish an individual for undermining what the family or community believes to be the correct code of behaviour.

In an emergency police should be contacted on **999**.

Forced Marriage Unit can be contacted either by professionals or by potential victims seeking advice in relation to their concerns. The contact details are below.

- Telephone: +44 (0) 20 7008 0151
- Email: [fmv@fco.gov.uk](mailto:fmv@fco.gov.uk)
- Email for outreach work: [fmvoutreach@fco.gov.uk](mailto:fmvoutreach@fco.gov.uk)

## **Further guidance**

Accident Record

Multi-agency practice guidelines: Handling cases of Forced Marriage (HMG 2014)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/322307/HMG\\_MULTI\\_AGENCY\\_PRACTICE\\_GUIDELINES\\_v1\\_180614\\_FINAL.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf)

Developing an effective safeguarding culture in early years education (Alliance Publication)

## **Definitions of Child Abuse**

**Physical Abuse** - may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child

**Sexual Abuse** - involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape or buggery) or non-penetrative acts. They may include involving children in looking at, or production of, pornographic material, or encouraging children to behave in sexually inappropriate ways.

**Emotional Abuse** - is the persistent emotional ill-treatment of a child causing severe and persistent adverse effects on the child's emotional development, often by making them feel they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person, age or developmentally inappropriate expectations being imposed on children, causing children frequently to feel frightened, or the exploitation or corruption of children.

**Neglect** - is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of the child's health or development, such as failing to provide adequate food, shelter and clothing, or neglect of, or unresponsiveness to, a child's basic emotional needs.

**Child on Child Abuse (Sexual Violence and Sexual Harassment)** - Child on Child abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others. All staff should be aware of safeguarding issues from child on child abuse including: bullying (including online bullying), physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm, sexual violence and sexual harassment, sexting (also known as youth produced sexual imagery); and initiation/hazing type violence and rituals.

This abuse can be motivated by perceived differences e.g. on grounds of race, religion, gender, sexual orientation, disability or other differences and can result in significant, long lasting and traumatic isolation, intimidation or violence to the victim; vulnerable adults are at particular risk of harm.

## **Concerns and allegations of serious harm or abuse against staff, volunteers or agency staff**

Concerns may come from a parent/carer, child, colleague, or the public. Allegations or concerns must be referred to the designated safeguarding lead without delay - even if the person making the allegation later withdraws it.

## **What is a low-level concern?**

The NSPCC defines a low-level concern as 'any concern that an adult has acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work
- doesn't meet the threshold of harm or is not considered serious enough...to refer to the local authority.

Low-level concerns are part of a spectrum of behaviour. This includes:

- inadvertent or thoughtless behaviour
- behaviour that might be considered inappropriate depending on the circumstances.
- behaviour which is intended to enable abuse.

Examples of such behaviour could include:

- being over friendly with children
- having favourites
- adults taking photographs of children on their mobile phone.
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- using inappropriate sexualised, intimidating or offensive language'

(NSPCC Responding to low-level concerns about adults working in education)

## **Responding to low-level concerns**

Any concerns about the conduct of staff, students or volunteers must be shared with the designated safeguarding lead and recorded. The designated safeguarding lead should be informed of all concerns, including those that may initially be considered 'low level' and make the final decision on how to respond. Where appropriate this can be done in consultation with their line manager.

Reporting concerns about the conduct of a colleague, student or volunteer contributes towards a safeguarding culture of openness and trust. It ensures that adults consistently model the setting's values and helps keep children safe. It protects adults from potential false allegations or misunderstandings.

If it is not clear that a concern meets the local authority threshold, the designated safeguarding lead should contact the LADO for clarification.

In most instances, low-level concerns about staff conduct can be addressed through supervision, training, or disciplinary processes where an internal investigation may take place.

## **Identifying concerns about serious harm, or abuse**

An allegation against a member of staff, volunteer or agency staff constitutes serious harm or abuse if they:

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

## Informing

- All staff report allegations to the designated safeguarding lead.
- The designated safeguarding lead alerts the designated officer for their setting. If the designated officer is unavailable the designated person contacts their equivalent until they get a response- which should be within 3-4 hours of the event. Together they should form a view about what immediate actions are taken to ensure the safety of the children and staff in the setting, and what is acceptable in terms of fact-finding.
- It is essential that no investigation occurs until and unless the LADO has expressly given consent for this to occur, however, the person responding to the allegation does need to understand what explicitly is being alleged.
- The designated safeguarding lead must take steps to ensure the immediate safety of children, parents, and staff on that day within the setting.
- The LADO is contacted as soon as possible and within one working day. If the LADO is on leave or cannot be contacted the LADO team manager is contacted and/or advice sought from the point of entry safeguarding team/mash/point of contact, according to local arrangements.
- A child protection referral is made if required. The LADO, line managers and local safeguarding children's services can advise on whether a child protection referral is required.
- The designated safeguarding lead asks for clarification from the LADO on the following areas:
  - what actions the designated safeguarding lead must take next and when and how the parents/carers of the child are informed of the allegation
  - whether or not the LADO thinks a criminal offence may have occurred and whether the police should be informed and if so, who will inform them
  - whether the LADO is happy for the provider to pursue an internal investigation without input from the LADO, or how the LADO wants to proceed
  - whether the LADO thinks the person concerned should be suspended, and whether they have any other suggestions about the actions the designated person has taken to ensure the safety of the children and staff attending the setting
- The designated safeguarding lead records details of discussions and liaison with the LADO including dates, type of contact, advice given, actions agreed and updates on the child's case file.
- Parents/carers are not normally informed until discussion with the LADO has taken place, however in some circumstances the designated safeguarding lead may need to advise parents/carers of an

incident involving their child straight away, for example if the child has been injured and requires medical treatment.

- Staff do not investigate the matter unless the LADO has specifically advised them to investigate internally. Guidance should also be sought from the LADO regarding whether suspension should be considered. The person dealing with the allegation must take steps to ensure that the immediate safety of children, parents/carers and staff is assured. It may be that in the short-term measures other than suspension, such as requiring a staff member to be office based for a day, or ensuring they do not work unsupervised, can be employed until contact is made with the LADO and advice given.
- The designated safeguarding lead ensures staff fill the Safeguarding reporting form.
- If after discussion with the designated safeguarding lead, the LADO decides that the allegation is not obviously false, and there is cause to suspect that the child/ren is suffering or likely to suffer significant harm, then the LADO will normally refer the allegation to children's social care.
- Notification to Ofsted is required for any allegations made against a member of staff, therefore the designated safeguarding lead will inform Ofsted as soon as possible, but no later than 14 days after the event has occurred. The designated safeguarding lead will liaise with the designated officer/line manager about notifying Ofsted.
- Ofsted must be updated of the actions taken by the setting, even if the LADO decides the allegation does not meet their threshold for investigation. The designated safeguarding lead ensures that the designated officer/line manager is notified. If the designated officer is unavailable their equivalent must be contacted.
- Avenues such as observation and supervision of staff will also be used instead of disciplinary procedures where these are appropriate and proportionate. If an allegation is ultimately upheld the LADO may also offer a view about what would be a proportionate response in relation to the accused person.
- The designated safeguarding lead must consider revising or writing a new risk assessment where appropriate, for example if the incident related to an instance where a member of staff has physically intervened to ensure a child's safety, or if an incident relates to a difficulty with the environment such as where parents/carers and staff are coming and going, and doors are left open.
- All allegations are investigated even if the person involved resigns or ceases to be a volunteer.

### **Allegations against agency staff**

Any allegations against agency staff must be responded to as detailed in this procedure. In addition, the designated safeguarding lead must contact the agency following advice from the LADO.

### **Allegations against the designated safeguarding lead.**

- If a member of staff has concerns that the designated safeguarding lead has behaved in a way that indicates they are not suitable to work with children as listed above, this is reported to the designated officer following the setting's whistleblowing process, who will investigate further.
- During the investigation, the designated officer/line manager will identify another suitably experienced person to take on the role of designated safeguarding lead.
- If an allegation is made against the designated officer/line manager who is also the owners/directors, then LBBD Early Years team must be informed.

### **Recording**

- A record is made of an allegation/concern, along with supporting information using the setting's safeguarding reporting form file in the safeguarding folder, (if the allegation involves a specific child or children, the completed form should be placed the child's section in the folder).
- If the allegation refers to more than one child, this is recorded in each child's section within the folder.
- If relevant, a child protection referral is made, with details held on the child's section of the folder.

### **Disclosure and Barring Service**

- If a member of staff is dismissed because of a proven or strong likelihood of child abuse, inappropriate behaviour towards a child, or other behaviour that may indicate they are unsuitable to work with children such as drug or alcohol abuse, or other concerns raised during supervision when the staff suitability checks are done, a referral to the Disclosure and Barring Service is made.

### **Escalating and whistleblowing concerns**

- If a member of staff at Childville believes at any time that children may be in danger due to the actions or otherwise of a member of staff or volunteer, they must discuss their concerns immediately with the designated safeguarding lead.
- If after discussions with the designated safeguarding lead, they still believe that appropriate action to protect children has not been taken they must speak to the designated officer/line manager.
- If there are still concerns then the whistle blowing procedure must be followed, as set out in the section Responding to safeguarding or child protection concerns.

## **Visitor or intruder on the premises**

The safety and security of the premises at Childville settings is maintained at all time and staff are vigilant in areas that pose a risk, such as shared premises. A risk assessment is completed to ensure that unauthorised visitors cannot gain access.

