



Ladybird Lane Nursery

Policies & Procedures

"At Ladybird Lane Nursery, our commitment to the well-being and development of each child is unwavering. Our policy is rooted in creating a secure and stimulating environment that prioritizes safety, education, and emotional growth. We adhere to the highest standards of care, ensuring that every child feels valued and supported. Our dedicated team follows best practices in early childhood education, emphasizing open communication with parents, guardians, and caregivers. We believe in fostering a culture of respect, inclusivity, and continuous improvement. This policy is a testament to our dedication to providing a nurturing foundation for each child's unique journey, laying the groundwork for a future filled with curiosity, confidence, and success."

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Accidents and First Aid Policy

At **Ladybird Lane Nursery** the safety of all children is paramount, and we have measures in place to help to protect children. However, sometimes accidents do unavoidably happen.

We follow this policy to ensure all parties are supported and cared for when accidents or incidents happen¹ and that the circumstances of the accident or incident are reviewed with a view to minimising any future risks.

Accidents or incidents

When an accident or incident occurs, we ensure:

- The child is comforted and reassured first
- The extent of the injury is assessed and if necessary, a call is made for medical support or an ambulance
- First aid procedures are carried out where necessary, by a trained paediatric first aider
- The person responsible for reporting accidents, incidents or near misses is the member of staff who saw the incident or was first to find the child where there are no witnesses
- The accident or incident is recorded on an accident/incident form, and it is reported to the nursery manager. Other staff who have witnessed the accident may also countersign the form and, in more serious cases, provide a statement. This should be done as soon as the accident is dealt with, whilst the details are still clearly remembered
- Parents are shown the accident/incident form and informed of any first aid treatment given. They are asked to sign it the same day, or as soon as reasonably practicable after
- The nursery manager reviews the accident/incident forms at least monthly for patterns e.g., one child having a repeated number of accidents, a particular area in the nursery or a particular time of the day when most accidents happen. Any patterns are investigated by the nursery manager and all necessary steps to reduce risks are put in place
- The nursery manager reports any serious accidents or incidents to the registered person for investigation for further action to be taken (i.e., a full risk assessment or report under Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR))
- The accident forms are kept for at least 21 years and three months
- Where medical attention is required, a senior member of staff will notify the parent(s) as soon as possible whilst caring for the child appropriately
- Where medical treatment is required the nursery manager will follow the insurance company procedures, which may involve informing them in writing of the accident

¹ An accident is an unfortunate event or occurrence that happens unexpectedly and unintentionally, typically resulting in an injury, for example tripping over and hurting your knee.

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

- The nursery manager or registered provider will report any accidents of a serious nature to Ofsted and the local authority children’s social care team (as the local child protection agency), where necessary. Where relevant, such accidents will also be reported to the local authority environmental health department, or the Health and Safety Executive and their advice followed.

Location of accident files: Locked away in nursery office.

Contact Details:

Organisation	Ladybird Lane Nursery LTD
Ofsted	2723883
Local authority children’s services team	020 8583 6600
Local authority environmental health department	020 8583 5555
Health and Safety Executive	0845 345 0055
RIDDOR report form	http://www.hse.gov.uk/riddor/report.htm

Head injuries

If a child receives a head injury while in the setting, then we will follow this procedure:

- Comfort, calm and reassure the child
- Assess the child’s condition to ascertain if a hospital or ambulance is required. We will follow our procedures if this is required (see below)
- If the skin is not broken, we will administer a cold compress for short periods of time, repeated until the parent arrives to collect their child.
- If the skin is broken, then we will follow our first aid training and stem the bleeding.
- Call the parent and make them aware of the injury and if they need to collect their child
- Complete the accident form
- Keep the child in a calm and quiet area whilst awaiting collection, where applicable
- We will continue to monitor the child and follow the advice on the NHS website as per all head injuries <https://www.nhs.uk/conditions/minor-head-injury/>
- For major head injuries we will follow our paediatric first aid training.

Transporting children to hospital procedure

The nursery manager or staff member must:

- Call for an ambulance immediately if the injury is severe. We will not attempt to transport the injured child in our own vehicles*
- Whilst waiting for the ambulance, contact the parents and arrange to meet them at the hospital

- Arrange for the most appropriate member of staff to accompany the child, taking with them any relevant information such as registration forms, relevant medication sheets, medication, and the child's comforter.
- Redeploy staff if necessary to ensure there is adequate staff deployment to care for the remaining children. This may mean temporarily grouping the children together
- Inform a member of the management team immediately
- Always remain calm. Children who witness an incident may well be affected by it and may need lots of cuddles and reassurance. Staff may also require additional support following the accident.

**If a child has an accident that may require hospital treatment but not an ambulance and you choose to transport children within staff vehicles, consider the following in your policy:*

- *Request permission from parents*
- *Maintain ratio requirements of the setting*
- *Consider the age and height of the child, in regards to whether they will need a car seat. Further guidance can be found at www.childcarseats.org.uk/types-of-seat/*
- *There are some exceptions for needing a child seat depending on the age of the child. Further guidance can be found at www.childcarseats.org.uk/the-law/cars-taxis-private-hire-vehicles-vans-and-goods-vehicles/#under-three*
- *When fitting the car seat, check the individual has training in carrying this out*
- *Check this transport is covered under business insurance, by calling your insurance company, or check if the staff member has business insurance on their vehicle*
- *Ensure the child is effectively safeguarded e.g. a designated member of staff appointed to plan and provide oversight of all transporting arrangements and respond to any difficulties that may arise*
- *Wherever possible and practicable it is advisable that transport is undertaken other than in private vehicles, with at least one adult additional to the driver acting as an escort. Staff should ensure that their behaviour is safe and that the transport arrangements and the vehicle meet all legal requirements. They should ensure that the vehicle is roadworthy and appropriately insured and that the maximum capacity is not exceeded*
- *Plan emergency procedures e.g. what will happen if the child's health begins to deteriorate during the journey.*

First aid

The first aid boxes are located in: **Window (Next to the office), Window (Next to the toilet door), and Kitchen**

These are accessible at all times with appropriate content for use with children.

The appointed person responsible for first aid checks the contents of the boxes regularly **every 3 months** and replaces items that have been used or are out of date.

The staff first aid box is kept **in the hall**. This is kept out of reach of the children.

First aid boxes should only contain items permitted by the Health and Safety (First Aid) Regulations Act 1981, such as sterile dressings, bandages and eye pads. No other medical items, such as paracetamol should be kept in them.

The appointed person(s) responsible for first aid is : *Meena Dalal, Jade Waddon, Jackie Cammack,, Rachel Armstrong, Alice Leyden, Roxzanna Bailey, Fartun Abukar.*

All*/most* of the staff are trained in paediatric first aid and this training is updated every three years.

We ensure there is at least one person who always holds a current full (12 hour) paediatric first aid (PFA) certificate on the premises and available when children are present (as per section 3.25, EYFS, 2021).

All first aid trained staff are listed in every room. When children are taken on an outing away from our nursery, we will always ensure they are accompanied by at least one member of staff who holds a current full (12 hour) PFA certificate. A first aid box is taken on all outings, along with any medication that needs to be administered in an emergency, including inhalers etc.

Food safety and play

Children are supervised during mealtimes and food is adequately cut up to reduce the risk of choking. The use of food as a play material is discouraged. However, as we understand that learning experiences are provided through exploring different malleable materials the following may be used:

- Playdough
- Cornflour
- Dried pasta, rice and pulses.

These are risk assessed and presented differently to the way it would be presented for eating e.g. in tuff trays.

Food items may also be incorporated into the role play area to enrich the learning experiences for children e.g. fruits and vegetables. Children will be fully supervised during these activities.

Food that could cause a choking hazard, including raw jelly, is not used.

Personal protective equipment (PPE)

The nursery provides staff with PPE according to the need of the task or activity. Staff must wear PPE to protect themselves and the children during tasks that involve contact with bodily fluids. PPE is also provided for domestic tasks. Staff are consulted when procuring PPE to ensure all allergies and individual needs are supported and this is evaluated on an ongoing basis.

Dealing with blood

We may not be aware that any child attending the nursery has a condition that may be transmitted via blood. Any staff member dealing with blood must:

- Always take precautions when cleaning wounds as some conditions such as hepatitis or the HIV virus can be transmitted via blood
- Wear disposable gloves and wipe up any blood spillage with disposable cloths, neat sterilising fluid or freshly diluted bleach (one part diluted with 10 parts water). Such solutions must be carefully disposed of immediately after use.

Needle punctures and sharps injury

We recognise that injuries from needles, broken glass and so on may result in blood-borne infections and that staff must take great care in the collection and disposal of this type of material. For the safety and well-being of the employees, any staff member dealing with needles, broken glass etc. must treat them as contaminated waste.

Parents of children requiring needles as part of managing a medical condition should supply the nursery with an approved sharps box for safe disposal. Full boxes will be returned to the parents.

If a needle is found e.g. in the nursery grounds, the local authority must be contacted to deal with its disposal.

We treat our responsibilities and obligations in respect of health and safety as a priority and provide ongoing training to all members of staff which reflects best practice and is in line with current health and safety legislation.

This policy is updated at least annually in consultation with staff and parents and/or after a serious accident or incident.

This policy was adopted on	Signed on behalf of the nursery	Date for review
June 2024	Meena Dalal – Nursery Manager	June 2025

Attendance/ Absence Monitoring Policy

Attendance records will be monitored regularly. All children are signed in on arrival by staff. The nursery is required to follow up any absences as part of Ladybird Lane's attendance and absence policy following guidance suggested by the local authority safeguarding team and Ofsted.

It is the responsibility of the parent/carer to notify the nursery staff by phone 020 8232 8839 or email office@ladybirdlanenursery.co.uk if a child is absent for any reason including illness, medical appointments, personal reasons, family emergencies or holidays; where possible please inform the nursery in advance of any pre-booked holidays.

This attendance policy supports should be used in line with our safeguarding policy if a child's attendance is becoming a concern.

- We will inform parents about this process.
- Ensure children are signed in/ recorded on the registers promptly.
- Manager will listen to absence calls, read absence emails.
- Bring together registers, lates, absence calls - produce the list of children absent with no explanation (we will double check in rooms before we start calling).
- We will then start first day calling for children absent without explanation; we will call everyone on the contact list until we get an answer. We will leave messages if there is a voicemail option. However, we will not leave it at that.
- We might get an overseas ring tone and consider if the family are taking a holiday, they haven't informed us about?
- We will call the contact list at least twice.
- By this stage, if we have a good contact list (4 numbers minimum) we probably have a reply.
- If we have been unsuccessful at receiving a reply, we will consider whether any children have additional agency support, such as a social worker, and we will contact them.
- We will explore any internal intelligence within Ladybird Lane Nursery to find out if anyone knows the family.
- Make a prompt home visit.
- If we cannot get an answer, we will refer immediately to Hounslow Children's services Front Door/ Police and request a welfare call (if we can see family inside the home avoiding our knock, we will not refer - unless we think the children are at risk of significant harm).
- If your child attends a morning session, please inform us that they will be absent by 10am, or by 1.00 pm (at the latest) if s/he attends an afternoon session. There is no set time of arrival, however Regular attendance and good punctuality are important for maximising achievement and obtaining the greatest benefit from education.
- If we haven't received a telephone call or email, a senior member of staff (manager or assistant manager) will contact the parent/carer by telephone followed by an email if we are unable to speak to you. If we are still unable to reach you, we will attempt to contact one of the emergency contacts listed on your child's registration form.

- A record of each child's non-attendance will be kept along with details of our attempts to contact someone listed on the child's contact sheet.
- If we cannot make contact or are concerned about the welfare of a child/family, our Designated Safeguarding Lead (Jade Waddon) or one of her deputies (Jackie Cammack) are required to contact the Local Authority Safeguarding Officer and/or the Hounslow Front Door Service to seek further advice.
- Please inform the setting if any the details of your designated contacts change.

Manager's Responsibilities:

- To ensure all parents/carers aware of the Attendance and Absence Policy at the point of registration.
- To ensure parents and carers aware that if a child who should be in attendance for a particular session is absent, the parent/carer will be contacted by the manager or, in her absence, one of her deputies.
- To ensure parents/carers are aware that if a child is in receipt of a free funded place and attendance is a concern, the manager is required to notify Hounslow's Early Years Team.

If you have any questions or require further information, please contact Meena Dalal

Supporting families

We recognise that sometimes families may need extra support with attendance and punctuality, therefore good communication is essential between them and their child's key person. We will work with parents/carers to support a child's good attendance and punctuality.

Safeguarding

We all have a duty to keep children safe. If we are concerned about the welfare of a child who is absent, we reserve the right to contact Children's Services.

Children's Services:

- If the child/ren are open to Children's Services and have an allocated Social Worker- 020 8583 6600 (option 2 followed by option 1)
- If worried about a child, to report concerns- 020 8583 6600 (option 2 followed by option 3)
- Email: childrensocialcare@hounslow.gov.uk

Out of hours (after 5pm weekdays or weekends)- 020 8583 2222.

For further information please contact

Early Education Funding Team

earlyyearsandchildcare@hounslow.gov.uk

020 8583 6421

Children / Families accessing free entitlement places

What should I do if a child registers for a free entitlement place and he/she does not show up on the first day?

If you have claimed the free entitlement for a child who does not attend on the first day contact the parent/ carer to ask if the child will still be taking up the place. Find out the date they intend to start instead, if at all, and then make the appropriate adjustment via the claims process later in the term.

However, if the parent/ carer keeps giving you a start date (or you are unable to contact them) and they do not show up by the end of the second week, you must write to the parent/ carer to inform them that their free entitlement place has been withdrawn. Copies of all correspondence should be kept in the child's records (in compliance with United Kingdom General Data Protection Regulation (UK-GDPR)). Ensure that you make an adjustment via the claims process.

The steps we will take for unnotified absences of children with a free entitlement place?

In addition to the procedure above

1. Ask the parent/carer for the child's expected return date.
2. If the child still does not return on the expected date, we will follow up with another telephone call and if the family are known to services, we will inform the support worker that the child has still not returned.
3. Work with the support worker to try and re-engage the child again.
4. If the child still does not return, we will agree with the support worker what the funding end date should be. This is to give services any additional time they need to try and re-engage the family. Once the date has been agreed, we will send a letter to the family to inform them that the free entitlement place has been withdrawn.
5. If we do re-engage with the parent, we will discuss/ consider a reduction in the number of sessions per week or a change in the session times if it would help with the child's attendance. We will make every effort to encourage and support improved attendance.
6. The parent/carer will be advised that any further absences may result in the funding being withdrawn. We will continue monitoring attendance and contact the support worker if the absence continues or the attendance remains low.
7. NB: If you are aware that the child's place was brokered via the 2 Year Old Early Learning Officer please contact her and follow the steps above.

If funding is withdrawn- we will be paid for a 2 week notice period from when a decision has been made to withdraw the entitlement.

What is an acceptable number of weeks a child may take a holiday and still receive the entitlement?

- Term time (non-stretched offer) – It is not acceptable for a child to take a holiday during term time just as it is in schools.
- All year round (stretched offer) – it is acceptable for a child to take up to 6 weeks holiday over a twelve-month period.
- If there is an exceptional circumstance, please contact Early Education Funding Team to discuss.

Children's Services:

- If the child/ren are open to Children's Services and have an allocated Social Worker- 020 8583 6600 (option 2 followed by option 1)
- If worried about a child, to report concerns- 020 8583 6600 (option 2 followed by option 3)
- Email: childrensocialcare@hounslow.gov.uk

Out of hours (after 5pm weekdays or weekends)- 020 8583 2222.

For further information please contact

Early Education Funding Team

earlyyearsandchildcare@hounslow.gov.uk

020 8583 6421

Free Entitlement and Brokerage Support Officer

Nicola West

nicola.west@hounslow.gov.uk

020 8583 2635

Ladybird Lane Nursery - Domestic Abuse, Honour Based Abuse and Child Forced Marriage Policy

This policy should be read alongside our:

- Safeguarding Children/Child Protection Policy
- Data Protection and Confidentiality
- GDPR Privacy Notice.

The cross-government definition of domestic violence and abuse is:

'any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional'.

Domestic abuse can happen to anyone regardless of gender, age, social background, religion, sexuality or ethnicity, and domestic abuse can happen at any stage in a relationship.

We aim to develop staff knowledge of recognising the signs and symptoms of domestic abuse. These signs may include:

- Changes in behaviour: for example, becoming very quiet, anxious, frightened, tearful, aggressive, distracted, depressed etc.
- Visible bruising or single, or repeated, injury with unlikely explanations
- Change in the manner of dress: for example, clothes that do not suit the climate which may be used to hide injuries
- Partner or ex-partner stalking employee/parent in or around the workplace; this may include excessive phone calls or messages
- Partner or ex-partner exerting an unusual amount of control or demands over work schedule
- Frequent lateness or absence from work.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children.

Signs that children may have witnessed domestic abuse include:

- Anxiety
- Regressive behaviours
- Constant or regular sickness, such as colds or headaches
- Difficulties with concentration
- Emotional and behavioural difficulties

- Withdrawal
- Low self-esteem.

We will raise awareness of domestic abuse within our setting by:

- Ensuring all staff can identify the signs and symptoms of domestic abuse and know how to report concerns.
- Sharing information with external organisations that can offer support with incidents of domestic abuse. The information will be displayed in visible spaces within the setting.
- Providing all stakeholders with the telephone number for the free 24-hour National Domestic Abuse Helpline (0808 2000 247).
- Sharing our domestic abuse policy and Child Protection and Safeguarding policies with all stakeholders.

If we are concerned that domestic abuse is happening within a home and a child is at risk, we will follow our safeguarding policies' reporting procedures (see Safeguarding Children/Child Protection policy 2022).

Where incidents of domestic abuse are shared by an employee or parent/carer, we will respect confidentiality at all times and not share information without their permission. However, we will share this information, without permission, in cases of child protection or where we believe there is an immediate risk of serious harm to the person involved.

Honour based abuse:

Honour based abuse (HBA) can be described as 'a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour'; such as being held against their will, sexual or psychological abuse, threats of violence, assault or forced marriage.

Such abuse can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code. It is a violation of human rights and may be a form of domestic and/or sexual abuse. There is no honour or justification for abusing the human rights of others.

We aim to develop staff knowledge of recognising the signs and symptoms of HBA. These signs may include:

- Changes in how they dress or act, they may stop wearing 'western' clothing or make-up.
- Visible injuries, or repeated injury, with unlikely explanations.
- Signs of depression, anxiety or self-harm.
- Frequent absences.
- Restrictions on friends or attending events.

We will raise awareness of domestic abuse within our setting by:

- Sharing information with external organisations that can offer support with incidents of HBA. The information will be displayed in visible spaces within the setting
- Sharing our HBA, child protection and safeguarding policies with all stakeholders.

Where incidents of HBA are shared by an employee or parent/carer, we will respect confidentiality at all times and not share information without their permission. However, we will share this information without permission in cases of child protection, or where we believe there is an immediate risk of serious harm to the person involved.

Forced Marriage:

A child forced marriage is defined as ‘a marriage in which one, or both spouses, do not consent to the marriage but are coerced into it. 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’.

If we suspect or receive information about a forced marriage being planned, then we will follow our safeguarding reporting procedures. If the person concerned is under the age of 18 years then we will report the incident to the children’s social care team.

If we believe a person is in imminent danger of being forced into a marriage, we may contact the Police and the Governments Forced Marriage Unit (FMU) on 020 7008 0151.

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>April 2022</i>	<i>Meena Dalal – Nursery Manager</i>	<i>April 2024 or before if required</i>

Children's rights and entitlements

This statement underpins the policies and procedures—in particular, to Safeguarding Children, Young People and Vulnerable Adults procedures. It is important that all staff uphold and work with the principles and ethos within this statement.

We support the 54 Articles contained within the UN Convention on the Rights of the Child (1989). We recognise that these articles apply to children globally and draw attention to the disparity between and within countries and across regions of the world in the way that children receive and enjoy basic rights. We support organisations and statutory agencies to promote recognition and achievement of children's rights to ensure a better experience for all children.

Our 'three key commitments' are broad statements against which policies and procedures across the organisation will be drawn to provide a consistent and coherent strategy for safeguarding children young people and vulnerable adults in all services provided.

1. We are committed to building a '**culture of safety**' in which children are protected from abuse and harm in all areas of the service delivery.
2. We are committed to **responding promptly and appropriately** to all incidents or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in 'What to do if you are worried a child is being abused' (HMG 2015)
3. We are committed to promoting awareness of child abuse issues throughout training and learning programmes for adults. We are also committed to empowering young children, through early childhood curriculum, promoting their right to be **strong, resilient and listened to**.

What it means to promote children's rights and entitlements:

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 can 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 settings and in community life
- *confident in abilities* and *proud* of their achievements
- *progressing optimally* in all aspects of their development and learning
- *to be part of a peer group* in which to learn to negotiate, develop social skills and identity as global citizen, respecting the rights of others in a diverse world
- *to participate and be able to represent themselves* 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 self and others
- to develop a sense of responsibility towards self and others
- to 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
- adults *respect children's rights and facilitate children's participation and representation* in imaginative and child centred ways in all aspects of core services.

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>June 2024</i>	<i>Meena Dalal – Nursery Manager</i>	<i>June 2025</i>

COMPLAINTS POLICY STATEMENT

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

Procedures:

We are required to keep a written record of any complaints that reach stage two and above, and their outcome. This is to be made available to parents, as well as to Ofsted inspectors on request. We have used guidelines suggested by the National Day Nursery Association (NDNA) and Pre-school Learning Alliance (PLA) to create this policy.

Stage 1

Should a parent have a concern about any aspect of our provision they should approach the nursery manager in the first instance to discuss his or her concerns. The manager will inform the proprietor of the concern and they will endeavour to resolve the complaint amicably and informally. The complaint will be recorded along with a note of how the situation was resolved.

Stage 2

If a satisfactory outcome is not achieved, or if the problem recurs, the parent will be advised to put the concern or complaint in writing.

We store all information relating to written complaints from parents in the child's personal file. However, if the complaint involves a detailed investigation, our manager may wish to store all information relating to the investigation in a separate file designated for this complaint.

When the investigation into the complaint is completed our manager and a senior colleague will meet with the parent(s) to discuss the outcome.

We are required to inform parents of the outcome of the investigation within 28 days of him/her making the complaint.

When the complaint is resolved at this stage, we will log the summative points in our Complaint Investigation Record and this can be made available to Ofsted on request.

Stage 3

If the parent is not satisfied with the outcome of the investigation the proprietor and manager will meet with the parent(s) to discuss the situation further. In the absence of a partner a parent may have a friend present if they wish; a written record of the discussion will be made which will include any decision or action taken as a result. All parties present at the meeting will be required to sign the record and will receive a copy of it. The signed record will signify that the procedure has successfully concluded and will be logged as such in our Complaints Investigation File.

Stage 4

If at the end of a stage three meeting the parent cannot reach agreement with us, we will seek advice from the legal advisors employed by the NDNA and PLA and/or will invite an external mediator to help to settle the complaint. The nominated person should be acceptable to both parties and will be engaged to listen to both sides of the dispute and to offer advice. A mediator has no legal powers, but might help to define the problem, review the action so far, and suggest further ways in which it might be resolved. We will request that any advice provided from the above-mentioned agencies is put in writing and shared with all parties.

The mediator will be expected to keep all discussions confidential. S/he can hold separate meetings with our staff and the parent, if this is deemed to be helpful. The mediator will keep an agreed written record of any meetings that are held and of any advice s/he provides.

Stage 5

When the mediator has concluded her/his investigations, a final meeting between the parent(s), the manager and proprietor will be held. The purpose of this meeting will be to reach a decision on the action to be taken to deal with the complaint effectively and to the satisfaction of the parent(s). The mediator will be invited to attend the meeting if all parties think this will be beneficial to the outcome.

A record of this meeting, including the action to be taken, will be made. All parties present at the meeting will be requested to sign the record and will receive a copy of it. The signed record will signify that the complaints procedure has concluded to the satisfaction of all parties.

Parents may approach Ofsted directly at any stage of this complaint's procedure. In addition, where there appears to be a possible breach of the setting's registration requirements, it is essential to contact Ofsted who are the registering and inspection body and have a duty to ensure that the Safeguarding and Welfare Requirements of the Early Years Foundation Stage are adhered to.

Parents can complain to Ofsted by telephone or in writing:

Ofsted National Business Unit, Piccadilly Gate, Store Street, Manchester M1 2WD
Tel: 0300 123 1231

These details are displayed on our setting's notice board.

If a child appears to be at risk, we follow the procedures of the Local Safeguarding Children's Partnership Board.

Records:

A record of complaints in relation to our setting, or the children or the adults working in our setting, is kept for at least three years; including the date, the circumstances of the complaint and how the complaint was managed. The outcome of all complaints is recorded in our Complaint Investigation Record, which is available for parents and Ofsted inspectors to view on request. This policy was adapted by Ladybird Lane Nursery on 16th March 2022 and will be reviewed as required.

Nishant Agrawal – Owner/Director

Confidentiality and Client Access to Records Policy

Confidentiality and client access to records Policy statement Definition: 'Confidential information is information of some sensitivity, which is not already lawfully in the public domain or readily available from another public source, and which has been shared in a relationship where the person giving the information understood it would not be shared with others.' (Information Sharing: Practitioners' Guide) All Ladybird Lane staff can be said to have a 'confidential relationship' with families. It is our objective to respect the privacy of children and their parents and carers, while ensuring that they access high quality early years care and education in our setting. We aim to ensure that all parents and carers can share their information in the confidence that it will only be used to enhance the welfare of their children. There are record keeping systems in place that meet legal requirements; means of storing and sharing that information take place within the framework of the Data Protection Act and the Human Rights Act.

Confidentiality procedures

- We always check whether parents regard the information they share with us to be regarded as confidential or not.
- Some parents sometimes share information about themselves with other parents as well as staff; the setting cannot be held responsible if information is shared beyond those parents whom the person has 'confided' in.
- Information shared between parents in a discussion is usually bound by a shared agreement that the information is confidential not discussed outside of it.
- We inform parents when we need to record confidential information beyond the general personal information we keep, see our record keeping procedures - for example with regard to any injuries, concerns or changes in relation to the child or the family, any discussions with parents on sensitive matters, any records we are obliged to keep regarding action taken in respect of child protection and any contact and correspondence with external agencies in relation to their child.
- We keep all records securely.
- With regards to all social networking sites i.e. Facebook, Twitter etc. we ask all staff to sign a declaration at their induction to state that they will not share any information (including photographs) about the children, setting, parents, committee.
- Parents may request access to any confidential records held on their child and family following the procedure below:
- Any request to see the child's personal file by a parent or person with parental responsibility must be made in writing to the settings manager – Meena Dalal .
- The setting commits to providing access within 14 days, although this may be extended.
- The setting's manager (Meena Dalal) and assistant manager (Jade Waddon) prepare the file for viewing.
- All third parties are written to, stating that a request for disclosure has been received and asking for their permission to disclose to the person requesting it. Copies of these letters are retained on file.
- 'Third parties' include all family members who may be referred to in the records. This also includes workers from any other agency, including Children's services, the

health authority, etc. It is usual for agencies to refuse consent to disclose, preferring the individual to go directly to them.

- When all the consents/refusals to disclose have been received these are attached to the copy of the request letter.
- A photocopy of the complete file is taken.
- The settings manager (Meena Dalal) and assistant manager (Jade Waddon) go through the file and remove any information which a third party has refused consent to disclose. This is best done with a thick black marker, to score through every reference to the third party and information they have added to the file.
- What remains is the information recorded by the setting, detailing the work initiated and followed by them in relation to confidential matters. This is called the 'clean copy'.
- The 'clean copy' is photocopied for the parents who are then invited in to discuss the contents. The file should never be given straight over but should be gone through by the manager so that it can be explained.
- Legal advice may be sought before sharing a file, especially where the parent has possible grounds for litigation against the setting or another (third party) agency. All the undertakings above are subject to the paramount commitment of the setting, which is to the safety and well-being of the child.

Please see also our policy on:

- Child Protection and Safeguarding
- Data Protection Act 1998
- Human Rights Act 1998

Date of Policy: June 2024

Signed By: Meena Dalal (Nursery Manager)

Dealing with Discriminatory Behaviour Policy

***NB** This policy also links to safeguarding and child protection, prevent duty and radicalisation, and whistle blowing policies.*

At Ladybird Lane Nursery we do not tolerate discriminatory behaviour and take action to tackle discrimination of any kind. We believe that parents have a right to know if discrimination occurs and what actions the nursery will take to tackle it. We follow our legal duties in relation to discrimination and record all incidents of any perceived or actual relating to discrimination on any grounds and report these where relevant to children's parents and the registering authority.

Definition and legal framework:

Types of discrimination:

- **Direct discrimination** occurs when someone is treated less favourably than another person because of a protected characteristic.
- **Discrimination by association** occurs when there is a direct discrimination against a person because they associate with a person who has a protected characteristic.
- **Discrimination by perception** occurs when there is a direct discrimination against a person because they are perceived to have a protected characteristic.
- **Indirect discrimination** can occur where a provision, criterion or practice is in place which applies to everyone in the organisation but particularly disadvantages people who share a protected characteristic and that provision, criterion or practice cannot be justified as a proportionate means of achieving a legitimate aim.
- **Harassment** is defined as 'unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual'.
- **Victimisation** occurs when an employee is treated badly or put to detriment because they have made or supported a complaint or raised grievance under the Equality Act 2010 or have been suspected of doing so.

Protected characteristics:

The nine protected characteristics under the Equality Act 2010 are:

- Age
- Disability
- Gender reassignment
- Race
- Religion or belief
- Sex
- Sexual orientation

- Marriage and civil partnership
- Pregnancy and maternity.

Incidents may involve a small or large number of persons; they may vary in their degree of offence and may not even recognise the incident has discriminatory implications; or at the other extreme their behaviour may be quite deliberate and blatant.

Examples of discriminatory behaviour are:

- Physical assault against a person or group of people.
- Derogatory name calling, insults and discriminatory jokes.
- Graffiti and other written insults (depending on the nature of what is written).
- Provocative behaviour such as wearing badges and insignia and the distribution of discriminatory literature.
- Threats against a person or group of people pertaining to the nine protected characteristics listed above.
- Discriminatory comments including ridicule made during discussions.
- Patronising words or actions.

Our procedures:

We tackle discrimination by:

- Providing inclusive early years practice where all staff can identify, understand, and break down barriers to participation and belonging and create an ethos of equality.
- Consistently promoting the British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs to all practitioners, children, and families in the setting. We value diversity and celebrate differences in children and families.
- Providing training and support around this subject to support understanding and confidence of colleagues in challenging discriminatory practice.
- Challenging any observed instances of inequalities, discrimination, and prejudice as they arise in play, conversation, books or other contexts from practitioners, children and families, and follow this policy (as outlined below) to ensure that discriminatory behaviours against these protected characteristics are not tolerated within our setting.
- Ensuring all children and families have a sense of belonging and they can see themselves and their family's identity reflected in the setting.
- Expecting all staff in the nursery to be aware of and alert to any discriminatory behaviour, stereotyping, bias or bullying taking place in person or via an online arena.
- Expecting all staff to intervene firmly and quickly to prevent any discriminatory behaviour or bullying, this may include behaviour from parents and other staff members.
- Expecting all staff to treat any allegation seriously and report it to the nursery manager. Investigating and recording each incident in detail as accurately as possible

and making this record available for inspection by colleagues, inspectors and parents where appropriate, on request. The nursery manager is responsible for ensuring that incidents are handled appropriately and sensitively and entered in the record book. Any pattern of behaviour should be indicated. Perpetrator/victim's initials may be used in the record book, as information on individuals is confidential to the nursery.

- Ensuring any online bullying or discriminatory behaviour is tackled immediately.
- The parents of the child(ren) who are perpetrators and/or victims should be informed of the incident and of the outcome, where an allegation is substantiated following an investigation. This will be done using a sensitive and non-judgmental approach.
- Excluding or dismissing any individuals who display continued discriminatory behaviour or bullying, but such steps will only be taken when other strategies have failed to modify behaviour. This includes any employees where any substantiated allegation after investigation will incur our disciplinary procedures (please see the policy on disciplinary procedures).

We record any incidents of discriminatory behaviour or bullying to ensure that:

- Strategies are developed to prevent future incidents.
- Patterns of behaviour are identified.
- Persistent offenders are identified.
- Effectiveness of nursery policies are monitored.
- A secure information base is provided to enable the nursery to respond to any discriminatory behaviour or bullying.

If the behaviour shown by an individual is deemed to be radicalised, we will follow our procedure as detailed in our Safeguarding and Child Protection and Prevent Duty and Radicalisation Policies in order to safeguard children and families concerned.

Nursery staff:

We expect all staff to be alert and seek to overcome any ignorant or offensive behaviour based on fear or dislike of opinions that children, staff, or parents may express in nursery.

We aim to create an atmosphere where the victims of any form of discrimination have confidence to report such behaviour, and that subsequently they feel positively supported by the staff and management of the nursery.

It is incumbent upon all members of staff to ensure that they do not express any views or comments that are discriminatory; or appear to endorse such views by failing to counter behaviour which is prejudicial in a direct manner. We expect all staff to use a sensitive and informed approach to counter any harassment perpetrated out of ignorance.

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>June 2024</i>	<i>Meena Dalal – Nursery Manager</i>	<i>June 2025</i>

Fire safety and emergency evacuation

Our provision 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.

We ensure our premises present no risk of fire by ensuring the highest possible standard of fire precautions. The person in charge and our staff is familiar with the current legal requirements. Where necessary we seek the advice of a competent person, such as our Fire Officer or Fire Safety Consultant. A Fire Safety Log is used to record the findings of risk assessment, any actions taken or incidents that have occurred and our fire drills. We ensure our policy is in line with the procedures specific to our building, making reasonable adjustments as required.