**Visitors with legitimate business** - generally a visitor will have made a prior appointment

- On arrival, any visitor to Childville are asked to verify their identity and confirm who they are visiting.
- Staff will ask them to sign in and explain the procedures for the use of mobile phones and emergency evacuation.
- Visitors (including visiting VIPs) are never left alone with the children at any time.
- Visitors to the setting are monitored and asked to leave immediately should their behaviour give cause for concern.

## **Intruder**

An intruder is an individual who has not followed visitor procedures and has no legitimate business to be in the setting; he or she may or may not be a hazard to the setting.

- An individual who appears to have no business at Childville will be asked for their name and purpose for being there.
- The staff member identifies any risk posed by the intruder.
- The staff member ensures the individual follows the procedure for visitors.
- The setting manager is immediately informed of the incident and takes necessary action to safeguard children.
- If there are concerns for the safety of children, staff evacuate them to a safe place in the building and contact police. In some circumstance this could lead to 'lock-down' of the setting and will be managed by the responding emergency service (see procedure in Terrorist threat/attack and lock-down).
- The designated safeguarding lead informs their designated officer of the situation at the first opportunity.
- In the case of a serious breach where there was a perceived or actual threat to the safety of the children at Childville, the manager/designated person completes Safeguarding report form and notifies their line manager/director on the day of the incident. The owners/directors ensure a robust organisational response and ensure that learning is shared.

## **Further guidance**

Visitors Signing In Book

## **Uncollected child**

If a child is not collected by closing time at Childville, or the end of the session and there has been no contact from the parent/carer, or there are concerns about the child's welfare then this procedure is followed.

- The designated safeguarding lead is informed of the uncollected child as soon as possible and attempts to contact the parents/carers by phone.
- If the parents/carers cannot be contacted, the designated safeguarding lead uses the emergency contacts to inform a known carer of the situation and arrange collection of the child. Childville will endeavour to get more than two emergency contacts where possible.
- After one hour, the designated safeguarding lead contacts the local social care out-of-hours duty officer if the parents/carers or other known carer cannot be contacted and there are concerns about the child's welfare or the welfare of the parents/carers.
- The designated safeguarding lead should arrange for the collection of the child by social care.
- Where appropriate the designated safeguarding lead should also notify police.

### **Members of staff at Childville do not:**

- go off the premises to look for the parents/carers
- leave the premises to take the child home, or to another carer
- offer to take the child home with them to care for them in their own home until contact with the parent/carer is made
- a record of conversations with parents/carers should be made and recorded on the safeguarding report form in the child's section of the folder with parents/carers being asked to sign and date the recording.
- This is logged on the child's personal section with the actions taken in Safeguarding incident report form should also be completed if there are safeguarding and welfare concerns about the child, or if Social Care have been involved due to the late collection.
- If there are recurring incidents of late collection, a meeting is arranged with the parents/carers to agree a plan to improve time-keeping and identify any further support that may be required.

## **Missing child**

### **In Childville buildings**

- As soon as it is noticed that a child is missing, the member of staff informs the designated safeguarding lead who initiates a search within the setting.
- If the child is found on-site, the designated safeguarding lead checks on the welfare of the child and investigates the circumstances of the incident.

- If the child is not found on site, one member of staff searches the immediate vicinity, if there is no sign of the child, the police are called immediately. The parents/carers are then called and informed.
- The designated safeguarding lead contacts their designated officer/line manager.

### **Off-site Childville (outing or walk)**

- As soon as it is noticed that a child is missing, the senior staff present carries out a headcount.
- One member of staff searches the immediate vicinity.
- If the child is not found, the senior staff calls the police and then contacts the designated safeguarding lead, (if not already on the outing).
- The designated safeguarding lead informs the parents/carers.
- Members of staff return the children to the setting as soon as possible if it is safe to do so. According to the advice of the police, one senior member of staff should remain at the site where the child went missing and wait for the police to arrive.
- The designated safeguarding lead contacts the designated officer/line manager.

### **Recording and reporting**

- A record is made on Safeguarding reporting form. The designated safeguarding lead completes and notify the designated officer/line manager on the same day that the incident occurred.

### **The investigation**

- Ofsted are informed as soon as possible (and at least within 14 days).
- The designated officer/line manager carries out a full investigation.
- The designated safeguarding lead and the designated officer/line manager speak with the parents/carers together and explain the process of the investigation.
- Staff present during the incident writes a full report using Safeguarding reporting form, or a plain paper. The reporting form (if used) is filed in the child's section of Safeguarding folder. Staff do not discuss any missing child incident with the press.

### **Incapacitated parent/carer**

Incapacitated refers to a condition which renders a parent/carer unable to take responsibility for their child; this could be at the time of collecting their child from the setting or on arrival. Concerns may include:

- appearing drunk
- appearing under the influence of drugs

- demonstrating angry and threatening behaviour to the child, members of staff or others
- appearing erratic or manic

## **Informing**

- If a member of staff at Childville is concerned that a parent/carer display any of the above characteristics, they inform the designated safeguarding lead as soon as possible.
- The designated safeguarding lead assesses the risk and decides if further intervention is required.
- If it is decided that no further action is required, a record of the incident is made on form Safeguarding reporting form.
- If intervention is required, the designated safeguarding lead speaks to the parent/carer in an appropriate, confidential manner.
- The designated safeguarding lead will, in agreement with the parent/carer, use emergency contacts listed for the child to ask an alternative adult to collect the child.
- The emergency contact is informed of the situation by the designated safeguarding lead and of the setting's requirement to inform social care of their contact details.
- The designated officer/line manager/owners/directors are informed of the situation as soon as possible and provide advice and assistance as appropriate.
- If there is no one suitable to collect the child social care are informed.
- If violence is threatened towards anybody, the police are called immediately.
- If the parent/carer takes the child from Childville while incapacitated the police are called immediately and a referral is made to social care.

## **Recording**

- The designated safeguarding lead completes Safeguarding reporting form and if social care were contacted, the form is completed with the detail. If police were contacted, safeguarding report form should also be updated and the /line manager/owners/directors notified.
- Further updates/notes/conversations/ telephone calls are recorded on the safeguarding report form.

## **Death of a child on-site**

### **Identifying**

- If it is suspected that a child has died in Childville, emergency resuscitation will be given to the child by a qualified First Aider until the ambulance arrives.
- Only a medical practitioner can confirm a child has died.

## **Informing**

- The designated safeguarding lead ensures emergency services have been contacted, ambulance and police.
- The parents/carers are contacted and asked to come to the setting immediately, informing them that there has been an incident involving their child and that an ambulance has been called, asking them to come straight to the setting or hospital as appropriate.
- The designated safeguarding lead calls the designated officer/line manager and informs them of what has happened.
- The owners/directors are contacted and safeguarding incident report form prepared by the designated safeguarding lead.
- A member of staff is delegated to phone all parents/carers to collect their children. The reason given must be agreed by the designated officer/line manager and the information given should be the same to each parent/carer.
- The decision on how long the setting will remain closed will be based on police advice.
- Ofsted are informed of the incident by the nominated person and a RIDDOR report is made.
- Staff will not discuss the death of a child with the press.

## **Responding**

- The owners/directors will decide how the death is investigated within the organisation after taking advice from relevant agencies.
- The owners/directors will coordinate support for staff and children to ensure their mental health and well-being.

## **Further guidance**

Supporting Children's Experiences of Loss and Separation ( Reading book)

## **Looked after children**

### **Identification.**

A 'Looked after Child' is a child in public care, who is placed with foster carers, in a residential home or with parents/carers or other relatives.

## **Services provided to Looked After Children**

### *Under two-year-olds*

- Places will not normally be provided for babies and under two-year-olds who are in public care.
- We can offer services that enable a child to play/engage with other children while the carer stays.
- Where the child is already in attendance and has a secure attachment with an existing key person a continuation of the existing place will be offered.

### *Two-year-olds*

- Places will be offered to two-year-old children who are looked after; where the placement in the setting will normally last a minimum of three months.
- Where the child is already in attendance and has a secure attachment with an existing key person a continuation of the existing place will be offered.

### *Three- and four-year-olds*

- Places will be offered for funded children who are looked after; where the placement in the setting will normally last a minimum of six weeks.
- If a child who attends a setting is taken into care and is cared for by a local carer the place will continue to be made available to the child.

## **Additional Support**

- The designated safeguarding lead and key person at Childville will liaise with agencies and professionals involved with the child, and their family, and ensure appropriate information is gained and shared.
- A meeting of professionals involved with the child is convened by the setting at the start of a placement. A Personal Education Plan (PEP) for children over 3 years old is put in place within 10 days of the child becoming looked after.
- Following this meeting, Care plan for looked after children form is completed as required by or with the professional. The care plan is reviewed after two weeks, six weeks, three months, and thereafter at three to six monthly intervals.
- Childville will have regular contact with the social worker and this will be maintained through planned meetings, which will include contribution to the PEP which is reviewed annually.

## **E-safety (including all electronic devices with imaging and sharing capabilities)**

### **Online Safety**

It is important that children and young people attending Childville receive consistent messages about the safe use of technology and can recognise and manage the risks posed in both the real and the virtual world.

Terms such as 'e-safety', 'online', 'communication technologies' and 'digital technologies' refer to fixed and mobile technologies that adults and children may encounter, now and in the future, which allow them access to content and communications that could raise issues or pose risks; the issues are:

Content – being exposed to illegal, inappropriate or harmful material

Contact – being subjected to harmful online interaction with other users

Conduct – personal online behaviour that increases the likelihood of, or causes, harm

## **I.C.T Equipment**

- The manager at Childville ensures that all computers have up-to-date virus protection installed.
- Tablets are used by children and supervised by educators at Childville.
- Educator's use tablets for the purposes of observation, assessment, and planning and to take photographs for individual children's learning journeys.
- Tablets remain on the premises and are always stored securely when not in use.
- Staff follow the additional guidance provided with the system

## **Internet access**

- Children never have unsupervised access to the internet.
- The setting manager ensures that risk assessments in relation to e-safety are completed.
- Only reputable sites with a focus on early learning are used (e.g. CBeebies).
- Video sharing sites such as YouTube are not accessed due to the risk of inappropriate content.
- Children are taught the following stay safe principles in an age-appropriate way:
  - only go online with a grown up
  - be kind online and keep information about me safely
  - only press buttons on the internet to things I understand
  - tell a grown up if something makes me unhappy on the internet
- Staff at Childville support children's resilience in relation to issues they may face online, and address issues such as staying safe, appropriate friendships, asking for help if unsure, not keeping secrets as part of social and emotional development in age-appropriate ways.
- All computers for use by children are sited in an area clearly visible to staff.
- Staff report any suspicious or offensive material, including material which may incite racism, bullying or discrimination to the Internet Watch Foundation at [www.iwf.org.uk](http://www.iwf.org.uk).
- The setting manager ensures staff have access to age-appropriate resources to enable them to assist children to use the internet safely.

## **Strategies to minimise risk include:**

- Check apps, websites and search results before using them with children.
- Children in Early Years should always be supervised when accessing the internet.
- Ensure safety modes and filters are applied - default settings tend not to ensure a high level of privacy or security. But remember you still need to supervise children closely.
- Role model safe behaviour and privacy awareness. Talk to children about safe use, for example ask permission before taking a child's picture even if parental consent has been given.
- Make use of home visits to inform your understanding of how technology is used within the home and the context of the child with regards to technology.

- Check privacy settings to make sure personal data is not being shared inadvertently or inappropriately.  
(source: <https://www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-guidance-for-practitioners>)

### **Personal mobile phones and other internet-enabled devices – staff and visitors**

- Personal mobile phones and internet enabled devices such as watches are not used by staff at Childville during working hours. This does not include breaks where personal mobiles may be used off the premises or in a safe place e.g., staff room. The setting manager risk assess and notify staff on areas within the premises where they can be used safely.
- Personal mobile phones are switched off and stored in lockers or a locked in cabinet.
- In an emergency, personal mobile phones may be used in the privacy of the office with permission.
- Staff ensure that contact details of the setting are known to family and people who may need to contact them in an emergency.
- Staff do not take their mobile phones or other internet enabled devices such as watches on outings.
- Members of staff do not use personal equipment to take photographs of children.
- Parents/carers and visitors do not use their mobile phones on the premises. There is an exception if a visitor's company/organisation operates a policy that requires contact with their office periodically throughout the day phones still should be stored away from any areas that children access and setting phone number given to visitors so that they are still contactable. Visitors are advised of a private space where they can use their mobile.

### **Cameras and videos**

- Members of staff do not bring their own cameras or video recorders to the setting.
- Photographs/recordings of children are only taken for valid reasons, e.g. to record learning and development, or for displays, and are only taken on equipment belonging to the setting. Children are given the opportunity to consent to their photograph being taken, even if parent/carer permissions are in place.
- Camera and video use is monitored by the setting manager.
- Where parents/carers request permission to photograph or record their own children at special events, general permission is first gained from all parents/carers for their children to be included. Parents are told they do not have a right to photograph or upload photos of anyone else's children.
- Photographs/recordings of children are only made if relevant permissions are in place.
- If photographs are used for publicity, parental consent is gained and safeguarding risks minimised, e.g. children may be identified if photographed in a sweatshirt with the name of their setting on it.

### **Cyber Bullying**

If staff become aware that a child is the victim of cyber-bullying at home or elsewhere, they discuss this with the parents and refer them to help, such as: NSPCC Tel: 0808 800 5000 [www.nspcc.org.uk](http://www.nspcc.org.uk) or ChildLine Tel: 0800 1111 [www.childline.org.uk](http://www.childline.org.uk)

## **Use of social media**

Staff are expected to:

- understand how to manage their security settings to ensure that their information is only available to people they choose to share information with
- ensure Childville is not negatively affected by their actions and do not name the setting
- are aware that comments or photographs online may be accessible to anyone and should use their judgement before posting
- are aware that images, such as those on Snapshot may still be accessed by others and a permanent record of them made, for example, by taking a screen shot of the image with a mobile phone
- observe confidentiality and refrain from discussing any issues relating to work
- not share information they would not want children, parents or colleagues to view
- set privacy settings to personal social networking and restrict those who are able to access
- not accept service users/children/parents as friends, as it is a breach of professional conduct
- report any concerns or breaches to the designated safeguarding lead in their setting
- not engage in personal communication, including on social networking sites, with children and parents with whom they act in a professional capacity. There may be occasions when the educator and family are friendly prior to the child coming to the setting. In this case information is shared with the manager and a risk assessment and agreement in relation to boundaries are agreed.

## **Use/distribution of inappropriate images**

- Staff are aware that it is an offence to distribute indecent images and that it is an offence to groom children online. In the event of a concern that a colleague at Childville is behaving inappropriately, staff advise the designated safeguarding lead who follows procedure in Allegations against staff, volunteers or agency staff.

## **Key person supervision**

Staff, including apprentices, taking on the role of key person must have supervision meetings in line with this procedure.

## **Structure**

- Staff observation is carried out for key person once in a month
- Supervision meetings are held every 4-6 weeks for key persons. For part-time staff this may be less frequent but at least every 6-8 weeks
- Key persons are supervised by the setting manager/deputy.
- Supervision meetings are held in a confidential space suitable for the task.
- Key persons should prepare for supervision by having the relevant information to hand.

## Content

The child focused element of supervision meetings must include discussion about:

- the development and well-being of the supervisee's key children and offer staff opportunity to raise concerns in relation to any child attending. Safeguarding concerns must always be reported to the designated safeguarding lead immediately and not delayed until a scheduled supervision meeting
- reflection on the journey a child is making and potential well-being or safeguarding concerns for the children they have key responsibility for.
- promoting the interests of children.
- coaching to improve professional effectiveness based on a review of observed practice/teaching.
- reviewing plans and agreements from previous supervisions including any identified learning needs for the member of staff
- During supervision staff can discuss any concerns they have about inappropriate behaviour displayed by colleagues but must never delay until a scheduled supervision to raise concerns.
- Staff are reminded of the need to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children that have occurred during their employment. New information is referred immediately to the designated officer/line manager/childminder agency.

## Recording

- Key person supervision discussions are recorded and retained by the supervisor and retained in staff file, a copy if requested can be provided to the key person.
- The key person and supervisor must sign and date the minutes of supervision immediately within and disagreements concerning the recorded content must be minuted.
- Each member of staff has a supervision file that is always stored securely.
- Concerns raised during supervision about an individual child's welfare may result in safeguarding concerns not previously recognised as such, these are recorded on Safeguarding incident reporting form and placed on the child's section of the safeguarding folder. The reasons why the concerns have not previously been considered are explored.
- Additional safeguarding or welfare decisions made in relation to a child during supervision are recorded on the individual case file. The supervisor (if not the designated safeguarding lead) should ensure the recording is made and the designated safeguarding lead is notified.

## Checking continuing suitability

- Manager check with staff if there is any new information pertaining to their suitability to work with children. This only needs to be recorded on the supervision meeting record.

- Where staff are on zero hours contracts or are employed as and when needed, their line manager completes the staff suitability self-declaration form quarterly, and/or at the beginning of every new period of work and they will be encouraged to get on DBS online update service .
- Regarding the use of agency staff/bank staff/self-employed persons there is an expectation that as part of the agreement with agencies they have sought information regarding their employee's suitability to work with children. Line managers must review this regularly where applicable.
- The position for students on placement is the same as that for agency staff

### Exceptional Circumstances

Where exceptional circumstances prevent staff from conducting supervision as outlined in this procedure, the line manager is informed in writing, a copy placed on the supervision file and the appropriate actions agreed to ensure that the setting meets its obligations within the EYFS.

### Further guidance

Recruiting Early Years Staff (Alliance Publication)

People Management in the Early Years (Alliance Publication)

## **STAFF CODE OF CONDUCT**

### **Policy Statement**

Childville believes that it is essential for standards of conduct at work to be maintained to ensure delivery of quality services and also to protect the well-being of all its staff and children. The following policy will make sure that all staff are aware of the standards set by Childville.

### **The Purpose**

The purpose of this policy is to establish, and encourage all staff to achieve, high standards of conduct at work and to help provide a fair and consistent way of dealing with alleged failures to observe them.

- All staff in the setting are expected to give the highest possible standard of service to the children, parents/carers and other visitors. Staff should conduct themselves with integrity, impartiality and honesty. Breaches of conduct and personal behaviour will be dealt with under the disciplinary procedure.
- All staff in the setting has an absolute duty to promote and safeguard the welfare of children in the setting, and to take appropriate action where they consider that a child may be at risk of suffering harm.