Procedures

Fire safety risk assessment

- The basis of fire safety is risk assessment, carried out by a 'competent person'.
- The manager has received training in fire safety sufficient to be competent to carry out the risk assessment; this will be written where there are more than five staff and will follow the Government guidance Fire Safety Risk Assessment - Educational Premises (HMG 2006).
 - Our fire safety risk assessment focuses on the following for each area of the setting:
 - Electrical plugs, wires and sockets.
 - Electrical items.
 - Gas boilers.
 - Cookers.
 - Matches.
 - Flammable materials – including furniture, furnishings, paper etc.
 - Flammable chemicals.
 - Means of escape.
 - Anything else identified.
- Where we rent premises, we will ensure that we have a copy of the fire safety risk assessment that applies to the building and that We contribute to regular reviews.

Fire safety precautions taken

- We ensure that fire doors are clearly marked, never obstructed and easily opened from the inside.

- We ensure that smoke detectors/alarms and fire fighting appliances conform to BS EN standards, are fitted in appropriate high risk areas of the building and are checked as specified by the manufacturer.
- We have all electrical equipment checked annually by a qualified electrician. Any faulty electrical equipment is taken out of use and either repaired or replaced.
- We ensure sockets are covered. Our emergency evacuation procedures are approved by the Fire Safety Officer and are:
 - clearly displayed in the premises;
 - explained to new members of staff, volunteers and parents; and
 - practised regularly, at least once every six weeks.
- Records are kept of fire drills and of the servicing of fire safety equipment.

Emergency evacuation procedure

covers procedures for practice drills including:

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

Fire drills

We hold fire drills termly or when a new child/staff member has started at the setting and record the following information about each fire drill in the fire drill record book:

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

This policy was adopted on	Signed on behalf of the nursery	Date for review
07/05/2024	Meena Dalal – Nursery Manager	07/05/2025 (or before if necessary).

Food hygiene

We provide and/or serve food for children on the following basis:

- Snacks.
- Meals.

We maintain the highest possible food hygiene standards with regard to the purchase, storage, preparation and serving of food.

We are registered as a food provider with the local authority Environmental Health Department.

Procedures

- Our staff with responsibility for food preparation understand the principles of Hazard Analysis and Critical Control Point (HACCP) as it applies to our setting. This is set out in Safer Food, Better Business. The basis for this is risk assessment of the purchase, storage, preparation and serving of food to prevent growth of bacteria and food contamination.
 - All our staff follow the guidelines of Safer Food, Better Business.
 - All our staff who are involved in the preparation and handling of food have received training in food hygiene.
 - The person responsible for food preparation and serving carries out daily opening and closing checks on the kitchen to ensure standards are met consistently. (See Safer Food, Better Business)
 - We use reliable suppliers for the food we purchase.
 - Food is stored at correct temperatures and is checked to ensure it is in-date and not subject to contamination by pests, rodents or mould.
 - Packed lunches are stored in a cool place; un-refrigerated food is served to children within 4 hours of preparation at home.
 - Food preparation areas are cleaned before and after use.
 - There are separate facilities for hand-washing and for washing-up.
 - All surfaces are clean and non-porous.
 - All utensils, crockery etc. are clean and stored appropriately.
 - Waste food is disposed of daily.
- Cleaning materials and other dangerous materials are stored out of children's reach.
- Children do not have unsupervised access to the kitchen.
- When children take part in cooking activities, they:
 - are supervised at all times;
 - understand the importance of hand-washing and simple hygiene rules;
 - are kept away from hot surfaces and hot water; and
 - do not have unsupervised access to electrical equipment, such as blenders etc.

Reporting of food poisoning

Food poisoning can occur for a number of reasons; not all cases of sickness or diarrhoea are as a result of food poisoning and not all cases of sickness or diarrhoea are reportable.

- Where children and/or adults have been diagnosed by a GP or hospital doctor to be suffering from food poisoning and where it seems possible that the source of the outbreak is within our setting, [the manager/I] will contact the Environmental Health Department to report the outbreak and will comply with any investigation.
- We notify Ofsted as soon as reasonably practicable of any confirmed cases of food poisoning affecting two or more children looked after on the premises, and always within 14 days of the incident.

GARDEN POLICY

To try and eliminate incidents involving the safety of the children whilst in the garden please ensure that you are familiar with the following procedures. It is the responsibility of every paid member of staff to follow these procedures regardless of position e.g. apprentice, new colleague, senior colleague, management and owner. Failure to do so will result in a disciplinary action.

1. The gate should always be closed **BEFORE** the children enter the garden and the risk assessment **MUST** be carried out. You should be assessing the whole perimeter of the garden (church garden, nature den, digging area, and bushes. Please look for cigarette butts, animal faeces, broken glass/plastic and any other items that should not be in the garden that could be dangerous to the children. Once the risk assessment has been done, the staff member **MUST** come inside to record and sign the garden risk assessment and inform other members of staff of any findings e.g. a skip.
2. Every member of staff has their own lanyard along with a whistle and visuals. This must be worn as part of your uniform. Always have a whistle to seek assistance from indoors in an emergency – this is the responsibility of every member of staff who is on garden duty. The whistle can be used in short bursts to gain the attention of the children when a car is moving or when the children have been asked to line up on the yellow line.
3. Be vigilant at all times when you are in the garden; it is possible to have conversations with colleagues whilst being aware of where the children are at all times. The positioning of staff in the garden should be:
 - Staff member should be positioned to the right hand side where they can see the entrance from the road, to watch cars coming through the gate and to see who is entering and leaving the premises
 - Staff members should be positioned to the left hand side by the nature den and church garden where they can see children who are playing in the den, where they can see the grass area and shed area.
 - Staff member should be positioned in the middle of the garden where they can see the main garden area and pathway leading up to the nursery front door.
4. NO STAFF MEMBER experienced or inexperienced must **NEVER** be left in the garden alone **FOR ANY REASON.** THERE MUST ALWAYS BE **2 MEMBERS** OF STAFF IN THE GARDEN. If you need to come inside for any reason, **use the whistle to summon a staff member from inside to cover you before coming in.** Any staff member that comes inside the nursery without communicating with other staff in the garden or being relieved will result in a disciplinary. Where possible other staff members should come out to assist if there is enough cover inside.
5. Being on garden duty is not an opportunity to sit back and relax; learning experiences should be evident at all times in the same way they are provided in the indoor environment. Sitting with a child on a lap with no meaningful interaction is **NOT ACCEPTABLE.**
6. Always be mindful of children coming into the garden and going back into the nursery hall. Check that they do not turn into the entrance that leads into the church, also that

they do not walk in the car park section. If you need to take a child up to the doors, you **MUST** communicate with the other staff in the garden, so they know where you are going.

7. Encourage parents to walk down the path rather than across the car park when they are collecting their child. Explain that this is to reinforce the children's understanding that they should not walk across the car park. Stress that it is for their child's safety.
8. When it is time for the children to go back into the nursery, a short blow of the whistle from one member of staff to make the children aware it is time to line up on the yellow line with 1 member of staff, carry out a head count before coming back inside. The other member of staff **MUST** do a sweep of the garden to ensure that the bushes, behind, or inside, the shed, car area, church Garden and inside the slide have been checked to eliminate the possibility of a child being left out in the garden unnoticed. Once staff are satisfied that all the children are present, they should proceed into the nursery hall. The last member of staff should open the gate.
9. Whistles along with visuals **MUST** be placed in the visual box provided at the end of **EVERY** shift.

This policy was adopted on	Signed on behalf of the nursery	Date for review
07/05/2024	Meena Dalal – Nursery Manager	07/05/2025 (or before if necessary).

GDPR Privacy Notice

Ladybird Lane is committed to protecting the privacy and security of your personal information

WHAT IS THE PURPOSE OF THIS DOCUMENT?

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

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

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

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

DATA PROTECTION PRINCIPLES

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

1. Used lawfully, fairly and in a transparent way.
2. Collected only for valid purposes that we have clearly explained to You and not used in any way that is incompatible with those purposes.
3. Relevant to the purposes we have told You about and limited only to those purposes.
4. Accurate and kept up to date.
5. Kept only as long as necessary for the purposes we have told You about.
6. Kept securely.
7. Social networking sites i.e. Facebook, Twitter etc. we ask all staff to sign a declaration at

their induction to state that they will not share any information (including photographs) about the children, setting, parents, committee.

THE KIND OF INFORMATION WE HOLD ABOUT YOU

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

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

Employees:

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

- Personal contact details such as name, title, addresses, telephone numbers, and personal email addresses.
- Date of birth.
- Gender.
- Marital status and dependants.
- Next of kin and emergency contact information.
- National Insurance number.
- Bank account details, payroll records and tax status information.
- Salary, annual leave, pension and benefits information.
- Start date and, if different, the date of an Employee’s continuous employment.
- Location of employment or workplace.
- Copy of driving licence (where applicable).
 - Recruitment information (including copies of right to work documentation, references and other information included in a CV or cover letter or as part of the application process).
 - Employment records (including job titles, work history, working hours, holidays, training records and professional memberships).
 - Personnel files and training records including performance information, disciplinary and grievance information, and working time records.
 - Information about your use of our information and communications systems.
 - Records of any reportable death, injury, disease or dangerous occurrence.

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

- Information about an Employee's race or ethnicity.
- Information about an Employee's health, including any medical condition, accident, health and sickness records, including:

where an Employee leaves employment and under any share plan operated by a group company the reason for leaving is determined to be ill-health, injury or disability, the records relating to that decision;

- details of any absences (other than holidays) from work including time on statutory parental leave and sick leave; and
- where an Employee leaves employment and the reason for leaving is related to their health, information about that condition needed for pensions and permanent health insurance purposes.

Children:

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

- Name
- Date of birth
- Home address
- Dietary requirements
- Attendance information
- Photographs and video clips of the Child to signpost Children to where their belongings are stored at the Nursery that they attend, and also for general display purposes.
- Emergency contact should Parents be unavailable and the emergency contact's contact details.
- Record book for each Child containing the work of the Child whilst at the Nursery, observations about the Child's development whilst at the Nursery from Employees of the Nursery, specific examples of the Child's progress, photographs demonstrating the Child's development whilst at the Nursery, and personal details of the Child (e.g. their date of birth) ("Progress Report").
- Records relating to individual Children e.g. care plans, common assessment frameworks, speech and language referral forms.
- Accidents and pre-existing injuries forms.
- Records of any reportable death, injury, disease or dangerous occurrence.
- Observation, planning and assessment records of Children.

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

- Information about a Child's race or ethnicity, spoken language and nationality.

- Information about a Child's health, including any medical condition, health and sickness records.
- Information about a Child's accident or incident reports including reports of pre-existing injuries.
- Information about a Child's incident forms / child protection referral forms / child protection case details / reports.

Parents:

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

- Name
- Home address
- Telephone numbers, and personal email addresses.
- National Insurance number.
- Bank account details.

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

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

HOW IS YOUR PERSONAL INFORMATION COLLECTED?

Employees:

We collect personal information about Employees through the application and recruitment process, either directly from candidates or sometimes from an employment agency or background check provider. We may sometimes collect additional information from third parties including former employers, credit reference agencies or other background check agencies.

We will collect additional personal information in the course of job-related activities throughout the period of when an Employee works for us.

Children and Parents:

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

HOW WE WILL USE INFORMATION ABOUT YOU

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

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

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

1. Where we need to protect Your interests (or someone else's interests).

Situations in which we will use Employee personal information

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

- Making a decision about an Employee's recruitment or appointment.
 - Checking an Employee is legally entitled to work in the UK. Paying an Employee and, if an Employee is an Employee or deemed Employee for tax purposes, deducting tax and National Insurance contributions (NICs).
 - Providing any Employee benefits to Employees.
 - Enrolling you in a pension arrangement in accordance with our statutory automatic enrolment duties.
 - Liaising with the trustees or managers of a pension arrangement operated by a group company, your pension provider and any other provider of employee benefits.
 - Administering the contract we have entered into with an Employee.
 - Conducting performance and/or salary reviews, managing performance and determining performance requirements.
 - Assessing qualifications for a particular job or task, including decisions about promotions.
 - Gathering evidence for possible grievance or disciplinary hearings.
 - Making decisions about an Employee's continued employment, engagement.
 - Making arrangements for the termination of our working relationship.
- Education, training and development requirements.
 - Dealing with legal disputes involving Employees, including accidents at work.
 - Ascertaining an Employee's fitness to work.

- Managing sickness absence.
- Complying with health and safety obligations.
- To prevent fraud.
- To monitor your use of our information and communication systems to ensure compliance with our IT policies.
- To ensure network and information security, including preventing unauthorised access to our computer and electronic communications systems and preventing malicious software distribution.
- Equal opportunities monitoring.

Some of the above grounds for processing will overlap and there may be several grounds which justify our use of an Employee's personal information.

Situations in which the Nursery will use personal information of Children

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

- Upon consent from the Parents, Personal Data of Children will be shared with schools for progression into the next stage of their education.
- Personal information of Children will be shared with local authorities without the consent of Parents where there is a situation where child protection is necessary.
- The personal information of Children will be shared with local authorities without the consent of Parents for funding purposes.
- Ofsted will be allowed access to the Nursery's systems to review child protection records.
- To ensure we meet the needs of the Children
- To enable the appropriate funding to be received
- Report on a Child's progress whilst with the Nursery
- To check safeguarding records
- To check complaint records
- To check attendance patterns are recorded
- When a Child's Progress Report is given to its Parent in order for that Parent to pass the same Progress Report to a school for application or enrolment purposes

Situations in which the Nursery will use personal information of Parents

We need all the categories of information in the list above (see Parents section within the

Paragraph entitled 'The kind of Information we hold about You') primarily to allow us to perform our contracts with Parents and to enable us to comply with legal obligations. The situations in which we will process personal information of Parents are listed below.

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

If Employees and Parents fail to provide personal information

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

Change of purpose

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

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

HOW WE USE PARTICULARLY SENSITIVE PERSONAL INFORMATION

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

1. In limited circumstances, with Employee or Parent explicit written consent.
2. Where we need to carry out our legal obligations or exercise rights in connection with Employee employment.
3. Where it is needed in the public interest, such as for equal opportunities monitoring or in relation to our occupational pension scheme.

Less commonly, we may process this type of information where it is needed in relation to legal claims or where it is needed to protect an Employee, a Child or a Parents' interests (or

someone else's interests) and the Employee, Child or Parent as is appropriate is not capable of giving consent, or where the Employee or Parent has already made the information public.

The Nursery's obligations as an employer

We will use particularly sensitive personal information of Employees in the following ways:

- We will use information relating to leaves of absence, which may include sickness absence or family related leaves, to comply with employment and other laws.
- We will use information about the physical or mental health of an Employee, or their disability status, to ensure Employee health and safety in the workplace and to assess the fitness of Employees to work, to provide appropriate workplace adjustments, to monitor and manage sickness absence and to administer benefits including statutory maternity pay, statutory sick pay, pensions and permanent health insurance.
- We will use information about an Employee's race or national or ethnic origin, religious, philosophical or moral beliefs, or an Employee's sexual life or sexual orientation, to ensure meaningful equal opportunity monitoring and reporting.

Do we need Employee consent?

We do not need the consent of Employees if we use special categories of personal information in accordance with our written policy to carry out our legal obligations or exercise specific rights in the field of employment law. In limited circumstances, we may approach Employees for their written consent to allow us to process certain particularly sensitive data. If we do so, we will provide Employees with full details of the information that we would like and the reason we need it, so that Employees can carefully consider whether they wish to consent. Employees should be aware that it is not a condition of their contract with the nursery that they agree to any request for consent from us.

INFORMATION ABOUT CRIMINAL CONVICTIONS

We may only use information relating to criminal convictions where the law allows us to do so. This will usually be where such processing is necessary to carry out our obligations and provided we do so in line with our data protection policy.

Less commonly, we may use information relating to criminal convictions where it is necessary in relation to legal claims, where it is necessary to protect the interests of You (or someone else's interests) and You are not capable of giving your consent, or where an Employee or a Parent, as is relevant to the circumstances, has already made the information public.

We envisage that we will hold information about criminal convictions.

We will only collect information about criminal convictions if it is appropriate given the nature of the role and where we are legally able to do so, which includes but is not limited to Disclosure and Barring Service ("DBS") checks. Where appropriate, we will collect information about criminal convictions as part of the recruitment process or we may be

notified of such information directly by you in the course of you working for us. We will use information about criminal convictions and offences in the following ways:

- To conduct a DBS check on each Employee, to record the date of the DBS check, the number of the DBS check and the name of the body conducting the DBS check.

We are allowed to use your personal information in this way to carry out our obligations. We have in place an appropriate policy and safeguards which we are required by law to maintain when processing such data.

AUTOMATED DECISION-MAKING

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

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

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

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

DATA SHARING

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

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

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

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

Which third-party service providers process my personal information?

“Third parties” includes third-party service providers (including contractors and designated agents), local authorities, regulatory bodies, schools and other entities within our group. The following third-party service providers process personal information about you for the following purposes:

- Local Authorities – for funding and monitoring reasons (e.g. equal opportunities and uptake of funded hours)
- Regulatory bodies – for ensuring compliance and the safety and welfare of the children
- Schools – to provide a successful transition by ensuring information about the child’s progress and current level of development and interests are shared

We will share personal data regarding your participation in any pension arrangement operated by a group company with the trustees or scheme managers of the arrangement in connection with the administration of the arrangements.

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

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

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

We will share Your personal information with other entities in our group as part of Safeguarding and Child Protection responsibilities.

What about other third parties?

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

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

DATA RETENTION

How long will you use my information for?

We will only retain Your personal information for as long as necessary to fulfil the purposes we collected it for, including for the purposes of satisfying any legal, accounting, or reporting requirements. Details of retention periods for different aspects of your personal information are available in our retention policy which is available from the manager. To determine the appropriate retention period for personal data, we consider the amount, nature, and sensitivity of the personal data, the potential risk of harm from unauthorised use or disclosure of Your personal data, the purposes for which we process Your personal data and whether we can achieve those purposes through other means, and the applicable legal requirements.

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

RIGHTS OF ACCESS, CORRECTION, ERASURE, AND RESTRICTION

Your duty to inform us of changes

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

Your rights in connection with personal information

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

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

object where we are processing Your personal information for direct marketing purposes.

- **Request the restriction of processing** of Your personal information. This enables Employees or Parents, as is appropriate, to ask us to suspend the processing of personal information about You for example if You want us to establish its accuracy or the reason for processing it.
- **Request the transfer** of Your personal information to another party.

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

No fee usually required

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

What we may need from You

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

RIGHT TO WITHDRAW CONSENT

In the limited circumstances where You may have provided Your consent to the collection, processing and transfer of Your personal information for a specific purpose, You have the right to withdraw Your consent for that specific processing at any time. To withdraw Your consent, please contact [the manager]. Once we have received notification that You have withdrawn Your consent, we will no longer process Your information for the purpose or purposes You originally agreed to, unless we have another legitimate basis for doing so in law.

CHANGES TO THIS PRIVACY NOTICE

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

If you have any questions about this privacy notice, please contact Meena Dalal or Jade Waddon.

Health and Safety Policy

At Ladybird Lane Nursery we provide and maintain safe and healthy working conditions, equipment, and systems of work for all our employees, and a safe early learning environment in which children learn and are cared for. To develop and promote a strong health and safety culture within the nursery for the benefit of all staff, children, parents, and any visitors, we provide information, training, and supervision. We also accept our responsibility for the health and safety of other people who may be affected by our activities.

The allocation of duties for safety matters and the arrangements which we will make to implement our health and safety procedures are set out within this policy and we make sufficient resources available to provide a safe environment.

Legal framework

We follow all relevant legislation and associated guidance relating to health and safety within the nursery including:

- The requirements of the Statutory Framework for the Early Years Foundation Stage (EYFS) 2021.
- The regulations of the Health & Safety at Work Act 1974 and any other relevant legislation such as Control of Substances Hazardous to Health Regulation (COSHH).
- Any guidance provided by Public Health England, UK Health Security Agency (UKHSA), the local authority environmental health department, fire authority or the Health and Safety Executive.

Aims and objectives

The aim of this policy statement is to ensure that all reasonably practical steps are taken to ensure the health, safety and welfare of all persons using the premises.

To achieve this, we will actively work towards the following objectives:

- Establish and maintain a safe and healthy environment throughout the nursery including outdoor spaces.
- Establish and maintain safe working practices amongst staff and children.
- Decide for ensuring safety and the minimising of risks to health in connection with the use, handling, storage and transport of hazardous articles and substances.
- Ensure the provision of sufficient information, instruction, and supervision to enable all people working in or using the nursery to avoid hazards and contribute positively to their own health and safety and to ensure that staff have access to regular health and safety training.
- Maintain a healthy and safe nursery with safe entry and exit routes.
- Formulate effective procedures for use in case of fire and other emergencies and for evacuating the nursery premises. Practice this procedure on a regular basis to enable the safe and speedy evacuation of the nursery.

- Maintain a safe working environment for pregnant workers or for workers who have recently given birth, including undertaking appropriate risk assessments.
- Maintain a safe environment for those with special educational needs and disabilities and ensure all areas of the nursery are accessible (wherever practicable).
- Provide a safe environment for students or trainees to learn in.
- Encourage all staff, visitors, and parents to report any unsafe working practices or areas to ensure immediate response by the management.

We believe the risks in the nursery environment are low. To maintain the maximum protection for children, staff, and parents the nursery:

- Ensures all entrances and exits from the building, including fire exits are clearly identifiable, free from obstruction and easily opened from the inside.
- Regularly check the premises room by room for structural defects, worn fixtures and fittings or electrical equipment and take the necessary remedial action.
- Ensures that all staff, visitors, parents, and children are aware of the fire procedures and regular fire drills are carried out.
- Has the appropriate fire detection and control equipment which is checked regularly to make sure it is in working order.
- Ensures that all members of staff are aware of the procedure to follow in case of accidents for staff, visitors, and children.
- Ensures that all members of staff take all reasonable action to control the spread of infectious diseases and wear protective gloves and clothing where appropriate.
- Ensures there are suitable hygienic changing facilities (see infection control policy).
- Prohibits smoking/vaping on the nursery premises.
- Prohibits any contractor from working on the premises without prior discussion with the officer in charge.
- Encourages children to manage risks safely and prohibits running inside the premises unless in designated areas.
- Risk assesses all electrical sockets and take appropriate measures to reduce risks where necessary and ensure no trailing wires are left around the nursery.
- Ensures all cleaning materials are placed out of the reach of children and kept in their original containers.
- Ensures staff wear protective clothing when cooking or serving food.
- Prohibits certain foods that may relate to children's allergies, e.g., nuts are not allowed in the nursery.
- Follows the EU Food Information for Food Consumers Regulations (EU FIC) by identifying the 14 allergens listed by EU Law that we use as ingredients in any of the dishes we provide to children and ensure that all parents are informed.
- Follows the allergies and allergic reactions policy for children who have allergies or have a reaction at the nursery.
- Ensures risk assessments are undertaken on the storage and preparation of food produce within the nursery.
- Familiarises all staff and visitors with the position of the first aid boxes and ensure all know who the appointed first aiders are.
- Provides appropriately stocked first aid boxes and check their contents regularly.

- Ensures children are always supervised.
- Takes all reasonable steps to prevent unauthorised persons entering the premises and have an agreed procedure for checking the identity of visitors.
- Ensures no student or volunteer is left unsupervised at any time.
- Ensures staff paediatric first aid certificates or a list of staff who hold a current PFA certificate are on display (and/or made available to parents).

Responsibilities

The designated Health and Safety Officer in the nursery is **Meena Dalal**.

The employer has overall and final responsibility for this policy being carried out at Ladybird Lane Nursery: **Nishant Agrawal – Owner/Director**

The nursery manager/assistant manager will be responsible in her absence.

All employees have the responsibility to cooperate with the Manager and senior staff team to achieve a healthy and safe nursery and to take reasonable care of themselves and others. Neglect of health and safety regulations/duties will be regarded as a disciplinary matter (see separate policy on disciplinary procedures).

Whenever a member of staff notices a health or safety issue or problem which they are not able to rectify, they must immediately report it to one of the appropriate persons named above. Parents and visitors are requested to report any concerns they may have to a *senior member of the staff team.

Daily contact, monthly staff meetings and health and safety meetings provide consultation between management and employees. These include health and safety matters.

Health and safety training

Person responsible for monitoring staff training is **Meena Dalal/Jade Waddon**

Health and safety are covered in all induction training for new staff.

Training table (example):

Area	Training required	Who
Paediatric First aid	Course	All staff
Dealing with blood	In house training/course	All staff and students
Safeguarding/Child protection	In house training/course	All staff and students
Risk assessment	In house training/course	All staff

Fire safety procedures	In house training	All staff and students
Use of fire extinguisher	In house training/course	All staff where possible
Food hygiene	In house training/course	Anyone involved in preparing and handling food
Allergy awareness	In house training/course	All staff and students
Manual handling	In house training/course	All staff and students
Stress awareness and management	In house training/course	All staff
Changing of nappies	In house training	All staff
Fire warden duties	External course	Fire Warden
Medication requiring technical or medical knowledge e.g. Epi Pen	External course	As required
SENCO	External course	SENCO
Supervision and appraisal	External course	Manager, deputy and room supervisors

At least one member of staff who holds a Paediatric First Aid certificate (PFA), **must** be on the premises and available at times when children are present and must accompany children on outings. The certificate must be for a full course consistent with the criteria set out in Annex A of the EYFS, 2021. This must be renewed every three years and the emergency PFA course should be taken face to face.

In addition to this, all newly qualified practitioners joining the early years workforce who have completed a level 2 and/or level 3 qualification on or after 30 June 2016, must also have either a full PFA or an emergency PFA certificate within three months of starting work to be included in the required staff: child ratios at level 2 or level 3.

At Ladybird Lane, we consider the number of children, staff, and layout of premises to ensure that a paediatric first aider can respond to emergencies quickly.

*All trained first aiders must be listed in the first aid policy. Our trained first aiders are **Meena Dalal, Jade Waddon, Jackie Cammack, Rachel Armstrong, Alice Leyden, Roxzanna Bailey, Fartun Abukar.***

Health and safety arrangements

- All staff are responsible for general health and safety in the nursery.
- Risk assessments will be conducted on all areas of the nursery, including rooms, activities, outdoor areas, resources, cleaning equipment, legionella, and lone working.

- These are reviewed at regular intervals and when arrangements change.
- All outings away from the nursery (however short) will include a prior risk assessment – more details are included in our outings policy.
- All equipment, indoor and outdoor areas are checked thoroughly by staff before children access them. These checks are recorded and initialled by the staff responsible. Unsafe areas are made safe where possible, or the area is not used to promote the safety of children. In these cases, the manager will be notified immediately.
- We provide appropriate facilities for all children, staff, parents, and visitors to provide a warm welcome and cater for their basic care needs, e.g., easy to access toilet area and fresh drinking water.
- We adhere to the Control of Substances Hazardous to Health Regulation (COSHH) to ensure all children, staff, parents, and visitors are safe in relation to the secure storage of any chemicals we may use on the premises.
- We identify and assess any water sources at risk of legionella², and manage these risks (including avoiding stagnant water).
- All staff and students receive appropriate training in all areas of health and safety which includes risk assessments, manual handling, fire safety and emergency evacuation procedures. We may also use benefit risk assessments for activities and resources for children.
- We have a clear accident and first aid policy to follow in the case of any person in the nursery suffering injury from an accident or incident.
- We have a clear fire safety policy and procedure, which supports the prevention of fire and the safe evacuation of all persons in the nursery. This is shared with all staff, students, parents, and visitors to the nursery.
- We review accident and incident records to identify any patterns or hazards in all areas.
- All health and safety matters are reviewed informally on an ongoing basis and formally every six months or if/when something changes. Staff and parents receive these updates, as with all policy changes, as and when they occur.
- We welcome and actively encourage feedback from staff and parents. They are able to contribute to any policy through informal discussions, our suggestion scheme and/or during regular meetings held at nursery.

This policy was adopted on	Signed on behalf of the nursery	Date for review
07/05/2024	Meena Dalal – Nursery Manager	07/05/2025 (or before if necessary).

Ladybird Lane Healthy Eating Policy

Policy statement

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

Procedures

We follow these procedures to promote healthy eating in our setting.

- Before a child starts to attend the setting, we find out from parents their children's dietary needs and preferences, including any allergies.
- We record information about each child's dietary needs in her/his registration record and parents sign the record to signify that it is correct.
- We display current information about individual children's dietary needs so that all staff and volunteers are fully informed about them.
- We implement systems to ensure that children receive only food and drink that is consistent with their dietary needs and preferences as well as their parents' wishes.
- We plan menus in advance, involving children and parents in the planning.
- We display the menus of meals/snacks for the information of parents.
- We provide nutritious food for all meals and snacks, avoiding large quantities of saturated fat, sugar and salt and artificial additives, preservatives, and colourings.
- We include a variety of foods from the four main food groups:

- meat, fish, and protein alternatives.

- dairy foods.

- grains, cereals, and starch vegetables; and

- fruit and vegetables.

- We include foods from the diet of each of the children's cultural backgrounds, providing children with familiar foods and introducing them to new ones.
- We take care not to provide food containing nuts or nut products and are especially vigilant where we have a child who has a known allergy to nuts.
- Through discussion with parents and research reading by staff, we obtain information about the dietary rules of the religious groups to which children and their parents belong, and of vegetarians and vegans, and about food allergies. We take account of this information in the provision of food and drinks.
- We provide a vegetarian alternative on days when meat or fish are offered.
- We require staff to show sensitivity in providing for children's diets and allergies. Staff do not use a child's diet or allergy as a label for the child or make a child feel singled out because of her/his diet or allergy.
- We organise meal and snack times so that they are social occasions in which children and staff participate.
- We use meal and snack times to help children to develop independence through making choices, serving food and drink, and feeding themselves.
- We provide children with utensils that are appropriate for their ages and stages of development and that take account of the eating practices in their cultures.

- We have fresh drinking water constantly available for the children. We inform the children about how to obtain the water and that they can ask for water at any time during the day.
- In accordance with parents' wishes, we offer children arriving early in the morning - and/or staying late - an appropriate meal or snack.
- We inform parents who provide food for their children about the storage facilities available in the setting.
- We give parents who provide food for their children information about suitable containers for food.
- To protect children with food allergies, we discourage children from sharing and swapping their food with one another.
- For children who drink milk, we provide whole pasteurised milk.

Ladybird Lane Inclusion and Equality

Inclusion is a process of identifying, understanding and breaking down barriers to participation and belonging. Inclusive early years practice is about anticipating, paying attention, responding to and reflecting on the needs and interests of all children. A commitment to inclusion should permeate all aspects of the design of educational programmes and the structuring of environments, as well as shaping every interaction with children, parents and other professionals (Birth to 5 Matters, 2021).

Statement of intent:

At Ladybird Lane we take great care to treat each individual as a person in their own right, with the same equal rights and responsibilities as any other individual, whether they are an adult or a child. We are committed to providing equality of opportunity and anti-discriminatory practice for all staff, children and families according to their individual needs. Discrimination on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation has no place within our nursery.

A commitment to implementing our inclusion and equality policy is part of each employee's job description. Should anyone believe that this policy is not being upheld, it is their duty to report the matter to the attention of the Kerry Conkling (Nursery Manager), Jade Waddon (Assistant Manager) or Jo Short (Nursery Proprietor) at the earliest opportunity; appropriate steps will then be taken to investigate the matter and if such concerns are well-founded, the nursery's disciplinary policy will be followed.

The legal framework for this policy is based on:

- Special Education Needs and Disabilities Code of Practice 2015
- Children and Families Act 2014
- Equality Act 2010
- Childcare Act 2006
- Children Act 2004
- Care Standards Act 2002
- Special Educational Needs and Disability Act 2001.

The nursery and management team are committed to:

- Recruiting, selecting, training and promoting individuals on the basis of occupational skills requirements. In this respect, the nursery will ensure that no job applicant or employee will receive less favourable treatment because of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
- Creating a working environment free of bullying, harassment, victimisation and unlawful discrimination; promoting dignity and respect for all, and where individual differences and the contributions of all staff are recognised and valued.

- Providing a childcare place, wherever possible, for children who may have special educational needs and/or disabilities or who are deemed disadvantaged according to their individual circumstances.
- Making reasonable adjustments for children with special educational needs and disabilities.
- Striving to promote equal access to services and projects by taking practical steps (wherever possible and reasonable), such as ensuring access to people with additional needs and by providing materials in relevant languages and media for all children and their families.
- Providing a secure environment where all our families are listened to, children can flourish and all contributions are valued.
- Including and valuing the contribution of all families in our understanding of equality, inclusion and diversity.
- Providing positive non-stereotypical information.
- Continually improving our knowledge and understanding of issues of equality, inclusion and diversity; providing ongoing training all staff to enhance their knowledge about their rights and responsibilities under the inclusion and equality policy.
- Regularly reviewing, monitoring and evaluating the effectiveness of inclusive practices to ensure they promote and value diversity and difference and that the policy is effective and practices are non-discriminatory.
- Making inclusion a thread which runs through the core of the nursery, for example, by encouraging positive role models through the use of toys, imaginary play and activities, promoting non-stereotypical images and language and challenging all discriminatory behaviour (see dealing with discriminatory behaviour policy).

Admissions/service provision:

The nursery is accessible to all children and families in the local community and further afield through a comprehensive and inclusive admissions policy.

The nursery will strive to ensure that all services and projects are accessible and relevant to all groups and individuals in the community within targeted age groups.

Recruitment:

Recruitment, promotion and other selection exercises such as redundancy selection will be conducted on the basis of merit, against objective criteria that avoids discrimination. Short listing will be done by more than one person, where possible.

All members of the selection group are committed to the inclusive practice set out in this policy and will have received appropriate training in this regard.

Application forms do not include questions that potentially discriminate on the grounds specified in the statement of intent.

Vacancies are generally advertised to a diverse section of the labour market. Advertisements avoid stereotyping or using wording that may discourage particular groups from applying.

At interview, no questions are posed which potentially discriminate on the grounds specified in the statement of intent. All candidates are asked the same questions and members of the selection group will not introduce nor use any personal knowledge of candidates acquired outside the selection process. Candidates are given the opportunity to receive feedback on the reasons why they were not successful.