### **Scope**

The policy applies to all staff and temporary/casual workers in Childville including volunteers.

### **Equal Opportunities**

Our equal opportunity policy reflects the setting's core values. All staffs are entitled to fair treatment by others and to be treated with respect and dignity. In return, they are expected to treat others in this way.

### **Other Supporting Policies**

To assist the setting, the following policies exist in conjunction with the Code of Conduct policy:

- Safeguarding Children/Child Protection Policy
- Complaints Policy
- Equality and Valuing diversity policy
- Employment/Safe Recruitment policy

### **Confidentiality**

Refer to our Confidentiality policy.

#### **Disclosure of Information**

Childville staff may in the course of their duties have access to confidential information. The law requires that certain types of information must be available to Regulatory bodies, Local Authorities, auditors, service

users and the public. Staff must not use any information obtained during their employment for personal gain or benefit, nor should they pass it on to others who might use it for personal advantage.

#### Disclosure of personal information relating to staff/children/public

Many staff have access to personal information relating to other staff, children and parents/carers. All staff must treat this information in a discreet and confidential manner (the Data Protection Act 1988) and adhere to the following guidelines:

- Written records and correspondence should be kept securely locked in the cupboard or metal cabinet at all times.
- Information relating to staff/children/parents/carers must not be disclosed orally or in writing to unauthorised persons.
- Information relating to staff/children/ parents/carers must not be given over the telephone unless the caller has given details of their right to ask for such information. Staff should check on the caller's right to information by obtaining their telephone number and asking the manager to call back to check their identity or by asking for a written request for information.
- Confidential matters relating to staff/children/parents/carers should not be discussed in areas where they may be heard by passers-by i.e. corridors, staff room or foyer etc.
- Any breach of confidentiality may be regarded as misconduct and be subject to disciplinary action, see the disciplinary procedure.

As a general rule, staff should not make statements or write letters to the media. If in doubt they should refer such matters to the Manager or Director.

#### **Poor Timekeeping**

The setting Manager must set a timekeeping standard that is known to all staff. This standard should be applied consistently with staff arriving **15 minutes prior** to their scheduled start time and departing from the setting at the agreed time as per rota.

#### **Negligence**

Negligence arises from failure by staff to exercise reasonable care in his or her work. Staff must not cause loss or damage through carelessness, negligence, a reckless act or breach of children/staff safety. It is a disciplinary offence if an individual is considered to be personally responsible due to non compliance with the setting policy and procedure.

#### **Refusal to obey a reasonable instruction**

It is the responsibility of all staff to carry out reasonable instructions. In those circumstances where a member of staff refuses to obey a reasonable instruction, it will be necessary to investigate the situation and, depending on the outcome of an investigation, it may result in disciplinary action.

#### **Social behaviour**

Staff should be aware of the following expected standards of behaviour when attending work related events in and outside of work time where attendance could be seen as representing the setting:

- The staff Code of Conduct, Employment/Safer Recruitment policies will still apply e.g. regarding drug/alcohol abuse, harassment and discrimination.

- Consideration and respect for others.
- Setting Manager, deputy and others in management/supervision should not behave in any way that could undermine their position.
- Childville should always be seen in a favourable way by the public.

### **Alcohol/drugs**

Staff must ensure that they are not unfit for duty as a result of the effects of alcohol or drugs. Staff should be aware of the lasting effects of alcohol and drugs, both prescription and illegal, and should refrain from the consumption of these substances when resuming for duty as this could impair their ability discharge their duties to the children. See Appendix 1

### **Smoking/Vaping/E-Cigarette**

Smoking is not permitted in any part of Childville settings or grounds at any time.

### **Relationships**

Staff should always remember their responsibilities to the community they serve and ensure courteous, efficient and impartial service delivery to all children, parents/carers and others within the community.

### **Whistle Blowing**

Where staff are aware, or have evidence of illegal, improper or abusive behaviour of another member of staff, he or she should refer to the Policy for Equality and Diversity or directly report to the setting Manager or the Directors.

Where staff are aware, or have evidence of illegal, improper or abusive behaviour of another member of staff towards the children, he or she must notify the Manager immediately, unless the allegation is against the Manager then he or she should bring it to the attention of the Directors immediately.

Where a member of staff fails to report such concerns this may be construed as misconduct and lead to disciplinary action.

### **Personal Behaviour**

Childville believes in treating all staff with respect and trust in a mature, respectful and considerate manner and expects the same approach from staff. Childville expects employees to respect its property, children's clothing etc. and other staff and their property at all times. Staff should also demonstrate the characteristics they are trying to inspire in the children. Failure to observe the standards of behaviour expected breaks the bond of trust that is fundamental to the setting/staff relationship and may lead to disciplinary action.

- If a member of staff is found to be in breach of the Employment/Safer Recruitment Policy due to gross misconduct, he or she may face dismissal.

### **Absence from work**

Childville work 38 weeks a year term time only therefore staff holiday is pro rata. Bank holidays are paid as part of the staff holiday entitlement (pro rata) and it is included in the monthly salary calculation. Staff are not expected to take time off during term time unless in an emergency. However, where staff needs to take time off for any reason other than sick leave or training, this is agreed with the manager with sufficient notice as unpaid absence. Failure to notify absence is unauthorised absence.

## **Health and Safety**

Employees also have a duty to familiarise themselves with all the safety regulations that apply to their job and the settings in which they work and areas they access in the course of their duty. Refer to Health and Safety Policy.

## **Fraud and Corruption**

A member of staff who commits a fraudulent act is liable to disciplinary action, which may include dismissal and possible criminal prosecution, even for a first offence. Fraud is defined as any manipulation of Childville fee income or purchase that enables the company money or material to be misappropriated.

Staff involved in the investigation of alleged fraud may be required to sign an additional code of conduct relating to their specific duties.

## **Reporting of Arrests, Prosecutions, etc.**

Staff must report to the setting manager details of any arrest or criminal conviction or caution made against them by the Police (except for minor traffic offences i.e. where they do not mean imprisonment or suspension of his or her driving license), where the offence is also a breach of discipline and/or may have a direct impact on the employee's job, or where it calls into question their suitability to work with children.

## **False Statements**

Staff must not make false statement e.g. on staff registers, petty cash purchase claims, etc. Where there is evidence of a member of staff making such claims, he or she will be liable to disciplinary action/and or prosecution under the Theft Act 1968.

Where a member of staff has witnessed misconduct i.e. a fraudulent activity, he or she will have a duty to report such incident.

## **Discrimination**

It is the Childville policy that all current and prospective members of staff will have equal opportunity for employment, promotion and training on the basis of relevant ability, qualifications and merit. Staff must ensure that they do not unfairly discriminate on the grounds of gender, race, colour, marital status, national or ethnic origin, nationality, disability, sexuality, age or religion. All job applicants and workers are treated equally and the settings are willing to make reasonable adjustments where appropriate for applicants and workers with special needs.

## APPENDIX 1

### Alcohol and Drugs Misuse

- The early identification of an alcohol or drug problem and taking appropriate action, will minimise the effect of the problem on the setting, children, and other members of staff and may also help reduce any stress experience by the individual.
- It may be very difficult for people to admit they have a problem. There may well be a feeling of shame or fear of reprisals, particularly if they are taking illegal drugs.
- There is no single symptom of an alcohol or drug problem. The presence of any or some of the following may indicate one (unless the member of staff is suffering from an undisclosed illness/disability):

#### **Absenteeism**

Excessive sick leave, frequent and unexplained absences and lateness.

Frequent Monday and/or Friday absences

Excessive lateness especially on Monday

Leaving work early

Frequent visits to the toilet

Unexplained absence from the room

High rate of accidents

Frequent accidents at work resulting in injury and/or damage to equipment

Accidents away from work

Poor work performance

Difficulty in concentrating

Taking longer than usual to do tasks

Having an erratic work pattern

Difficulty in recalling conversations, instructions or details

Sticking to routine tasks and avoiding complex ones

Frequent mistakes

Improbable excuses for poor work

Telling lies about performance

Bad decision making

Reluctance to accept responsibility

Change in personality and behaviour

Anxiety  
Depression  
Irritability  
Lethargy  
Mood swings  
A tendency to blame others  
Over-sensitivity to criticism  
Problems relating to colleagues  
Avoiding company  
Changes in attitude

### **Additional signs**

Smelling of alcohol at work  
Intoxicated at work (slurred speech, unsteadiness)  
Bloodshot eyes  
Shaky hands  
Poor personal hygiene and un-kept appearances  
Frequent borrowing of money

Loss of driving licence through drink driving

The above is only a guideline. Setting manager must investigate and not make assumptions as similar symptoms may occur in some illnesses. When in doubt managers are advised to contact the Director. Managers will encourage employees to seek help as soon as problem is identified. Consideration will need to be made about the most appropriate action. To help bring any issues into the open a confidential meeting should be arranged with the individual (he/she may be accompanied by either a friend or Union Representative).

The meeting will need to be handled sensitively and focus on the wish to improve the employee's performance. The purpose should be to encourage the member of staff to admit there is a problem and explore the cause or reason for the problem.

It is important to establish whether any aspect of the job or stress has made the member of staff turn to drugs or alcohol.

It should be emphasised that the member of staff be encouraged to seek help from a GP or a specialist agency.

Members of staff with a drink or drugs problem should have same rights to confidentiality and support as they would if they had any other medical condition.