We may ask questions (Under the Equality Act 2010) prior to offering someone employment in the following circumstances:

- To establish whether the applicant will be able to comply with a requirement to undergo an assessment (i.e. an interview or selection test).
- To establish whether the applicant will be able to carry out a function that is intrinsic to the work concerned e.g. pack-away and nappy changing.
- To monitor diversity in the range of people applying for work.
- To take positive action towards a particular group – for example offering a guaranteed interview scheme.

Staff:

It is our policy not to discriminate in the treatment of individuals. All staff are expected to co-operate with the implementation and monitoring the effectiveness and ongoing development of this and other policies. They are expected to challenge language, actions, behaviours and attitudes which are oppressive or discriminatory on the grounds specified in this policy and recognise and celebrate other cultures and traditions. All staff are expected to participate in equality and inclusion training.

Staff will follow the 'Dealing with Discriminatory Behaviour' policy where applicable to report any discriminatory behaviours observed.

Training:

The nursery recognises the importance of training as a key factor in the implementation of an effective Inclusion and Equality Policy. All new staff will receive induction training including specific reference to the Inclusion and Equality Policy which is in our staff handbook. The nursery strives to provide ongoing inclusion, equality, and diversity updates for all staff via staff meeting/in-house training, or by accessing courses suggested by our LA Early Years Team.

Early Learning Framework:

We follow the Early Years Foundation Stage and ensure that all learning opportunities offered in the nursery encourage children to develop positive attitudes towards people who are different from them. Our curriculum encourages children to empathise with others and to begin to develop the skills of critical thinking.

We do this by:

- Identifying a key person to each child who will ensure that each child’s care is tailored to meet their individual needs and continuously observe, assess and plan for their learning and development.
- Listening to children (verbally and non-verbally) and making them feel included, valued and good about themselves.
- Ensuring that we understand what each child knows and ‘can do’ and that they have equal access to tailored early learning and play opportunities.
- Reflecting the widest possible range of communities in the choice of resources.
- Avoiding stereotypical or derogatory images in the selection of materials.
- Acknowledging and celebrating a wide range of religions, beliefs and festivals.
- Creating an environment of mutual respect.
- Supporting children to talk about their feelings and those of others, manage emotions and develop empathy.
- Helping children to understand that discriminatory behaviour and remarks are unacceptable.
- Knowing children well, being able to meet their needs and know when they require further support.
- Ensuring that all early learning opportunities offered are inclusive of children with special educational needs and/or disabilities and children from disadvantaged backgrounds.
- Ensuring that children whose first language is not English have full access to our early learning opportunities and are supported in their learning.
- Working in partnership with all families to ensure they understand the policy and challenge any discriminatory comments made.
- Ensuring the medical, cultural and dietary needs of all children are met and help children to learn about a range of food and cultural approaches to mealtimes and to respect the differences among them.

Parent information and meetings:

We aim to ensure that information about the nursery, its activities, experiences and resources are shared with parents as well as information about their child’s development. This is given in a variety of ways according to individual needs (written, verbal and translated), to ensure that all parents can access the information they need.

Wherever possible, meetings are arranged to give all families opportunities to attend and share information about their child.

We also consult with parents regularly about the running of the nursery and ask them to contribute their ideas and views via questionnaires and newsletters.

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>June 2024</i>	<i>Meena Dalal – Nursery Manager</i>	<i>June 2025</i>

Infection control

Good practice infection control is paramount in early years settings. 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.
- 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 where this is a confirmed case of a Notifiable Disease in their setting. Coronavirus is now classed as a 'Notifiable Disease'.

Please note that it is not the responsibility of the setting to confirm 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, it is the provider's duty to notify Ofsted and to take advice from the UKHSA.

This policy was adopted on	Signed on behalf of the nursery	Date for review
07/05/2024	Meena Dalal – Nursery Manager	07/05/2025 (or before if necessary).

Intimate Care policy

At Ladybird Lane we believe that all children need contact with familiar, consistent carers to ensure they can grow and develop socially and emotionally. At times children need to be cuddled, encouraged, held and offered physical reassurance.

Intimate care routines are essential throughout the day to meet children's basic needs. This may include nappy changing, supporting children with toileting, changing clothes, and giving first aid treatment and specialist medical support, where required.

In order to maintain the child's privacy, we will carry out the majority of these actions on a one-to-one basis, and wherever possible by the child's key person: the exception to this would be in the case of first aid treatment which must be carried out by a qualified first aider.

We wish to ensure the safety and welfare of children during intimate care routines and safeguard them against any potential harm as well as ensuring the staff member involved is fully supported and able to perform their duties safely and confidently. We aim to support all parties by implementing the following actions:

- Promoting consistent and caring relationships through the key person system in the nursery and ensuring all parents understand how this works.
- Ensuring all staff undertaking intimate care routines have suitable enhanced DBS checks.
- Training all staff in the appropriate methods for intimate care routines and arranging specialist training where required, i.e. paediatric first aid training, specialist medical support.
- Ensuring children are afforded privacy during intimate care routines whilst balancing this with the need to safeguard children and staff. No nappies will be changed or intimate routines behind closed doors.
- Conducting thorough inductions for all new staff to ensure they are fully aware of all nursery procedures relating to intimate care routines.
- Following up procedures through observations, supervision meetings and appraisals to identify any areas for development or further training.
- Working closely with parents on all aspects of their child's care and education, we highly value their input as we acknowledge that they know their child best. This is essential for intimate care routines which require specialist training or support. If a child requires specific support the nursery will arrange a meeting with the parent(s) to (gather) all the relevant information required to enable colleagues to care for the child fully and meet their individual needs.
- Ensuring all staff have an up-to-date understanding of safeguarding/child protection to enable them to protect children from harm. This will include identifying signs and symptoms of abuse and how to raise these concerns as set out in the settings safeguarding/child protection policy.

- 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 layout 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.
- Operating a whistleblowing policy to help staff raise any concerns about their peers or managers; to help staff develop the confidence to raise concerns as they arise in order to safeguard the children in the nursery.
- Conducting working practice observations on all aspects of nursery operations to ensure that procedures are working in practice and all children are supported fully by all colleagues - this includes intimate care routines.
- Conducting regular risk assessments on all aspects of the nursery operation plan including intimate care, and having regular reviews to ensure that safeguards are in place and relevant.

If any parent or member of staff has concerns or questions about intimate care procedures or individual routines, please see the manager at the earliest opportunity.

This policy was adopted on	Signed on behalf of the nursery	Date for review
07/05/2024	Meena Dalal – Nursery Manager	07/05/2025 (or before if necessary).

Food safety and nutrition

Our setting 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.

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

We recognise that we have a corporate responsibility and duty of care for those who work in and receive a service from our provision, 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.

Procedures

We follow these procedures to promote healthy eating in our setting.

- Before a child starts to attend the setting, we ask their parents about their dietary needs and preferences, including any allergies (See the Managing Children who are Sick, Infectious or with Allergies Policy).
- We take guidance from the food standard agency with regard to our responsibilities around allergens
- We record information about each child's dietary needs in the Registration Form and parents sign the form to signify that it is correct.
- We regularly consult with parents to ensure that our records of their children's dietary needs – including any allergies - are up-to-date. Parents sign the updated record to signify that it is correct.
- We display current information about individual children's dietary needs so that all our staff and volunteers are fully informed about them.
- We implement systems to ensure that children receive only food and drink that is consistent with their dietary needs and preferences, as well as their parents' wishes.
- We plan menus in advance
- We display the menus of meals/snacks for parents to view.
- We provide nutritious food for all meals and snacks, avoiding large quantities of saturated fat, sugar and salt and artificial additives, preservatives and colourings.
- We include a variety of foods from the four main food groups:
 - meat, fish and protein alternatives;
 - dairy foods;

- grains, cereals and starch vegetables; and
- fruit and vegetables.
- We include foods from the diet of each of the children's cultural backgrounds, providing children with familiar foods and introducing them to new ones.
- We take care not to provide food containing nuts or nut products and we are especially vigilant where we have a child who has a known allergy to nuts.
- Through discussion with parents and research reading, we obtain information about the dietary rules of the religious groups to which children and their parents belong, and of vegetarians and vegans, as well as about food allergies. We take account of this information in the provision of food and drinks.
- We provide a vegetarian alternative on days when meat or fish are offered
- We show sensitivity in providing for children's diets and allergies. We do not use a child's diet or allergy as a label for the child, or make a child feel singled out because of her/his diet or allergy.
- We organise meal and snack times so that they are social occasions in which children and adults participate. This is also an invaluable time to introduce and build knowledge and understanding of the names and types of food that keep us healthy, where food comes from, new foods and new vocabulary.
- We use meal and snack times to help children to develop independence through making choices, serving food and drink and feeding themselves.
- We provide children with utensils that are appropriate for their ages and stages of development and that take account of the eating practices in their cultures.
- We have fresh drinking water constantly available for the children. We inform the children about how to obtain the water and that they can ask for water at any time during the day.
- To protect children with food allergies, we discourage children from sharing and swapping their food with one another.
- For children who drink milk, we provide Semi skimmed pasteurised milk, coconut milk and oat milk.
- We discourage sweet drinks and provide children with water or milk
- Ensure that adults sit with children to eat their lunch so that the mealtime is a social occasion.

Chocking resources

How we reduce the risk of choking

Food preparation:

- we remove any stones and pips from fruit before serving

- we cut small round foods, like grapes, strawberries and cherry tomatoes, lengthways and into quarters
- cut large fruits like melon, and hard fruit or vegetables like raw apple and carrot into slices instead of small chunks
- remove bones from meat or fish
- do not give whole seeds to children under five years old
- cut cheese into strips rather than chunks
- do not give popcorn as a snack
- do not give children marshmallows or jelly cubes from a packet either to eat or as part of messy play activities

Supervision

Children are seated safely in a appropriately sized low chair while eating with an adult seated within close proximity. Children are never left alone while they are eating, and staff are familiar with paediatric first aid advice for children who are choking.

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)

<https://www.food.gov.uk/business-guidance/safer-food-better-business-for-caterers>

[Food safety - Help for early years providers - GOV.UK \(education.gov.uk\)](#)

[Food safety advice for children age 5 and under](#)

[Food and drinks to avoid](#)

[Safe weaning](#)

[How to prepare infant formula bottles](#)

[Allergies](#)

[Hygiene](#)

[Early Years choking hazards poster \(foundationyears.org.uk\)](#)

[Early Years choking hazards table \(foundationyears.org.uk\)](#)

[Child Accident Prevention Trust - choking avoidance poster](#)

[Choking hazards in the home and how to avoid them \(rospa.com\)](#)

Looked after children

We are committed to providing quality provision based on equality of opportunity for all children and their families. All staff in our provision are committed to doing all they can to enable 'looked after' children in our care to achieve and reach their full potential.

Children become 'looked after' if they have either been taken into care by the local authority or have been accommodated by the local authority (a voluntary care arrangement). Most looked after children will be living in foster homes, but a smaller number may be in a children's home, living with a relative or even placed back home with their natural parent(s).

We recognise that children who are being looked after have often experienced traumatic situations; physical, emotional or sexual abuse or neglect. However, we also recognise that not all looked after children have experienced abuse and that there are a range of reasons for children to be taken in to the care of the local authority. Whatever the reason, a child's separation from their home and family signifies a disruption in their lives that has an impact on their emotional well-being. Most local authorities do not place children under five with foster carers who work outside the home; however, there are instances when this does occur or where the child has been placed with another family member who works. It is not appropriate for a looked after child who is under two years to be placed in a day care setting in addition to a foster placement.

We place emphasis on promoting children's right to be strong, resilient and listened to. Our policy and practice guidelines for looked after children are based on two important concepts: attachment and resilience. The basis of this is to promote secure attachments in children's lives, as the foundation for resilience. These aspects of well-being underpin the child's responsiveness to learning and enable the development of positive dispositions for learning. For young children to get the most out of educational opportunities they need to be settled enough with their carer to be able to cope with further separation, a new environment and new expectations made upon them.

Principles

- The term 'looked after child' denotes a child's current legal status; this term is never used to categorise a child as standing out from others. We do not refer to such a child using acronyms such as LAC.
- We do not normally offer placements for babies and children under two years who are in care; we offer instead other services to enable a child to play and engage with other children while their carer stays with them (only if applicable).

- We offer places for funded two-year-olds who are in care to ensure they receive their entitlement to early learning. In such cases, the child should have been with the foster carer for at least two months and show signs of having formed a secure attachment to the carer, and the placement in the setting will last a minimum of three months.
- We offer places for funded three and four-year-olds who are in care to ensure they receive their entitlement to early education. We expect that a child will have been with a foster carer for a minimum of one month and that they will have formed a secure attachment to the carer. We expect that the placement in the setting will last a minimum of six weeks.
- We will always offer 'stay and play' provision for a child who is two to five years old who is still settling with their foster carer, or who is only temporarily being looked after.
- Where a child who normally attends our setting is taken into care and is cared for by a local foster carer, We will continue to offer the placement for the child.

Procedures

- The designated person for looked after children is the designated child protection co-ordinator.
- Every child is allocated a key person before they start and this is no different for a looked after child. The designated person ensures the key person has the information, support and training necessary to meet the looked after child's needs.
- The designated person and the key person liaise with agencies, professionals and practitioners involved with the child and his or her family and ensure that appropriate information is gained and shared.
- The setting recognises the role of the local authority children's social care department as the child's 'corporate parent' and the key agency in determining what takes place with the child. Nothing changes, especially about the birth parent's or foster carer's role in relation to the setting, without prior discussion and agreement with the child's social worker.
- At the start of a placement there is a professional's meeting to determine the objectives of the placement and draw up a care plan that incorporates the child's learning needs. This plan is reviewed after two weeks, six weeks and three months. Thereafter at three to six monthly intervals.
- The care plan needs to consider issues for the child such as:
 - their emotional needs and how they are to be met;
 - how any emotional issues and problems that affect behaviour are to be managed.
 - their sense of self, culture, language(s) and identity – and how this is to be supported;

- their need for sociability and friendship.
 - their interests and abilities and possible learning journey pathway; and
 - how any special needs will be supported.
- In addition, the care plan will also consider:
 - how information will be shared with the foster carer and local authority (as the 'corporate parent') as well as what information is shared with whom and how it will be recorded and stored;
 - what contact the child has with his/her birth parent(s) and what arrangements will be in place for supervised contact. If this is to be at the setting, when, where and what form the contact will take will be discussed and agreed;
 - what written reporting is required;
 - wherever possible, and where the plan is for the child to return home, the birth parent(s) should be involved in planning; and
 - with the social worker's agreement, and as part of the plan, the birth parent(s) should be involved in the setting's activities that include parents, such as outings and fun-days etc alongside the foster carer.
 - The settling-in process for the child is agreed. It should be the same as for any other child, with the foster carer taking the place of the parent, unless otherwise agreed. It is even more important that the 'proximity' stage is followed until it is visible that the child has formed a sufficient relationship with his or her key person for them to act as a 'secure base' to allow the gradual separation from the foster carer. This process may take longer in some cases, so time needs to be allowed for it to take place without causing further distress or anxiety to the child.
 - In the first two weeks after settling-in, the child's well-being is the focus of observation, their sociability and their ability to manage their feelings with or without support.
 - Further observations about communication, interests and abilities will be noted to form a picture of the whole child in relation to the Early Years Foundation Stage prime and specific areas of learning and development.
 - Concerns about the child will be noted in the child's file and discussed with the foster carer.
 - If the concerns are about the foster carer's treatment of the child, or if abuse is suspected, these are recorded in the child's file and reported to the child's social care worker according to the setting's safeguarding children procedure.
 - Regular contact should be maintained with the social worker through planned meetings that will include the foster carer.
 - The transition to school will be handled sensitively. The designated person and/or the child's key person will liaise with the school, passing on relevant information and documentation with the agreement of the child's social worker as detailed in the care plan.

Further guidance

- Guidance on the Education of Children and Young People in Public Care (DfE 2000)
- Who Does What: How Social Workers and Carers can Support the Education of Looked After Children (DfES 2005)
- Supporting Looked After Learners - A Practical Guide for School Governors (DfES 2006)

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>07/05/2024</i>	Meena Dalal – Nursery Manager	<i>07/05/2025 (or before if necessary).</i>

Ladybird Lane Medication Policy

At Ladybird Lane nursery we promote the good health of children attending nursery and take necessary steps to prevent the spread of infection (see sickness and illness and infection control policies). If a child requires medicine we will obtain information about the child's needs for this, and will ensure this information is kept up to date.

We follow strict guidelines when dealing with medication of any kind in the nursery and these are set out below.

Medication prescribed by a doctor, dentist, nurse or pharmacist

NB Medicines containing aspirin will only be given if prescribed by a doctor.

- Prescription medicine will only be given when prescribed by the above and for the person named on the bottle for the dosage stated.
- Medicines must be in their original containers with their instructions printed in English.
- Those with parental responsibility for any child requiring prescription medication should hand over the medication to the most appropriate member of staff Meena Dalal (Manager), Jade Waddon (Deputy Manager) who will note the details of the administration on the appropriate form and another member of staff will check these details. This information will be passed onto the child's key practitioner. **PLEASE DO NOT LEAVE MEDICINE IN YOUR CHILDS BAG!**
- Those with parental responsibility must give prior written permission for the administration of each and every medication. However, we will accept written permission once for a whole course of medication or for the ongoing use of a particular medication under the following circumstances:
 1. The written permission is only acceptable for that brand name of medication and cannot be used for similar types of medication, e.g. if the course of antibiotics changes, a new form will need to be completed.
 2. The dosage on the written permission is the only dosage that will be administered. We will not give a different dose unless a new form is completed and authorised by a doctor.
- The parent must be asked when the child has last been given the medication before coming to nursery; and the staff member must record this information on the medication form. Similarly, when the child is picked up, the parent or guardian must be given precise details of the times and dosage given throughout the day. The parent's signature must be obtained at both times.
- At the time of administering the medicine, a senior member of staff will ask the child to take the medicine, or offer it in a manner acceptable to the child at the prescribed time and in the prescribed form. **NB** It is important to note that staff are not legally obliged to administer medication to the children who attend the nursery.

- If the child refuses to take the appropriate medication, then a note will be made on the form and the parent will be informed immediately.
- Where medication is 'essential' or may have side effects, discussion with the parent will take place to establish the appropriate response. The outcomes of the conversation will be recorded and signed by the nursery and parent. A copy will be given to the parent.

The administration of medicine is recorded accurately in our medication record book each time it is given and is signed by the person administering the medication [and a witness]. Parents are shown the record at the end of the day and asked to sign the record book to acknowledge the administration of the medicine. The medication record book records the:

- name of the child;
- name and strength of the medication;
- name of the doctor that prescribed it;
- date and time of the dose;
- dose given and method;
- signature of the person administering the medication
- countersigned by a witness and
- parent's signature.

Non-prescription medication

- The nursery will not administer any non-prescription medication containing aspirin except in exceptional circumstances e.g. a chronic ongoing condition such as allergies (Piriton).
- If the nursery feels the child would benefit from medical attention rather than non-prescription medication (as outlined above), we reserve the right to refuse nursery care until the child is seen by a medical practitioner.
- If a child needs liquid Paracetamol or antihistamine in an emergency situation during their time at nursery (e.g. very high temperature, bee/wasp sting) every effort will be made to contact the parent before it is administered. On registration, parents will be asked if they would like to fill out a medication form to consent to their child being given a specific type of liquid paracetamol or anti-histamine. This form will state the dose to be given and the circumstances in which they will be administered.
- An emergency nursery supply of fever relief (e.g. Calpol) and anti-histamines (e.g. Piriton) will be stored on site. This will be checked at regular intervals by Meena Dalal (Manager) to make sure that it complies with any instructions for storage and is still in date. If a child does exhibit the symptoms for which consent has been given to give non-prescription medication during the day, the nursery will make every attempt to contact the child's parents. Where parents cannot be contacted then the nursery manager will take the decision as to whether the child is safe to have this medication based on the time the child has been in the nursery, the circumstances surrounding the need for this medication, and the medical history of the child on their registration form.

- Giving non-prescription medication will be a last resort and the nursery staff will use other methods first to try and alleviate the symptoms (where appropriate). The child will be closely monitored until the parents collect the child.
- For any non-prescription cream for skin conditions e.g. Sudocrem, prior written permission must be obtained from the parent and the onus is on the parent to provide the cream which should be clearly labelled with the child's name.
- If any child is brought to the nursery in a condition in which s/he may require medication at some time during the day, the manager will decide if the child is well enough to stay at the nursery. If the child is deemed well enough the parent must be asked if any kind of medication has already been given, at what time, and in what dosage, and this will be logged on the child's medication form.
- The nursery DOES NOT administer any medication unless prior written consent is given for each and every medicine.

Injections, pessaries, suppositories

As the administration of injections, pessaries and suppositories represents intrusive nursing, we will not administer these without appropriate medical training for every member of staff caring for this child. This training is specific for every child and not generic. The nursery will do all it can to make any reasonable adjustments including working with parents and other professionals to arrange for appropriate health officials to train staff in administering the medication.

Staff medication

All nursery staff have a responsibility to work with children only where they are fit to do so. Staff must not work with children if they are infectious or feel unwell and cannot meet children's needs. This includes circumstances where any medication taken affects their ability to care for children, for example, where it makes them drowsy.

If any staff member believes that their condition, including any condition caused by taking medication, is affecting their ability to care for children they must inform the Nursery Manager or Assistant Managers and seek medical advice. The Nursery Manager or Assistant Managers will decide if the staff member is fit to work including circumstances where other staff members notice changes in behaviour which may suggest a person could be under the influence of medication. This decision will include any medical advice obtained by the individual or from an occupational health assessment.

Where staff may occasionally or regularly need medication, any such medication must be kept in the person's locker/separate locked container in the staff room or nursery room where staff may need easy access to the medication such as an asthma inhaler. In all cases it must be stored securely out of reach of the children. It must not be kept in the first aid box and should be labelled with the name of the member of staff.

Storage

All medication for children must have the child's name clearly written on the original container and kept in a closed box, which is out of reach of all children.

Emergency medication, such as inhalers and EpiPens, will be within easy reach of staff in case of an immediate need, but will remain out of children's reach. Any antibiotics requiring refrigeration must be kept in a fridge inaccessible to children.

All medications must be in their original containers, labels must be legible and not tampered with or they will not be given. All prescription medications should have the pharmacist's details and notes attached to show the dosage needed and the date the prescription was issued. This will all be checked, along with expiry dates, before staff agree to administer medication.

This policy was adopted on	Signed on behalf of the nursery	Date for review
07/05/2024	Meena Dalal – Nursery Manager	07/05/2025 (or before if necessary).

Private Fostering policy

Parents have often made arrangements for their children to be cared for by other people for temporary period of time. For example, young people and their parents may need a breathing space apart; children may come from abroad for their education or children may have been sent to the UK out of fear for their safety in their country of origin.

These arrangements may be called Private Fostering. The children are not in the care of the local authority but live with families by a private arrangement between their parents and their carers.

Regulations for Private Fostering

The local authority has a duty to ensure that children who are privately fostered are being properly cared for. This is done by social workers assessing and monitoring the homes where the children are living, until the children reach the age of 16 or move back to live with their parents.

What should you do if you suspect a child is privately fostered?

If we know of or suspect a child living in Hounslow is being privately fostered, we will call Hounslow Children's Services Front Door on: **020 8583 6600** or Fostering Duty on **020 8583 3426**. By doing so we are ensuring that the privately fostered child will be visited by a social worker to ensure that they are safe and well cared for. The private foster carer will also be offered practical and financial advice and support.

This policy was adopted on	Signed on behalf of the nursery	Date for review
07/05/2024	Meena Dalal – Nursery Manager	07/05/2025 (or before if necessary).

Safe Recruitment of Staff policy

At Ladybird Lane Nursery we are vigilant in our recruitment procedures aiming to ensure that all people working looking after children are suitable to fulfil the requirements of their role. We have effective systems in place to ensure that practitioners and any other person who may have regular contact with children are suitable.

We follow this procedure each and every time we recruit a new member of staff to join our team.

Legal requirements

- We abide by all legal requirements relating to safe recruitment set out in the Statutory Framework for the Early Years Foundation Stage (EYFS) and accompanying regulations including our legal responsibilities under the Equality Act 2021
- We also follow any requirements or guidance given by the Disclosure and Barring Service (DBS) in relation to carrying out checks; and abide by the employer's responsibilities relating to informing the DBS of any changes to the suitability of their staff, whether this member of staff has left the nursery or is still under investigation. Please refer to the child protection/safeguarding policy for further information.

Advertising

- We use (*insert where you advertise, e.g. reputable newspapers, websites, job sites, social media sites local job centre*) to advertise for any vacancies
- We ensure that all recruitment literature includes details of our equal opportunities policy and our safe recruitment procedures; including an enhanced DBS check and at least two independent references for every new employee. We also include the requirement for an additional criminal records check (or checks if more than one country) for anyone who has lived or worked abroad.

Interview stage

- We shortlist all suitable candidates against a pre-set specification and ensure all applicants receive correspondence regardless of whether they are successful in reaching the interview stage or not
- All shortlisted candidates receive a job description, a person specification, an equal opportunities monitoring form and a request for identification prior to the interview
- The manager decides the most appropriate people for the interview panel. There will be at least two people involved and both are involved in the overall decision making
- At the start of each interview all candidates' identities are checked using, for example, their passport and/or photo card driving licence. All candidates are required to prove they are eligible to work in the UK. The interview will also cover any gaps in the candidate's employment history
- All candidates reaching the interview stage are questioned using the same set criteria and questions. These cover specific areas of childcare, including safeguarding the children in their care, planning suitable activities to enhance the child's development and their understanding of the legal frameworks applied to childcare and used in the nursery. The questions are value based and will ensure the candidate

has the same values as the nursery with regards to the safety and welfare of the children in their care

- Candidates will be given a score for their answers including a score for their individual experience and qualifications
- Every shortlisted candidate will be asked to take part in a supervised practical exercise which will involve spending time in a particular age group in the nursery interacting with the children, staff and where appropriate parents
- The manager and deputy will then select the most suitable person for this position based on these scores and their knowledge and understanding of the early years framework as well as the needs of the nursery
- Every candidate will receive communication from the nursery stating whether they have been successful or not. Unsuccessful candidates are offered feedback.

Starting work

- The successful candidate will be offered the position subject to at least two references from previous employment or, in the case of a newly qualified student, their tutor and a personal or professional reference. These references will be taken up BEFORE employment commences. This may be verbal initially and then followed up with a written reference which will form part of their personnel file
- The successful candidate will be asked to provide proof of their qualifications, where applicable. All qualifications will be checked and copies taken for their personnel files where applicable
- Prior to employment but after the job has been offered a health check questionnaire will be given to the employee and its results will be taken into account in making an overall decision about suitability. The nursery reserves the right to take any further advice necessary in relation to a person's physical and mental fitness to carry out their role. Please see the absence management policy for more details about how the nursery manages health problems including access to medical records
- All new starters, other than those who have registered for the continuous updating service (see below), will be subject to an enhanced Disclosure and Barring Service (DBS) check. This will be initiated before the member of staff commences work in the nursery and they will not have unsupervised access to any child or their records before this check comes back clear. Further to this, the new starter will not be allowed to take photographs of any child, look at their learning and development log or change the nappy of any child without an up-to-date enhanced DBS check (whether supervised or not)
- An additional criminal records check (or checks if more than one country) should also be made for anyone who has lived or worked abroad
- The nursery will record and retain details about the individual including staff qualifications, identity checks carried out and the vetting process completed. This will include the disclosure and barring service reference number, the date the disclosure was obtained and details of who obtained it. The nursery will not retain copies of the disclosure itself once the employment decision is taken
- There may be occasions when a DBS check is not clear but the individual is still suitable to work with children. This will be treated on an individual case basis and at the manager's/owner's discretion taking into account the following:
 - seriousness of the offence or other information

- accuracy of the person's self-disclosure on the application form
 - nature of the appointment including levels of supervision
 - age of the individual at the time of the offence or other information
 - the length of time that has elapsed since the offence or other information
 - relevance of the offence or information to working or being in regular contact with children.
- If the individual has registered on the DBS system since 17 July 2013, managers may use the update service with the candidate's permission instead of carrying out an enhanced DBS check
 - New starters are required to sign (either application form, contract or separate form) to state that they have no criminal convictions, court orders or any other reasons that disqualify them from working with children or unsuitable to do so
 - All new members of staff will undergo an intensive induction period during which time they will read and discuss the nursery policies and procedures and be assigned a 'mentor/ buddy' who will introduce them to the way in which the nursery operates
 - During their induction period all new staff will receive training on how to safeguard children in their care and follow the Safeguarding Children/Child Protection policy and procedure, emergency evacuation procedures, equality policy and health and safety issues
 - The new member of staff will have regular meetings with the manager and their 'mentor/buddy' during their induction period to discuss their progress, support required and/or further training and professional development opportunities.

Ongoing support and checks

- All staff are responsible for notifying the manager in person if any there are any changes to their circumstances that may affect their suitability to work with children (staff suitability status will also be checked through an annual 'staff suitability questionnaire'). This includes any incidents occurring outside the nursery. Staff will face disciplinary action should they fail to notify the manager **immediately**
- All members of staff will update a health questionnaire on an annual basis to ensure management have a good knowledge of any changes that may require support or additional resources to aid them to carry out their day-to-day duties. This will also be discussed at staff supervisions/review meetings. Management may require this more regularly where health circumstances change. There are more details about how the nursery deals with any health problems in the absence management policy
- The nursery manager*/owner* will review any significant changes to an individual's circumstances that may suggest they are no longer suitable to work with children and take appropriate action to ensure any unsuitable or potentially unsuitable employee does not have unsupervised contact with children until the matter is resolved. Please see the Disciplinary Policy for further details
- Every member of staff will have two meetings a year with the manager: a formal appraisal and a more informal review. This will provide an opportunity for the manager and member of staff to discuss training needs for the following six months as well as evaluate and discuss their performance in the previous six months
- The manager, deputy and room leaders will be responsible for any support the staff team may have between these reviews. This includes mentor support, one-to-one

training sessions, ongoing supervision, work-based observations and constructive feedback

- The nursery will provide appropriate opportunities for all staff to undertake professional development and training to help improve the quality of experiences provided for children.

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>June 2024</i>	<i>Meena Dalal – Nursery Manager</i>	<i>June 2025</i>

Uncollected child policy

In the event that a child is not collected by an authorised adult by their expected collection time, we put into practice agreed procedures. The child will receive a high standard of care in order to cause as little distress as possible.

We inform parents/carers of our procedures so that, if they are unavoidably delayed, they will be reassured that their children will be properly cared for.

Procedures

- Parents are asked to provide the following specific information when their child starts attending our setting, which is recorded on our Registration Form:
 - Home address and telephone number - if the parents do not have a telephone, an alternative number must be given, perhaps a neighbour or close relative.
 - Place of work, address and telephone number (if applicable).
 - Mobile telephone number (if applicable).
 - Names, addresses, telephone numbers and signatures of adults who are authorised by the parents to collect their child from the setting, for example a childminder or grandparent.
 - Who has parental responsibility for the child.
 - Information about any person who does not have legal access to the child.
- On occasions when parents are aware that they will not be at home or in their usual place of work, they inform us in writing of how they can be contacted.
- On occasions when parents, or the persons normally authorised to collect the child, are not able to collect the child, they provide us with written details of the name, address and telephone number of the person who will be collecting their child. We agree with parents how to verify the identity of the person who is to collect their child.
- Parents are informed that if they are not able to collect the child as planned, they must inform us so that we can begin to take back-up measures. Our contact telephone number is 02032328839.
- If a child is not collected at their expected collection time, we follow the procedures below:
 - The child's file is checked for any information about changes to the normal collection routines.
 - If no information is available, parents/carers are contacted at home or at work.
 - If this is unsuccessful, the adults who are authorised by the parents to collect their child - and whose telephone numbers are recorded on the Registration Form - are contacted.
 - All reasonable attempts are made to contact the parents or nominated carers.

- The child does not leave the premises with anyone other than those named on the Registration Form or in their file.
 - If no-one collects the child within 30 minutes of their expected collection time and there is no named contact who can be contacted to collect the child, we apply the procedures for uncollected children.
 - If the children’s social care team is unavailable, we will contact the local police.
 - We contact the Hounslow Children’s Services Front Door: 0208 583 6600
-
- The child stays at the setting in the care of two of our fully-vetted workers, one of whom will be our manager or deputy manager until the child is safely collected either by the parents or by a social care worker, or by another person specified by social care.
 - Social care will aim to find the parent or relative. If they are unable to do so, the child will become looked after by the local authority.
 - Under no circumstances will we go to look for the parent, nor leave the setting premises with the child.
 - We do all we can to ensure that the child is not anxious, and we do not discuss our concerns in front of them.
 - A full written report of the incident is recorded in the child’s file.
 - Depending on circumstances, we reserve the right to charge parents for the additional hours worked.

Ofsted may be informed: 0300 123 1231

Procedures for parents thought to be under the influence of alcohol or drugs

Should a parent /carer picking up children from the setting present themselves as being under the influence of alcohol or drugs the following procedures will be undertaken.

- Should any parent/carers be under the influence of alcohol or drugs we will ask that someone comes with the parent/ carer to take responsibility of the child before a member of staff gives up his/her responsibility of the child.
- Should this not happen, although we have no legal right to withhold a child from a parent/ carer, we however reserve the right to contact any relevant authorities that we may feel appropriate i.e the police, partner, etc.

This policy was adopted on	Signed on behalf of the nursery	Date for review
07/05/2024	Meena Dalal – Nursery Manager	07/05/2025 (or before if necessary).

Maintaining children's safety and security on premises

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

Procedures

Children's personal safety

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

Security

- Systems are in place for the safe arrival and departure of children.
- The times of the children's departures are recorded.
- The arrival and departure times of adults – staff, volunteers and visitors - are recorded.
- Our systems prevent unauthorised access to our premises.
- Our systems prevent children from leaving our premises unnoticed.
- Our staff check the identity of any person who is not known before they enter the premises.
- We keep front doors shut at all times and gates locked when children are in the garden. Back doors are kept locked shut at all times where they may lead to a public or unsupervised area.
- The personal possessions of staff and volunteers are securely stored during sessions.
- No petty cash is kept on the premises.