Consequences of continual poor performance need to be underlined if an employee is not ready to admit or refuses to recognise there is a problem. It is important to try and be supportive for as long as possible, however, where there are risks to health and safety of the children and other staff, it may be necessary to suspend the employee on short term.

Where an employee continually fails to reach adequate performance levels and fails to accept help and/or improve then it may result in dismissal.

## Staff Development and Training

The setting highly values its staff. It is in the interests of the setting, the children, their families, and the individual, that each staff member is given the opportunity to develop their skills to their maximum and to broaden their knowledge and skills in caring for children.

Personal and professional development is essential for maintaining the delivery of high-quality care and learning for children in their early years. It underpins all aspects of positive interactions and activities planned for children.

At Childville we strive to have over 50% of staff qualified to Level 2/3 (or equivalent) or above in childcare and education. Other staff working at the setting will be encouraged to undertake childcare training.

We strongly promote continuous professional development and all staff have individual training records and training plans to enhance their skills and expertise. We access training through our local borough Early Years and Childcare team and Pre School Learning Alliance online training. Where necessary, we access further training through external agency such as Barking & Dagenham college and Childville requires all staff enrolled on long term training to sign the staff training contract.

To facilitate the development of staff we:

- Coach, lead and offer encouragement and support to achieve a high level of morale and motivation
- Promote teamwork through ongoing communication, involvement and a no blame culture to enhance nursery practice
- Provide opportunities for delegation based on skills and expertise to offer recognition and stimulate staff
- Encourage staff to contribute ideas for change within the setting and hold regular staff meetings and team meetings to develop these ideas. Regular meetings are also held to discuss strategy, policy and activity planning
- Encourage staff to further their experience and knowledge by attending relevant external training courses
- Encourage staff to pass on their knowledge to those who are less experienced and share knowledge from external training with small groups of staff within the setting
- Provide regular in-house training relevant to the needs of the setting
- Carry out regular practitioner observation (monthly), supervision (every 6-8 weeks) with all staff. Staff appraisals are carried out every year where objectives and action plans for staff are set out, whilst also sourcing training according to their individual needs

- Develop a training plan addressing both qualifications and continuous professional development needs of the setting and individual staff
- Carry out training needs analyses for all individual staff, the team as a whole, and for the setting every six months.
- Promote a positive learning culture within the setting
- Carry out full evaluations of all training events and use these to evaluate the training against the aims set to enable the development of future training programmes to improve effectiveness and staff learning
- Provide inductions to welcome all new staff and assign a 'work-buddy' to coach and support new staff
- Offer ongoing support and guidance
- Offer varied information sources including membership to local and national organisations, resources, publications and literature to all staff.

## **Staff Disciplinary Procedures**

**Childville will maintain a well-motivated, highly skilled and professional staff team. However, occasionally action will need to be taken to encourage improvement in individual behaviour and performance.**

The objective of this procedure is to ensure the fair and consistent treatment of all employees and in particular of employees who become liable to disciplinary action. Our aim is always to support and encourage staff, while promoting good employment relations.

- It is the responsibility of management to ensure that the reasons for which disciplinary action may be taken are explained to employees.
- An employee has the right to have a fellow employee or representative present at any disciplinary hearing.
- No disciplinary action will be taken until the matter has been fully investigated. The employee may, however, be suspended with pay pending investigation if it is considered necessary.

If a member of staff is subject to disciplinary action, fair and consistent procedures will be employed:

- The incident will be fully investigated and the facts established.
- Investigations will be non-discriminatory and apply equally to all staff irrespective of sex, marital status, sexual preference, race or disability.
- At every stage, the member of staff concerned will be advised of the nature of the complaint and given an explanation for any penalty imposed.
- Staff will be given the opportunity to state their case, and be accompanied by a friend, colleague or Trade Union representative of their choice, during any part of the disciplinary process.
- Staff will not be dismissed for a first breach of discipline except in the case of gross misconduct (see below).
- Staffs have a right to appeal against any disciplinary action taken against them.

Investigations will be conducted by either the manager or the Registered Person.

The Staff Disciplinary Procedure operates as follows:

### ***Informal Discussion***

Before taking formal disciplinary action, the manager will make every effort to resolve the matter by informal discussions with parties concerned. Only where this fails to bring about satisfactory improvement or outcomes will disciplinary procedures be formally implemented.

### ***Formal Verbal Warning***

Once a formal warning has been given by the manager, the member of staff in question will be notified of this and given an explanation for the warning. They will further be informed of their right of appeal. A brief note of the warning will be kept on Childville records. This will be disregarded after six months, subject to satisfactory conduct and/or performance.

### ***Written Warning***

If, following a formal verbal warning, there is insufficient improvement in standards, or if a further incident occurs, a written warning will be issued. This will state the reason for the warning and that, if there is no satisfactory resolution after a further month, a final written warning will be given. A copy of this first written warning will be kept in Childville records, but will be disregarded after 12 months, subject to satisfactory conduct and/or performance.

### ***Final Written Warning***

If the member of staff's conduct or performance remains consistently unsatisfactory, or if the misconduct is sufficiently serious, a final written warning will be given making it clear that any further breach of the standards, or other serious misconduct, may result in the employee's dismissal. A copy of the warning will be kept in Childville records, but will be disregarded after 24 months, subject to satisfactory conduct and/or performance. The warning will state clearly that dismissal will result from a failure to comply.

In certain exceptional circumstances, a member of staff may receive a Final Written Warning that will remain on Childville records indefinitely. This course of action will follow when a member of staff has only avoided dismissal due to extenuating or mitigating circumstances.

### ***Gross Misconduct***

If, after investigation, it is deemed that a member of staff has committed an act of the following nature, dismissal will be the normal outcome:

- Child abuse (for further details refer to the Safeguarding Children/Child Protection policy).
- Serious infringement of health and safety rules (for further details refer to the Health and Safety policy).
- Assaulting another person
- Breach of confidence i.e. the divulging of confidential information relating to the setting, its employees or customers.
- Serious or persistent breaches of safety rules
- Falsifying signing in or out for another employee.
- Persistent lateness to work
- Blatant failure to follow nursery documentary systems and procedures.
- Persistent bullying, sexual or racial harassment.
- Being under the influence of drugs or alcohol whilst on duty.
- Gross negligence that either causes or might cause injury, loss or damage to persons or property.
- Theft, fraud or deliberate falsification of Childville documents.
- Deliberate damage to setting property.
- Being an unfit person under the terms of the Care Standards Act 2000 or the Children's Act 2006.

In the case of gross misconduct the police will be notified. If the police are involved in an investigation, then the suspension deadline will be extended.

While the alleged incident of gross misconduct is being investigated, the individual concerned is likely to be suspended, during which time normal pay levels will prevail. Such suspension is not to be regarded as a form of disciplinary action and will be for as short a period as possible. Any decision to dismiss will be taken only after a full investigation.

If the staff member has been found to have committed an act of gross misconduct, they will be dismissed without notice.

### ***Allegations against Staff***

All staff are advised to minimise time spent alone with children and be aware of the potential risks in doing so (for further details refer to the Safeguarding Children/Child Protection policy).

If an allegation of abuse has been made against a member of staff, the manager will follow the procedures of the Safeguarding Children/Child Protection policy

If an allegation of abuse is made against the manager, then another designated member of staff will report the matter directly to the Registered Person, local Social Services department and Ofsted.

### **Appeals**

Staff wishing to appeal against a disciplinary decision, must do so in writing and within 15 working days of the decision being communicated. Appeals will be dealt with as quickly as possible and within at least a further 15 days. If possible, the Registered Person, or a senior member of staff who was not involved in the original disciplinary action will hear the appeal and impartially adjudicate the case.

At all stages of the procedure, the right to appeal will be confirmed as part of the warning, suspension or dismissal letter.

# **Staff, Assistants, Volunteers and Students'**

## **Staff, Assistants, Volunteers and Students' Policy**

Alongside associated procedures in relation to Staff, volunteers and students, this policy was adopted by Childville settings on 3 September 2025.

### **Aim**

Staff at Childville are deployed to meet the care and learning needs of children and ensure their safety and well-being. There are effective systems in place to ensure that adults looking after children are suitable to do so.

### **Objectives**

- Recruitment checks meet the requirements of the EYFS as stipulated in procedure under recruitment checks section.
- All staff and volunteers who work more than occasionally with the children have enhanced DBS disclosure checks. All staff and volunteers working with children have appropriate training, skills, and knowledge.
- All staff, students and volunteers are deployed in accordance with the procedures.
- There is a complaints procedure and staff, and volunteers know how to complain and who they complain to.
- There is a whistleblowing procedure for all staff, students and volunteers to raise any concerns they may have.
- Ofsted are notified of staff changes or changes to the setting's name or address.
- Parents/carers are involved with their children's learning and their views are considered.

### **Legal references**

Protection of Children Act 1999  
Safeguarding Vulnerable Groups Act 2006  
Childcare Act 2006  
Further guidance  
Recruiting Early Years Staff (Alliance Publication)  
People Management in the Early Years (Alliance Publication)

## Recruitment Checks

### Obtaining references

As part of our commitment to safer recruitment Childville will always obtain references from applicants for roles in our setting. Robust recruitment checks are essential to ensuring that unsuitable persons cannot have contact with children through employment with us.