This policy was adopted on	Signed on behalf of the nursery	Date for review
07/05/2024	Meena Dalal – Nursery Manager	07/05/2025 (or before if necessary).

Recording and reporting of accidents and incidents

Staff respond swiftly, appropriately and effectively to any health and safety incident within the setting. 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.

This policy will provide staff and parents information and guidance in the case of an emergency occurring.

In responding to an emergency, the aim will always be to ensure:

- Rapid and appropriate response is taken
- Accurate information is relayed to parents and emergency services regarding the incident (if applicable)
- Normal setting routine is maintained as far as possible, offering continuity to the children
- Immediate support and clear guidance are offered by the management team

Procedures

Our accident book:

- is kept in a safe and secure place; In the window by the office with the first aid book
- is accessible to our staff and volunteers, who all know how to complete it; and
- is reviewed at least half termly to identify any potential or actual hazards.

Reporting accidents and incidents

- Ofsted is notified as soon as possible, but at least within 14 days, of any instances which involve:
 - food poisoning affecting two or more children looked after on our premises;

- a serious accident or injury to, or serious illness of, a child in our care and the action We take in response; and
- the death of a child in our care.
- Local child protection agencies are informed of any serious accident or injury to a child, or the death of any child, while in our care and We act on any advice given by those agencies.
- Any food poisoning affecting two or more children or adults on our premises is reported to the local Environmental Health Department.
- We meet our legal requirements in respect of the safety of our employees and the public by complying with RIDDOR. We report to the Local Authority (LA). Please note that providers on school premises or domestic premises report to the Health and Safety Executive (HSE):
 - 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.
 - 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.
 - Information for reporting incidents to the Local Authority or Health and Safety Executive is provided in Accident Record format. Any dangerous occurrence is recorded in our incident book (see below).

Incident book

- 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 ensure that our 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 report it to the appropriate emergency services – fire, police, ambulance – if those services are needed.
- If an incident occurs before any children arrive, our manager risk assess[es] this situation and decide[s] if the premises are safe to receive children. Our manager may decide to offer a limited service or to close the setting.
- Where an incident occurs whilst the children are in our care and it is necessary to evacuate the premises/area, we follow the procedures in our Fire Safety and Emergency Evacuation Policy or, when on an outing, the procedures identified in the risk assessment for the outing.
- If a crime may have been committed, we ask all adults witness to the incident make a witness statement including the date and time of the incident, what they saw or heard, what they did about it and their full name and signature.
- We keep an incident book for recording major incidents, including some of those that that are reportable to the Local Authority or Health and Safety Executive as above.
- These incidents include:
 - a break in, burglary, or theft of personal or our setting's property;
 - an intruder gaining unauthorised access to our premises;
 - a fire, flood, gas leak or electrical failure;
 - an attack on an adult or child on our premises or nearby;
 - any racist incident involving families or [our staff/myself or my staff] on the setting's premises;
 - a notifiable disease or illness, or an outbreak of food poisoning affecting two or more children looked after on our premises;
 - the death of a child or adult; and
 - a terrorist attack, or threat of one.
 - a pandemic or epidemic
 - severe weather that has caused an incident or damage to property
 - staff, parent or visitor mugged or assaulted on site or in vicinity on the way to or from the setting
 - staff or parent threatened/assaulted on the premises by a parent or visitor
 - accidents due to any other faults (that are reportable under RIDDOR)
 - any event or information that becomes known, that may have implications for the setting or the wider organisation in the future use.
- In the incident book 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. The incident is recorded when the threat is averted.

- In the unlikely event of a child dying on our premises, through cot death in the case of a baby for example, the emergency services are called and the advice of these services are followed.
- The incident book is not for recording issues of concern involving a child. This is recorded in the child's own file.

The following procedure applies:

1. Gather the children into one large group, they will be transported to safety. Dependent upon the situation the large group may be left with one or two adults whilst another adult deals with the emergency if applicable.
1. Children will be reassured.
2. Ensure all adults involved are aware of the situation.
3. Staff must remain calm
4. Assess the situation:
 - Make sure everyone is safe
 - What is the disruption?
 - Who is affected?
 - How has it affected you?
 - Will anyone else be affected by it?
 - Could it escalate into a larger incident potentially affecting others?
5. Determine if service can continue to be provided.
6. Parents will be called at the first available opportunity.
7. Contact any contractors/partner organisations to inform them of the situation.
8. Contact any other service who are involved in the delivery of your service and inform them of the situation.
9. Ensure that you keep in regular contact with your staff and families.

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 act upon the advice of the emergency services at all times.

Insert emergency procedures i.e. route, responsibilities, designated assembly point and other emergency procedures unique to the setting e.g. nuclear power station alert.

RIDDOR reportable events include:

- Specified injuries at work, as detailed at www.hse.gov.uk/pubns/indg453.pdf
- Fatal accidents to staff, children and visitors (parents).
- Accidents resulting in the incapacitation of staff for more than seven days.
- Injuries to members of the public, including parents' 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).

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

RIDDOR Reportable events require reporting to RIDDOR within 15 days of the event occurring.

Dealing with people's reactions

We accept that the children's parents may be frightened, distressed and angry dependent upon the type of incident. We understand that staff involved in the incident may also be affected by the incident. If the setting shares all policies with parents/carers, the situation will be easier for all because there will be an understanding of working within a framework of mutual trust and understanding.

Training:

Managers will brief or train staff on their role in the prevention, management and response to incidents. Managers will ensure that all staff, volunteers and students are aware of the procedures in place and what is expected of them.

Setting closure

The decision to close the setting is not taken lightly and will be made based on the assessment of a number of factors and information which may include weather and travel

circumstances, access to and condition of the setting, infection outbreaks and availability of appropriate levels of qualified staff. Ultimately the decision to open or close the setting will be made by the owner – Nishant Agrawal and every effort will be made to contact all staff, parents and carers as soon as is practicably possible.

We will use a risk measurement table format to assess the key risks to business before and during a closure. The risk assessment will detail the risk factors, likelihood and impact.

- If a decision to close is made all parents and carers will be contacted by text or telephone accordingly.
- The decision for ongoing closures will be assessed on a daily basis.
- The management committee will be consulted and kept informed for all closures.
- An up to date record of emergency contact details for each child and staff member will be kept in the setting.

Contingency planning for emergency staff cover

In the event of unforeseen staff shortages, the setting will endeavour to cover absences by calling in part-time staff or agency staff. If we are subsequently still unable to secure sufficient cover the above procedures will be implemented.

We appreciate that closing the setting at short notice may cause inconvenience for parents and carers, but we ask for your cooperation and understanding when we have to deal with circumstances out with our control.

Please ensure that child's emergency contact details, email addresses and mobile phone numbers are current and that the setting is advised immediately of any changes.

We will be reliant on staff and parents to provide us emergency contact details, email addresses and mobile phone numbers ensuring they are current and up to date. Management will follow procedures to ensure these contacts are reflected on BI-annually. Unless notified otherwise, parents and carers should always assume that the setting is open

Actions to be taken after the incident

- Evaluate the incident, how it was dealt with and were the policies and procedures in place followed.
- Identify any improvements that could be made in the future.
- Draw up an action plan of any changes to be made to the current procedures in place.
- We will evaluate processes and make necessary adjustments to ensure future effectiveness.

Education Inspection Framework

- As required under the *Education Inspection Framework*, we maintain a summary record of all accidents, exclusions, children taken off roll, incidents of poor behaviour and discrimination, including racist incidents, and complaints and resolutions.

Legal framework

- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 1995 (As Amended)
- The Health and Safety (Enforcing Authority) Regulations 1998

Managing children with allergies, or who are sick or infectious.

(Including reporting notifiable diseases)

Policy statement

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

Procedures for children with allergies

- When parents start their children at the setting they are asked if their child suffers from any known allergies. This is recorded on the registration form.
- If a child has an allergy, a risk assessment form is completed to detail the following: The allergen (i.e., the substance, material or living creature the child is allergic to such as nuts, eggs, bee stings, cats etc).

The nature of the allergic reactions e.g., anaphylactic shock reaction, including rash, reddening of skin, swelling, breathing problems etc.

What to do in case of allergic reactions, any medication used and how it is to be used (e.g., EpiPen).

Control measures – such as how the child can be prevented from contact with the allergen.

Reviewed on a termly basis.

- This form is kept in the child's personal file and a copy is displayed where staff can see it.
- Parents train staff in how to administer special medication in the event of an allergic reaction.
- No nuts or nut products are used within the setting.
- Parents are made aware so that no nut or nut products are accidentally brought in, for example, to a party.

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

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Oral medication:

Asthma inhalers are now regarded as "oral medication".

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

Life saving medication & invasive treatments:

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

- The setting must have:
a letter from the child's GP/consultant stating the child's condition and what medication if any is to be administered.
written consent from the parent or guardian allowing staff to administer medication; and
proof of training in the administration of such medication by the child's GP, a district nurse, children's nurse specialist or a community paediatric nurse.

Key person for special needs children

Children requiring help with tubes to help them with everyday living e.g., breathing apparatus, to take nourishment, colostomy bags etc.

- Prior written consent from the child's parent or guardian to give treatment and/or medication prescribed by the child's GP.
- Key person to have the relevant medical training/experience, which may include those who have received appropriate instructions from parents or guardians, or who have qualifications.

Procedures for children who are sick or infectious.

- If children appear unwell during the day – have a temperature, sickness, diarrhoea, or pains, particularly in the head or stomach – the manager calls the parents and asks them to collect the child, or to send a known carer to collect the child on their behalf.
- If a child has a temperature, they are kept cool, by removing top clothing, sponging their heads with cool water, but kept away from draughts.
- Temperature is taken using a 'fever scan' kept near to the first aid box.
- In extreme cases of emergency, the child should be taken to the nearest hospital and the parent informed.

- Parents are asked to take their child to the doctor before returning them to nursery; the nursery can refuse admittance to children who have a temperature, sickness and diarrhoea or a contagious infection or disease.
- Where children have had a temperature or have been prescribed antibiotics, parents are asked to keep them at home for 24 hours before returning to the setting.
- After vomiting or diarrhoea, parents are asked to keep children home for 48 hours or until a formed stool is passed.
- The setting has a list of excludable diseases and current exclusion times. The full list is obtainable from www.publichealth.hscni.net/sites/default/files/Guidance_on_infection_control_in%20schools_poster.pdf and includes common childhood illnesses such as measles.

Conjunctivitis Policy

From the onset of any signs of conjunctivitis or general eye infection/irritation the Nursery requires the child to be seen by a Doctor.

The Nursery requires written confirmation from the Doctor if no medication is prescribed (indicating a viral form of conjunctivitis) and the Doctor is happy for the child to attend Nursery. Providing there are less than four children with viral conjunctivitis, the Nursery will admit the child. If these numbers are exceeded, then the cases of conjunctivitis are not isolated, and the Nursery will have no option but to request the child remains at home to prevent an epidemic.

- **If medication is prescribed, the child can attend Nursery 24 hours after commencing the medication and providing the parent has signed the medication sheet with dosage and times, please note: without prior written consent we will not be able to administer medication.**
- The Nursery reserves the right to send any child home if senior staff feels that the child is not well enough to attend Nursery.

Reporting of 'notifiable diseases'

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

HIV/AIDS/Hepatitis procedure

- HIV virus, like other 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.
- 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/sludging clothing after changing.

- Soiled clothing is rinsed and either bagged for parents to collect or laundered in the nursery.
- Spills of blood, urine, faeces, or vomit are cleared using mild disinfectant solution and mops; cloths used are disposed of with the clinical waste.
- Tables and other furniture, furnishings or toys affected by blood, urine, faeces, or vomit are cleaned using a disinfectant.
- Children do not share toothbrushes.

Nits and head lice

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

Manual Handling Policy statement

Ladybird Lane Nursery recognises that manual handling is one of the most common causes of absence through injury at the workplace. Through training and risk assessment we aim to eliminate hazardous manual handling activities as far as it is reasonably practicable.

Manual Handling Procedure

To reduce the risk of injury from manual handling operations, Ladybird Lane Nursery will ensure they: -

- Eliminate hazardous manual handling activities, so far as is reasonably practicable.
- Assess the risks associated with those manual handling activities that cannot be avoided.

The object of the risk assessment will be to reduce the risk of injury to the lowest level that is reasonably practicable considering: -

- the task
- the load
- the individual
- the working environment

One of the main manual handling activities that may be required at Ladybird Lane Nursery is the lifting of children, this is at times unavoidable, however staff will be required to use the knowledge gained from the training provided and take into consideration the above elements before lifting a child. Alternative methods to achieve the required outcome should be sought, for example if a child requires assistance to get onto the toilet, staff offer a hand and encourage the child to use the step provided, this will then reduce the risk of injury.

Employee's duties

Employees should ensure that they:-

- Comply with any instruction and training provided in safe manual handling Techniques
- Do not put their own health and safety or that of others at risk by carrying out unsafe manual handling activity
- Report problems including physical and medical conditions (e.g. pregnancy, back problems), which may affect their ability to undertake manual handling activities to their line manager.

No-smoking/ Vaping

Ladybird Lane Nursery Policy statement

We comply with health and safety regulations and the Safeguarding and Welfare Requirements of the Early Years Foundation Stage in making our setting a no-smoking environment - both indoors and outdoors. This policy applies to anything that can be smoked, including cigarettes, pipes (including water pipes such as shisha and hookah pipes), cigars and herbal cigarettes, and it also applies to electronic cigarettes (also known as e-cigarettes).

The policy applies to employees, parents, visitors, members of the public, contractors and others working or using the Provision premises or vehicles.

Procedures

- All staff, parents and volunteers are made aware of our No-smoking/ Vaping Policy
- The No-smoking/ Vaping Policy is stated in information for parents.
- We actively encourage no-smoking/ vaping by having information for parents and staff about where to get help to stop smoking if they are seeking this information.
- Staff who smoke/ vape during working hours and travelling to and from work must not do so whilst wearing a setting uniform or must at least cover the uniform.
- E-cigarettes are not permitted to be used on the premises.
- Staff who smoke/ vape or use e-cigarettes during their scheduled breaks go well away from the premises.
- Staff who smoke/ vape during their break make every effort to reduce the effects of odour and passive smoking for children and colleagues.
- Smoking/ vaping is not permitted in any vehicles belonging to the setting.
- Smoking/ vaping on off-site visits or trips is not permitted.
- Staff are made aware that failure to adhere to this policy and procedures may result in disciplinary action.

Legal framework

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

Ladybird Lane Nursery – Online safety and Electronic Device Use Policy

This policy refers to all electronic devices able to take pictures, record videos, send or receive calls and messages. This includes cameras, mobile telephones, tablets, and any recording devices including smart watches. More and more devices are technically, capable of connecting us to the outside world. We will adapt the policy to include all devices we deem necessary to safeguard children.

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.

To ensure our online safeguarding practice is in line with statutory requirements and best practice we will access the guidance 'Safeguarding children and protecting professionals in early years settings: online safety considerations'. Furthermore, we will share with our staff the 'Online Safety Guidance for Practitioners' guidance (please refer to further guidance section).

Procedures

- Our designated persons (manager/deputy) responsible for co-ordinating action taken to protect children are Meena Dalal and Jade Waddon

Information Communication Technology (ICT) equipment

- ICT equipment belonging to the setting is used by staff only
- 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 do not have access to the internet and never have unsupervised access.
- 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 online 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
- 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.
- Suspicions that an adult is attempting to make inappropriate contact with a child online is reported to the National Crime Agency’s Child Exploitation and Online Protection Centre at 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, or Childline on 0800 1111 or 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 always send personal information by encrypted email and share information securely.

Mobile phones – children

- Children do not bring mobile phones or other ICT devices with them to the setting. If a child is found to have a mobile phone or ICT device with them, this is removed and stored in mangers office until the parent collects them at the end of the session.

Mobile phones – staff and visitors

- Personal mobile phones are not used by our staff on the premises during working hours. They will be stored in [lockers or a locked drawer].
- 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 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.
- These rules also apply to the use of work-issued mobiles, and when visiting or supporting staff in other settings.

Parents' use of mobile phones and smart watches:

Parents are kindly asked not to use their mobile telephones whilst in the nursery and to refrain from using their mobile telephones when collecting or dropping off their children. We will ask any parent using their phone inside the nursery premises to finish the call or to take the call outside. We do this to ensure all children are safeguarded and the time for dropping off and picking up is a quality handover opportunity where we can share details about your child.

Parents are requested not to allow their child to wear or bring in devices that may take photographs or record videos or voices. This includes smart watches with these capabilities, such as Vtech. This ensures all children are safeguarded and to protect their property as it may get damaged or misplaced at the nursery.

Cameras and videos

- 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, with written permission received by 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.

Social media

- 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.
- Staff should not accept service users, children and parents as friends due to it being a breach of expected professional conduct.
- In the event that staff name 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 observe confidentiality and refrain from discussing any issues relating to work
- Staff should not share information they would not want children, parents or colleagues to view.
- Staff should report any concerns or breaches to the designated person in their setting.
- Staff avoid personal communication, including on social networking sites, with the children and parents with whom they act in a professional capacity. If an early year's educator 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.