Obtaining references is an essential element of our recruitment process. We will always obtain a reference prior to employment commencing in line with the requirements of the EYFS as follows:

- Our application process requires candidates, to supply us with the contact details of a suitable referee from:
  - Their current employer, training provider or early years education and care setting
  - A senior person within the organisation who is authorised to provide a reference.
- If the applicant is not currently employed, or is not currently working with children we will:
  - Obtain verification of the applicants most recent relevant employment if they are not currently employed
  - Obtain a reference from the applicant's most recent relevant employer from the last time they worked with children.
- If the applicant has never worked with children we will obtain a reference from their current employer, training provider or education setting.
- We do not accept references from the following
  - Family members
  - A generic reference i.e. 'to whom it may concern'.

### Once a reference is received

- A reference received electronically will be checked to ensure that it originates from a legitimate source.
- We will compare the information on the original application form against relevant information given in the reference, for example, checking that dates align, and roles and responsibilities listed are consistent. Where this is not the case, we will take up any discrepancies with the applicant.
- If information is incomplete or we feel it is insufficient for us to make an informed decision about the applicant's suitability, we will contact the referee for clarification.
- Before an offer of employment is made, we will ensure any concerns are resolved satisfactorily.
- In line with best practice, we will seek to gain explanations for any gaps in employment.

## Further information and guidance

A120 New Employee Handbook (Alliance Publication)

A128 Recruiting Early Years Staff (Alliance Publication)

A129 People Management in the Early Years (Alliance Publication)

## Staff deployment

Members of staff, including assistants, bank staff and students (where eligible to be counted in ratios) at Childville are deployed to meet the care and learning needs of children and to always ensure their safety and well-being.

- Two members of staff are on the premises before children are admitted in the morning and the end of the day; one of which should be the manager or deputy.
- Only those staff aged 17 or over are included in ratios. Staff working as apprentices (aged 16 or over) may be included in the ratios if the setting manager is satisfied that they are competent and responsible. Except in the cases of apprentices, only those aged 17 and over may be included in the ratios and only if the setting manager is satisfied, they are suitable, (staff under 17 should be supervised at all times).
- At least one Paediatric First Aider must always be on site when children are present, and at least one Paediatric First Aider must be present and within sight and sound of children at mealtimes. Consideration will be given around staff breaks, lunchtimes and absences from the setting so that Childville is compliant with paediatric first aid requirements.
- The setting manager/deputy deploys staff to give adequate supervision of indoor and outdoor areas, ensuring that children are always within sight or hearing of staff. Whilst eating, children must be within sight and hearing of a member of staff and where possible the staff member will be sat facing children when eating.
- All staff are deployed according to the needs of the setting and the children attending.
- In open plan provision, staff are positioned in areas of the room and outdoors to supervise children and to support their learning.
- Staff are responsible for ensuring that equipment in their area is used appropriately and that the area is tidy at the end of the session.
- Staff plan their focus activities.
- Staff inform colleagues if they must leave the room for any reason.
- There are two members of staff outside in the garden when it is being used, one of whom supervises climbing equipment that has been put out.
- The setting manager/deputy may direct other members of staff to join those outside, if the numbers of children warrant additional staff.
- Staff always focus their attention on the children whilst having a wider awareness of what is happening around them.
- Staff do not spend working time in social conversation with colleagues.
- Staff allow time for colleagues to engage in 'sustained shared interaction' with children and do not interrupt activities led by colleagues.
- Sufficient staff are available at story times to engage children.

- Key persons spend time with key groups daily; these times are not for focussed activities but for promoting shared times and friendship.

### **Staff children**

- Where members of staff have their own children with them at the setting, the age of the child must fall within the stipulated ages of the setting's Ofsted registration.
- Where members of staff are likely to be working directly with their own children, this is subject to discussion before commencement with the setting manager.
- Where it is agreed that a member of staff's child attends the setting, it is subject to the following:
  - the child is treated by the parent and all staff as any other child would be
  - the child will not be in the parent/carers key group of children
  - the key person and parent will work towards helping the child to make a comfortable separation from the parent to allow the parent to fully undertake their role as a staff member of the setting
  - the key person will take responsibility for the child's needs throughout the day, unless the child is sick or severely distressed
  - time and space are made for the parent to breastfeed (where applicable) during the day, if that is their chosen method of feeding
  - the situation is reviewed as required, to ensure that the needs of the child are being met, and that the parent/carer can fulfil their role as a member of staff

If it is the setting manager's child, then their line manager ensures the criteria above is met.

### **Deployment of volunteers and parent/carer helpers**

Volunteers and parent/carer helpers are always under the supervision of a permanent member of staff at Childville. They are not included in staff ratios, or as the two members of staff needed on the premises before children are admitted in the morning or at the end of the day. They can be included in exceptional circumstance such as staff emergency and the volunteer helper enables the session to run, while the manager finds cover staff.

- The setting manager ensures that volunteers and parent/carer helpers are deployed to assist permanent staff.
- Volunteers and parent helpers assist staff in ensuring that the equipment in their designated area is used appropriately and that it is left tidy at the end of the session.
- Volunteers and parent/carer helpers give additional support for busy areas or to track or observe children.
- Volunteers and parent/carer helpers inform colleagues where they are going if they leave the room at any time.
- Volunteers and parent/carer helpers do not have unsupervised access to children; they do not take them into a separate room for an activity or toileting and do not take them off premises.

- Volunteers and parent/carer helpers are deployed in addition to two members of staff in the garden/outdoor area when in use.
- The setting manager can direct volunteers and parent/carer helpers to join those outside if the numbers of children warrant additional numbers of staff available.
- Volunteers and parent/carer helpers always focus their attention to children.
- Volunteers and parent/carer helpers do not spend time in social conversation with colleagues while they are with children.
- Volunteers and parent/carer helpers allow time for colleagues to engage in 'sustained shared interaction' with children and do not interrupt activities led by colleagues.
- Sufficient volunteers and parent/carer helpers are available to support staff at story and other circle times.

## **Student Placement**

Qualifications and training make an important contribution to the quality of care and education at Childville. As part of our commitment, we may offer placements to students undertaking relevant qualifications/training. We aim to provide students experiences that will contribute to the successful completion of their studies and provide examples of quality practice in early years care and education.

- The setting manager ensures that students meet the 'suitable person' requirements.
- The setting manager discusses the aim of the placement with the student's tutor prior to the placement commencing. The expectations of both parties are agreed at this point.
- The good character of students under 17 years old is vouched for by the establishment that places them, the setting manager must be satisfied that all relevant checks have been made.
- Students do not have unsupervised access to children.
- Suitable students on long term placements and volunteers (aged 17 or over) and staff working as apprentices in early education (aged 16 or over) may be included in the ratios at the level below their level of study, if the provider is satisfied that they are competent and responsible and if they hold a valid and current PFA qualification.
- Public liability and employer's liability insurance is in place that covers students and voluntary helpers.
- Students are aware of confidentiality.
- Student induction includes how the setting and sessions are managed, and policies and procedures, in particular safeguarding, confidentiality and health and safety.
- Appropriate members of staff co-operate with students' tutors to assist them in fulfilling the requirements of their course of study.
- The setting communicates a positive message to students about the value of qualifications and training.

- The needs of the children and their families remain paramount at all times and students are only admitted in numbers that do not hinder the work of the setting.
- The setting manager ensures that students and trainees on placement are engaged in bona fide early years training, which provides the necessary background understanding of children's development and activities.

Our setting recognises that qualifications and training make an important contribution to the quality of care and education at Childville. As part of our commitment, we may offer placements to students undertaking relevant qualifications/training. We aim to provide students experiences that will contribute to the successful completion of their studies and provide examples of quality practice in early years care and education.

- The setting manager ensures that students meet the 'suitable person' requirements.
- The setting manager discusses the aim of the placement with the student's tutor prior to the placement commencing. The expectations of both parties are agreed at this point.
- The good character of students under 17 years old is vouched for by the establishment that places them, the setting manager must be satisfied that all relevant checks have been made.
- Students do not have unsupervised access to children.
- Suitable students on long term placements and volunteers (aged 17 or over) and staff working as apprentices in early education (aged 16 or over) may be included in the ratios at the level below their level of study, if the provider is satisfied that they are competent and responsible and if they hold a valid and current PFA qualification.
- Public liability and employer's liability insurance is in place that covers students and voluntary helpers.
- Students are aware of confidentiality.
- Student induction includes how the setting and sessions are managed, and policies and procedures, in particular safeguarding, confidentiality and health and safety.
- Appropriate members of staff co-operate with students' tutors to assist them in fulfilling the requirements of their course of study.
- The setting communicates a positive message to students about the value of qualifications and training.
- The needs of the children and their families remain paramount at all times and students are only admitted in numbers that do not hinder the work of the setting.
- The setting manager ensures that students and trainees on placement are engaged in bona fide early years training, which provides the necessary background understanding of children's development and activities.

## **Staffing Ratio**

### **Policy statement**

We provide a staffing ratio in line with the Safeguarding and Welfare Requirements of the Early Years Foundation Stage to ensure that children have sufficient individual attention and to guarantee care and education of a high quality. Our staffs are appropriately qualified and we carry out checks for criminal and other records through the Disclosure and barring service in accordance with statutory requirements.

### **Procedures**

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

- Children under two years of age: 1 adult : 3 children:
  - at least one member of staff holds a full and relevant level 3 qualification and is suitably experienced in working with children under two;
  - at least half of all other staff hold a full and relevant level 2 qualification;
  - at least half of all staff have received training that specifically addresses the care of babies (where applicable); and
  - where there is an under two-year-olds' room, the member of staff in charge of that room has suitable experience of working with under twos.
- Children aged two years: 1 adult : 5 children:
  - at least one member of staff holds a full and relevant level 3 qualification; and
  - at least half of all other staff hold a full and relevant level 2 qualification.
- Children aged three years and over: 1 adult : 8 children:
  - at least one member of staff holds a full and relevant level 3 qualification; and
  - at least half of all other staff hold a full and relevant level 2 qualification.
- We follow the Early Years Foundation Stage Safeguarding and Welfare Requirements where a Qualified Teacher, Early Years Professional or other suitable level 6 qualified person is working directly with children aged three and over between the hours of 8am and 4pm as follows:
  - there is at least one member of staff for every 13 children; and
  - at least one other member of staff holds a full and relevant level 3 qualification.
  - A minimum of two staff/adults are on duty at any one time.
  - All staff counted within the ratio will hold a Paediatric First Aid certificate.
  - Each child is assigned a key person to help the child become familiar with the setting from the outset and to ensure that each child has a named member of staff with whom to form a relationship. The key person plans with parents for the child's well-being and development in

the setting. The key person meets regularly with the family for discussion and consultation on their child's progress and offers support in guiding their development at home.

- We hold regular staff meetings to undertake curriculum planning and to discuss children's progress their achievements and any difficulties that may arise from time to time.

#### **Other useful Pre-school Learning Alliance publications**

- A120 New Employee Handbook (Alliance Publication)
- A128 Recruiting Early Years Staff (Alliance Publication)

## Website Privacy Notice

This website privacy notice describes how Childville After School Services Ltd protects and makes use of the information you give us when you use this website/app.

If you are asked to provide information when using this website, it will only be used in the ways described in this privacy notice.

We gather and use certain information about individuals in order to provide products and services and to enable certain functions on this website. We also collect information to better understand how visitors use this website and to present timely, relevant information to them.

The Data Protection Officer with responsibility for monitoring this privacy notice is **Nicky Coker and the Setting manager/deputy**

### Collecting information

We may collect the following information:

- Name and job title
- Contact information including email address
- Demographic information, such as postcode, preferences and interests
- Website usage data
- Other information relevant to client enquiries
- Other information relating to special offers and surveys

Collecting this data helps us understand what you are looking for from our setting, enabling us to deliver improved services.

Specifically, we may use data:

- For our own internal records
- To improve the services, we provide
- To contact you in response to a specific enquiry
- To send you promotional emails about our services and other information we feel may be relevant to you.
- To contact you via email, telephone or WhatsApp for market research reasons

### **How we collect information**

#### Cookies

A cookie is a small file placed on your computer's hard drive. It enables our website to identify your computer as you view different pages on our website.

Cookies allow websites and applications to store your preferences in order to present content, options or functions that are specific to you. They also enable us to see information such as how many people use the website and what pages they visit.

We may use cookies to:

- Analyse our web traffic using an analytics package to help improve the website structure, design, content and functions.
- Identify whether you are signed in to our website
- Test content on our website
- Store information about your preferences so that the website can present information that is relevant and interesting
- Recognise when you return to our website

Cookies do not provide us with access to your computer or any information about you, other than that which you choose to share with us.

You can use your web browser's cookie settings to determine how our website uses cookies. If you do not want our website to store cookies on your computer or device, you should set your web browser to refuse cookies. However, doing so may affect the functionality of our website when you visit and some pages and services may become unavailable to you.

Unless you have changed your web browser to refuse cookies, our website will issue cookies when you visit it.

### **Opt-in's**

When you fill in a form or provide your details on our website (where applicable) we will store these on our CRM system and may send you automated emails regarding services that could be of interest or relevance to you.

To unsubscribe from our CRM system and to stop receiving further emails from us you can:

- Unsubscribe from the email sent to you by changing your preferences or
- Email us at [childvillecentre@yahoo.com](mailto:childvillecentre@yahoo.com)

We will never lease, distribute or sell your personal information to third parties unless we have your permission or the law requires us to do so.

### **Security**

Our website is scanned on a regular basis for security holes and known vulnerabilities in order to make your visit to our site as safe as possible.

Your personal information is contained behind secured networks and is only accessible by a limited number of persons who have special access rights to such systems, and are required to keep the information confidential. In addition, all sensitive/credit information you supply is encrypted via Secure Socket Layer (SSL) technology.

We implement a variety of security measures when a user submits, or accesses their information to maintain the safety of your personal information.

All transactions are processed through a gateway provider and are not stored or processed on our servers.

We will always hold your information securely and follow stringent procedures to ensure we work with all personal data in accordance with the Data Protection Act 1998.

To prevent unauthorised disclosure or access to your information we have implemented strong physical and electronic security safeguards.

### **External links**

Our website may contain links to other websites. Please note that we have no control of websites outside the Childville After School Services Ltd domain. If you provide information to a website to which we link, we are not responsible for its protection and privacy.

Always be wary when submitting data to websites. Read the site's privacy policies fully.

If you would like to discuss anything in this privacy notice, please contact Nicky Coker or your centre manager/deputy.

If you have a concern about the way we are collecting or using your personal data, you should raise your concern with us in the first instance or directly to the Information Commissioner's Office at

<https://ico.org.uk/concerns/>

## Whistle blowing Policy (Safeguarding Children)

Whilst we expect all our colleagues, both internal and external, to be professional at all times and hold the welfare and safety of every child as their paramount objective, there may be occasions where this may not be happening.

It is vital that all team members talk through any concerns they may have with their line manager at the earliest opportunity to enable any problems to be ironed out as soon as they arise.

Ofsted published its external whistle blowing policy outlining procedures to adopt when receiving referrals about children's safety and their safeguarding arrangements.

The document termed whistle blowing as:

*"...someone who works in or for an organisation [who] wishes to raise concerns about malpractice, wrongdoing, illegality or risk in the organisation (for example, crimes, civil offences, miscarriages of justice, dangers to health and safety), and or the cover up of any of these. The malpractice has a public interest aspect to it, usually because it threatens others. It applies to raising a concern within the organisation as well as externally, such as a regulator."*

The Whistle blowing Act (also known as The Public Interest Disclosure Act of 1998) encourages those working in child-centred workplaces to promote accountability and self-regulation. Where there is genuine concern about child safeguarding, the Act promotes public interest by providing a service that protects the worker who raises honest concern against reprisals from their workplace.

Differing from a personal complaint or a grievance, whistle blowing generally applies when there is no vested interest and a person is acting as a witness to misconduct or malpractice they have observed.

If in the course of your employment, you find that you have genuine concerns regarding a child safety or you become aware of information which you reasonably believe tends to show one or more of the following,

### Disclosure of information

- That a criminal offence has been committed or is being committed or is likely to be committed
- That a manager or member of staff has failed, is failing or is likely to fail to comply with any legal obligation to which they are subject (e.g. EYFS, National Minimum Standards, National Care Standards)
- That a miscarriage of justice that has occurred, is occurring, or is likely to occur
- That the health or safety of any child or staff has been, is being, or is likely to be, endangered
- That the environment, has been, is being, or is likely to be, damaged
- That information tending to show any of the above, is being, or is likely to be, deliberately concealed

You **MUST** use the setting's disclosure procedure set out below:

### Disclosure procedure

- If this information relates to safeguarding then the setting safeguarding policy should be followed, with particular reference to the staff and volunteering section

- Where you reasonably believe one or more of the above circumstances listed above has occurred you should promptly disclose this to your manager so that any appropriate action can be taken. If it is inappropriate to make such a disclosure to your manager (i.e. because it relates to your manager) you should speak to the deputy manager.
- Employees will suffer no detriment of any sort for making such a disclosure in accordance with this procedure. For further guidance in the use of the disclosure procedure, employees should speak in confidence to their setting manager.
- Any disclosure or concerns raised will be treated seriously and will be dealt with in a consistent and confidential manner and will be followed through in a detailed and thorough manner
- Any employee who is involved in victimising employees who make a disclosure, takes any action to deter employees from disclosing information or makes malicious allegations or disclosures in bad faith will be subject to potential disciplinary action which may result in dismissal
- Failure to report serious matters can also be investigated and potentially lead to disciplinary action which may result in dismissal
- Any management employee who inappropriately deals with a whistle blowing issue (e.g. failing to react appropriately by not taking action in a timely manner or disclosing confidential information) may be deemed to have engaged in gross misconduct which could lead to dismissal.
- If the manager or deputy did not act on your disclosure, you must raise your concern with LBBD safeguarding manager Joy Barter or the LADO Team using contact numbers on the LBBD disclosure posters displayed on Parents notice board.

In the situation where the staff member believes danger is less imminent, you may contact the Whistleblower Hotline **(0300 123 3155)**. They will need to know whether you have already raised your concern internally and whether there was any action taken. Once the hotline attendant has gathered as much information as possible they will forward the record onto specially trained staff to determine whether Ofsted is able to take action on your behalf.

When your concern is being dealt with by Ofsted, they will categorise into one of the following:

- **Category 1:**  
child protection concerns about a 'risk of harm' to specific child or children. Ofsted's Compliance, Investigation and Enforcement (CIE) team will immediately refer the matter to the local authority's child protection team for urgent attention.
- **Category 2:**  
specific concerns or allegations about wider or systematic failure in safeguarding practice in the local authority. These will be referred to the Ofsted whistle blowing team.

There should be a transparent system in place when whistle blowing. If however you are worried about raising a concern you would be wise to seek out independent advice. This can be found through your union or through the charity Public Concern at Work.

# **Working in Partnership with Parents/Carers and Other Agencies**

## **Working in Partnership with Parents/Carers and Other Agencies Policy**

Alongside associated procedures working in partnership with parents/carers and other agencies, this policy was adopted by Childville on 4 September 2025.

### **Aim**

Childville actively promote partnership with parents/carers and recognise the importance of working in partnership with other agencies to promote the well-being of children and their families. This includes signposting parents/carers to support as appropriate.

### **Objectives**

- We believe that parents/carers are children's first and most enduring educators and our practice aims to involve and consult parents/carers on all aspects of their child's well-being.
- We also recognise the key role parents/carers must play in the day-to-day organisation of the provision.
- We consider parents/carers views and expectations and will give the opportunity to be involved in the following ways:
  - sharing information about their child's needs, likes, achievements and interests
  - settling in their child to the agreed plan according to our settling in procedures
  - taking part in children's activities and outings
  - contributing with ideas or resources as appropriate to enhance the curriculum of the setting
  - taking part in early learning projects, sharing with educators' knowledge and insights about their child's learning
  - contributing to assessment with information, photos and stories that illustrate how their child is learning within the home environment, taking part in day-to-day family activities
  - taking part in discussion groups
  - taking part in planning, preparing, or simply participating in social activities organised within the setting
  - taking part in a parent forum to encourage the democratic participation of parents in discussions about the day-to-day organisation of the setting, consulting about new developments and other matters as they arise
  - involvement in the review of policies and procedures if desired
  - Ofsted and setting contact details are displayed on the parent/carer notice board for parents/carers who have a complaint that cannot be resolved with the setting manager in the first instance, or where a parent/carer is concerned that the EYFS standards are not being maintained

## **Partnership and signposting to other agencies**

- We are committed to ensuring effective partnership with other agencies including:
  - local authority early years services about the EYFS, training and staff development
  - local programmes regarding delivering children's centres or the childcare and early education element of children's centres
  - social welfare departments regarding children in need and children who need safeguarding or for whom a child protection plan is in place
  - child development networks and health professionals to support children with disabilities and special needs
  - local community organisations and other childcare and early education providers
  - Ofsted and setting contact details are made available to other agencies who have a complaint that cannot be resolved with the setting manager in the first instance, or where a parent/carer is concerned that the EYFS safeguarding and welfare standards are not being maintained.

## **Legal references**

Childcare Act 2006

Education Act 2011

## **Working in partnership with parents and other agencies procedures**

Childville believes that families are central in all services we provide for young children. They are involved in all aspects of their child's care, their views are actively sought, and they are actively involved in the running of the setting in various ways.

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

Families

- Parents/carers are provided with written information about the setting, including the setting's safeguarding actions and responsibilities under the Prevent Duty.
- Parents/carers are made to feel welcome in the setting; they are greeted appropriately.
- Every effort is made to accommodate parents/carers who have a disability or impairment.
- The expectations we make on parents/carers are made clear at the point of registration.
- There is a clear expectation that parents/carers will participate in settling their child at the commencement of a place according to an agreed plan.
- There is sufficient opportunity for parents/carers to share necessary information with staff, and this is recorded and stored to protect confidentiality.
- Key persons support parents/carers in their role as the child's first and most enduring educators.
- Key persons regularly meet with parents/carers to discuss their child's learning and development and to share concerns if they arise.

- Key persons work with parents/carers to carry out an agreed plan to support a child's special educational needs.
- Key persons work with parents/carers to carry out any agreed tasks where a child protection plan is in place.
- According to the nature of the setting, there is provision for families to be involved in activities that promote their own learning and well-being.
- Parents/carers are involved in the social and cultural life of the setting and actively contribute.
- As far as possible the service is provided in a flexible way to meet the needs of parents/carers without compromising the needs of children.
- Parents/carers are involved in regular assessment of their child's progress, including the progress check at age two, as per procedure for Progress check at age two.
- There are effective means for communicating with parents/carers on all relevant matters and Complaints procedure for parents/carers and service users is referred to when necessary.
- Every effort is made to provide an interpreter for parents/carers who speak a language other than English where practicable.
- Information about a child and their family is kept confidential within the setting. The exception to this is where there is cause to believe that a child may be suffering, or is likely to suffer, significant harm, or where there are concerns regarding their child's development that need to be shared with another agency. Parental permission will be sought unless there are reasons not to, to protect the safety of the child.
- Parental consent is sought to administer medication, take a child for emergency treatment, take a child on an outing and take photographs for the purposes of record keeping.
- Parents/carers' views are sought regarding changes in the delivery of the service.
- Parents/carers are actively encouraged to participate in decision making processes via a parent/carer forum.
- There are opportunities for parents/carers to take active roles in supporting their child's learning in the setting: informally through helping out or activities with their child, or through structured projects engaging parents/carers and staff in their child's learning.

## **Agencies**

- We work in partnership or in tandem with local and national agencies to promote the wellbeing of children.
- Procedures are in place for sharing of information about children and families with other agencies, as set out in procedures for Confidentiality, recording and sharing information.
- Information shared by other agencies (third party information) is also kept in confidence and not shared without consent from that agency.
- When working in partnership with staff from other agencies, individuals are made to feel welcome in the setting and professional roles are respected.

- Staff follow the protocols for working with agencies, for example on child protection.
- Staff from other agencies do not have unsupervised access to the child they are visiting in the setting and do not have access to any other children during their visit.
- Staff do not casually share information or seek informal advice about any named child/family.
- We consult with and signpost to local and national agencies who offer a wealth of advice and information promoting staff understanding of issues facing them in their work and who can provide support and information for families. For example, ethnic/cultural organisations, drug/alcohol agencies, welfare rights advisors or organisations promoting childcare and early education, or adult education.

## **Schools**

- Settings work in partnership with schools to assist children's transition as per procedure for Prime times – transition to school and share information as per procedure for Transfer of records.
- The setting manager actively seeks to forge partnership with local schools with the aim of sharing best practice and creating a consistent approach.

## **Complaints procedure for parents/carers and service users**

There is a fair way of dealing with issues as they arise in an informal way, but parents/carers may wish to exercise their right to make a formal complaint. They are informed of the procedure to do this, and complaints are responded to in a timely way. The same procedures apply to agencies who may have a grievance or complaint.

## **Parents/carers**

- If a parent/carer is unhappy about any aspect of their child's care or how they have been treated, this should be discussed with the child's key person. The key person will listen to the parent/carer and acknowledge what they are unhappy about and speak to her manager about it. The manager will offer an explanation and an apology if appropriate. The issue and how it was resolved is recorded in the Complaint Investigation form and file in the complaint folder. The recording will also make clear whether the issue being raised relates to a concern about quality of the service or practice, or a complaint. For allegations relating to serious harm to a child caused by a member of staff or volunteer procedure Allegations against staff, volunteers or agency staff will be followed.
- If the parent/carer is not happy with the key person's response or wishes to complain about the key person or any other member of staff, they will be directed to the setting manager. Some parents/carers will want to make a written complaint; others will prefer to make it verbally; in which case the setting manager writes down the key issues of the complaint using the Complaint Investigation form and keeps it in the complaints folder.
- The setting manager will investigate the complaint and provide time to feedback to the parent/carer within 28 days. A confidential written report of the investigation is kept in the complaint folder even if the complaint relates directly to a child.

- If the parent/carer is still not satisfied, or if the complaint is about the setting manager, the setting manager is asked to forward their complaint verbally or in writing to their line manager.
- If the parent/carer is still not satisfied, then they are entitled to appeal the outcome verbally or in writing to the setting manager's line manager who will pass the matter on to owners/directors for further investigation and will respond to the parent/carer within a further 14 days. If the complainant believes that the matter has not been resolved and there has been a breach of the EYFS requirements they are entitled to make a complaint to Ofsted. The manager will assist in any complaint investigation as well as in producing documentation that records the steps that were taken in response to the original complaint.
- The setting manager ensures that parents/carers know they can complain to Ofsted by telephone or in writing at any time as follows:

Applications, Regulatory and Contact (ARC) Team, Ofsted, Piccadilly Gate, Store Street, Manchester M1 2WD  
or telephone: **0300 123 1231**

## **Other services**

- If an individual from another service wishes to make a formal complaint about a member of staff or any practice of the setting, it should be made in writing to the setting manager.
- The complaint is acknowledged in writing within 10 days of receiving it.
- The setting manager investigates the matter and meets with the individual to discuss the matter further within 28 days of the complaint being received.
- An agreement needs to be reached to resolve the matter.
- If agreement is not reached, the complainant may write to the setting manager's line manager, who acknowledges the complaint within 5 days and reports back within 14 days.
- If the complainant is not satisfied with the outcome of the investigation, they are entitled to appeal and are referred to the owners/directors/trustees.

## **Ofsted complaints record**

- Legislation requires settings to keep a record of complaints and disclose these to Ofsted, or the childminder agency at inspection, or if requested by Ofsted, or the childminder agency at any other time.
- The record of complaints is a summative record only.
- A record of complaints will be kept for at least 3 years.

- In all cases where a complaint is upheld a review will be undertaken by the owners/directors to look for ways to improve practice where it is required.

This procedure is displayed on Parent/Carer Notice Board.

### **Further guidance**

Complaint Investigation Record (Alliance Publication)