Use and/or distribution of inappropriate images

- Staff 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/

- Safeguarding Children and Protecting Professionals in Early Years Settings Online Safety Considerations for Managers:
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/776470/UKCIS Early Years Online Safety Considerations for Managers.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/776470/UKCIS_Early_Years_Online_Safety_Considerations_for_Managers.pdf)
- Safeguarding Children and Protecting Professionals in Early Years Settings Online Safety Guidance for Practitioners:
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/776473/UKCIS Early Years Online Safety Guidance for Practitioners 1_.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/776473/UKCIS_Early_Years_Online_Safety_Guidance_for_Practitioners_1_.pdf)
- Early Years practitioners: using cyber security to protect your settings:
<https://www.ncsc.gov.uk/guidance/early-years-practitioners-using-cyber-security-to-protect-your-settings>

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>February 2024</i>	<i>Nishant Agrawal - Owner</i>	<i>February</i>

Oral Health

We strive to raise awareness of the importance of good oral health for children. These early years for children are when routines are formed and are often carried through to adulthood. Therefore, our provision is a very important place to introduce a good oral health routine.

We actively promote high standards of oral health by encouraging healthy eating and good habits of personal and oral hygiene.

Food/Snacks

- Snacks provided for children and staff will be tooth friendly.
- Tooth friendly snacks will be varied daily, and children will be encouraged to try new foods.
- Any food containing sugar will be restricted to mealtimes only and will be provided on a limited basis.
- Food will be provided or supervised by staff only, in accordance with the provision oral health and food policies.

Drinks

- Milk and water only will be offered to children as drinks throughout the day.
- No fizzy drinks of any kind will be served in the provision.

Rewards/Special Occasions

- Sweets and chocolate will not be used by staff as rewards for good behaviour.
- Parents will provide nut free cakes to celebrate birthdays or special occasions.

Toothbrushing At Home

- Parents will be encouraged to continue the regular toothbrushing routine at home.
- Parents can access information and advice about toothbrushing and oral health from staff at provision.

Children

- Oral health will be included in the curriculum and in any learning opportunities where it is appropriate.
- Visits from a dentist, hygienist or someone who can talk about oral health will be arranged during the year.
- Oral health will feature as a theme at the provision prior to, during or after these visits. e.g. dental corner, stories, songs, poems, art etc.

- Good oral hygiene will be encouraged at all times.

Parents

- Where possible, parents will be asked to provide details of the family dentist as well as GP on enrolment.
- Parents will be provided with an information point, which will include information about oral health

Staff

- Staff will be involved in the development and implementation of the oral health policy.
- Appropriate training and information about relevant resources will be available to staff prior to implementation of the policy guidelines.
- The oral health policy will be included as part of the induction of new staff.
- The policy will be reviewed and updated on an annual basis.

This policy was adopted on	Signed on behalf of the nursery	Date for review
07/05/2024	Meena Dalal – Nursery Manager	07/05/2025 (or before if necessary).

Parents & Carers as Partners Policy

At **Ladybird Lane Nursery** we welcome all parents as partners and support a two-way sharing of information that helps establish trust and understanding. We are committed to supporting parents in an open and sensitive manner and include them as an integral part of the care and early learning team within the nursery. Working together ensures we can meet the individual needs of the family and child and provide the highest quality of care and education.

The key person system supports engagement with all parents, and we use strategies to ensure that all parents can contribute to their child's learning and development. We ask parents to contribute to initial assessments of children's starting points on entry and they are kept well informed about their children's progress. We encourage parents to support and share information about their children's learning and development at home and the key person seeks to engage them in guiding their child's development at home too. The key person system ensures all practitioners use effective, targeted strategies and interventions to support learning that match most children's individual needs.

Our policy is to:

- Recognise and support parents as their child's first and most important educators and to welcome them into the life of the nursery
- Generate confidence and encourage parents to trust their own instincts and judgement regarding their own child
- Welcome all parents into the nursery at any time and provide an area where parents can speak confidentially with us as required
- Welcome nursing mothers. The nursery will make available a private area whenever needed to offer space and privacy to nursing mothers
- Ensure nursery documentation and communications are provided in different and accessible formats to suit each parent's needs e.g. Braille, multi-lingual, electronic communications
- Ensure that all parents are aware of the nursery's policies and procedures. A detailed parent prospectus will be provided and our full policy documents will be available to parents at all times on the nursery website
- Maintain regular contact with parents to help us to build a secure and beneficial working relationship for their children
- Support parents in their own continuing education and personal development including helping them to develop their parenting skills and inform them of relevant conferences, workshops and training, where required
- Create opportunities for parents to talk to other adults in a secure and supportive environment through such activities as open days, parents' evenings and a parents' forum
- Inform parents about the range and type of activities and experiences provided for children, the daily routines of the setting, the types of food and drinks provided for children and events through *regularly distributed newsletters/*the nursery website
- Operate a key person system to enable parents to establish a close, working relationship with a named practitioner and to support two-way information sharing about each child's individual needs both in nursery and at home. Parents are given the

name of the key person of their child and their role when the child starts and updates as they transition through the setting

- Inform parents on a regular basis about their child's progress and involve them in shared record keeping. Parents' evenings are held at least twice a year. The nursery consults with parents about the times of meetings to avoid excluding anyone
- Actively encourage parents to contribute to children's learning through sharing observations, interests and experiences from home. This may be verbally, sharing photographs or in written form
- Agree the best communication method with parents e.g. email, face-to-face, telephone and share information about the child's day e.g. food eaten, activities, sleep times etc.
- Consider and discuss all suggestions from parents concerning the care and early learning of their child and nursery operation
- Provide opportunities and support for all parents to contribute their own skills, knowledge and interests to the activities of the nursery including signposting to relevant services, agencies and training opportunities
- Inform all parents of the systems for registering queries, compliments, complaints or suggestions, and to check that these systems are understood by parents
- Make sure all parents have access to our written complaints procedure
- Share information about the Early Years Foundation Stage, young children's learning in the nursery, how parents can further support learning at home and where they can access further information
- Provide a written contract between the parent(s) and the nursery regarding conditions of acceptance and arrangements for payment
- Respect the family's religious and cultural backgrounds and beliefs and accommodate any special requirements wherever possible and practical to do so
- Inform parents how the nursery supports children with special educational needs and disabilities
- Find out the needs and expectations of parents. We will do this through regular feedback via questionnaires, suggestion system and encouraging parents to review working practices. We will evaluate any responses and publish these for parents with an action plan to inform future, policy, and staff development.

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>10th July 2024</i>	Meena Dalal	<i>10th July 2025</i>

Promoting Positive Behaviour Policy

At Ladybird Lane Nursery we believe that children flourish best when they feel safe and secure and have their needs met by supportive practitioners who act as good role models, show them respect and value their individual personalities. Children are supported through co-regulation, where adults and children work together towards a common purpose, including finding ways to resolve upsets from stress in any domain and to find (or regain) an appropriate and age related path to self-regulation. The nursery actively promotes British values and encourages and praises positive, caring and polite behaviour at all times in an environment where children learn to respect themselves, other people and their surroundings.

We implement an early year's curriculum (following guidelines set out in the EYFS) to support children to develop their personal, social and emotional skills. This involves scaffolding children to understand their own feelings, the feelings of others, and helping them to regulate their own behaviour. We support children to do this through working together with parents, having consistent approaches, structure, routine and age/stage appropriate boundaries. We aim to help children to develop a positive sense of self to increase their confidence and self-esteem, by valuing their thoughts and opinions, and giving them lots of praise and encouragement.

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

APPROPRIATE MANAGEMENT OF CHILDREN WHO BITE or SCRATCH

Following any incident of biting or scratching, staff will take into account the age and developmental level of the child concerned. Biting and scratching are very natural behaviours for young children. Children who are teething may bite to relieve the pressure in their gums. Children are likely to be frightened by the distress caused to the other child and will need a similar level of comfort. Slightly older children may bite or scratch to protect their territory, their toys or because they may be jealous of attention given to others. They may also be imitating the behaviour of another child. A firm 'no biting/scratching' and removal from the situation with little or no attention given for a few minutes will usually be all that is required in order to ensure that the child does not benefit from biting others. Where children are over the age of three, staff will be asked to document the events leading to any incident of biting or scratching. If a child bites or scratches on more than one occasion, staff will provide a higher level of supervision and an appropriate handling and behaviour management strategy will be deployed immediately, attempting to help the child to behave differently, whilst ensuring that other children are kept safe. Children who bite or scratch frequently should receive individual support. It may be necessary to suspend or reduce attendance while this is arranged. It is not acceptable for children to be at risk.

To support positive behaviour in our setting, we aim to:

- Recognise the individuality of all children.

- Provide a warm, responsive relationship where children feel respected, comforted and supported in times of stress, and confident that they are cared for at all times.
- Understand that behaviours are a normal part of some young children's development e.g. biting.
- Encourage self-regulation, consideration for each other, our surroundings and property.
- Encourage children to participate in a wide range of group activities to enable them to develop their social skills.
- Ensure that all staff act as positive role models for children.
- Encourage parents and other visitors to be positive role models.
- Work in partnership with parents by communicating openly.
- Praise children and acknowledge their positive actions and attitudes, therefore ensuring that children see that we value and respect them.
- Encourage all staff working with children to accept their responsibility for implementing the goals in this policy and to be consistent.
- Promote non-violence and encourage children to deal with conflict peacefully and appropriately.
- Provide a key person system enabling staff to build a strong and positive relationship with children and their families.
- Provide activities and stories to help children learn about accepted behaviours, including opportunities for children to contribute to decisions about accepted behaviour where age/stage appropriate.
- Supporting and developing children's understanding of different feelings and emotions, self-regulation and empathy as appropriate to their stage of development. This includes using strategies and naming and talking about feelings and ways to manage them.
- Have a named person who has overall responsibility for promoting positive behaviour and behaviour support.

The named person for promoting and supporting behaviour is **Meena Dalal (Nursery Manager and Lead SENCO)**. It is her role to:

- Advise and support colleagues on any behaviour concerns.
- Along with the management team she will keep up to date with legislation and research relating to promoting positive behaviour.
- Support changes to policies and procedures in the nursery.
- Access relevant sources of expertise, where required, and act as a central information source for all involved.
- Attend regular external training events and ensure all the staff team have access to relevant in-house or external training for behaviour management. Keep a record of all relevant training accessed by colleagues.

Our nursery guidelines promote safety, care, and respect for each other. We keep rules to a minimum and ensure that these are age and stage appropriate. We regularly involve children in the process of setting rules to encourage cooperation and participation, and to ensure children gain understanding of the expectations of behaviour relevant to them as a unique child.

Children who are displaying distressed/challenging behaviour, for example, are physically abusing another child or adult e.g. biting, or verbal bullying, are encouraged to talk through their feelings and actions through co-regulation *before* thinking about the situation and apologise where appropriate. We make sure that the child who has been upset is comforted. We always acknowledge when a child is feeling angry or upset and that it is the behaviour that is not acceptable, ***not the child or their feelings***.

Our promoting positive behaviour procedure is:

- We support all children to develop positive behaviour, and we make every effort to provide for their individual needs.
- We never use or threaten to use physical punishment/corporal punishment such as smacking or shaking or use or threaten any punishment that could adversely affect a child's well-being.
- We only use physical intervention (where practitioners may use ***reasonable*** force to prevent children from injuring themselves or others, or damaging property) or to manage a child's behaviour if necessary. We keep a record of any occasions where physical intervention is used and inform parents on the same day, or as reasonably practicable.
- We recognise that there may be occasions where a child is displaying challenging/distressed behaviour and may need individual techniques to restrain them to prevent injury to themselves or others. This will only be carried out by colleagues who have been appropriately trained to do so. Any restraints will only be done following recommended guidance from and training by our early years SEND team and only with a signed agreement from parents on when to use it. We will complete an incident form following any restraints used and notify the child's parents.
- We do not single out children or humiliate them in any way. Where children are displaying challenging behaviour, they will, wherever possible, be distracted/re-directed to alternative activities. Discussions with children will take place as to why their behaviour was not acceptable, considering, and respecting, their level of understanding and maturity.
- Colleagues do not raise their voices (other than to keep children safe).
- In any case of challenging behaviour, we always make it clear to the child or children in question, that it is the behaviour ***and not the child*** that is unwelcome.
- We decide on strategies to support types of behaviour depending on the child's age, level of development and the circumstances surrounding the behaviour. This may involve asking the child to talk and think about what s/he has done. All colleagues support children in developing empathy, and children will only be asked to apologise if they have developed strong empathy skills and have a good understanding of why saying sorry is appropriate.
- We help colleagues to reflect on their own responses towards behaviours that challenge their thinking to ensure that their reactions are appropriate.
- We inform parents if their child's behaviour is unkind to others or if their child has been upset but do so in an empathetic non-judgemental way. In all cases we deal with behaviour that is challenging during a child's time in nursery. We may ask parents to meet with staff to discuss their child's behaviour, so that if there are any difficulties, we can work together to ensure consistency between their home and the nursery. In

some cases, we may request additional advice and support from other professionals, such as an educational psychologist.

- We support children in developing non-aggressive strategies to enable them to express their feelings and emotions.
- We keep confidential records on any challenging behaviour that has taken place. We inform parents and ask them to read and sign any incident reports concerning their child.
- Through partnership with parents and formal observations, we make every effort to identify any behavioural concerns and the causes of that behaviour. From these observations and discussions, we will implement an individual behaviour modification plan where a child's behaviour involves aggressive actions towards other children and staff, for example hitting, kicking etc. The manager will complete risk assessments identifying any potential triggers or warning signs always being mindful of the safety and well-being of other children and colleagues. In these instances, we may remove a child from an area until they have calmed down.

We recognise that children need their own time and space and that it is not always appropriate to expect a child to share. We believe it is important to acknowledge each child's feelings and to help them understand how others might be feeling.

At Ladybird Lane staff follow the procedure below to enable them to deal with behaviour that challenges. They are encouraged to:

- We will not discuss the name or behaviour of other children to either party involved due to confidentiality.
- Staff members must not disclose any information in regard to the identify of another child.
- ensure that all children feel safe, happy, and secure.
- recognise that active physical aggression in the early years is part of the child's development and that it should be channelled in a positive way.
- to help children to understand that using aggression to get things, is inappropriate and they will be encouraged to resolve problems in other ways
- to initiate games and activities with children when they feel play has become overly boisterous/aggressive, both indoors and out.
- ensure that this policy is available for colleagues and parents, and it will be shared at least once a year.
- colleagues and parents are also welcomed to review and comment on the policy and procedure.
- if any parent has a concern about their child, a member of staff will be available to discuss those concerns. Working together can ensure our children feel confident and secure in their environment, both at home and in the nursery.
- all concerns will be treated in the strictest confidence.

Anti-bullying:

We encourage children to recognise that bullying, fighting, hurting and discriminatory comments are not acceptable behaviour. We want children to recognise that certain actions are right and that others are wrong.

Bullying takes many forms. It can be physical, verbal, or emotional, but it is always a repeated behaviour that makes other people feel uncomfortable or threatened. We acknowledge that any form of bullying is unacceptable and will be dealt with immediately while recognising that physical aggression is part of children’s development in their early years. Staff will intervene when they think a child is being bullied, however mild or harmless it may seem, and sensitively discuss any instance of bullying with the parents of all involved to look for a consistent resolution to the behaviour.

By consistently promoting positive behaviour, valuing co-operation, and a caring attitude, we hope to support children to develop a positive sense of self, have confidence in their own abilities, make good friendships, co-operate with others and resolve conflicts peaceably. These skills will provide them with a secure platform for school and later life.

This policy was adopted on	Signed on behalf of the nursery	Date for review
07/05/2024	Meena Dalal – Nursery Manager	07/05/2025 (or before if necessary).

Risk Assessment Policy

Ladybird Lane Nursery believes that the health and safety of children is of paramount importance. We make our setting a safe and healthy place for children; parents, staff, and volunteers by assessing and minimising the hazards and risk enable the children to thrive in a healthy and safe environment.

The basis of this policy is risk assessment.

Our risk assessments processes follow the five steps as follows:

- Indication of risk: Where is it and what it is?
- Who is at risk: Childcare staff, children, parents, cooks, cleaners, etc?
- Assessment as to the level of risk as high, medium, low. This is both the risk the likelihood of it happening, as well as the possible impact if it did.
- Control measures to reduce that risk.
- Monitoring and review: How do you know if what you have said is working, or thorough enough? If it is not working, it will need to be amended, or maybe there is a better solution. Procedures

Our risk assessment process covers adults and children and includes:

- Checking for and noting hazards and risks indoors and outside, and in premises and for activities.
- Assessing the level of risk and who might be affected.
- Deciding which areas need attention.
- Developing and action plan that specifies the action required, the time-scales action, the person responsible for the action and any funding required.

Where more than five staff and volunteers are employed the risk assessment written and is reviewed every 3 years, or sooner if necessary, in light of specific events or relevant statutory changes.

We maintain lists of health and safety issues, which are checked daily before session begins as well as those that are checked on a weekly and termly basis when a full risk assessment is carried out, these include:

- * Missing Child
- * Non-Collection
- * Outings & Setting

Safeguarding Children - Child Protection Policy

At Ladybird Lane we work with children, parents, external agencies, and the community to ensure the welfare and safety of children and to give them the very best start in life. We believe children have the right to be treated with respect, provided with opportunities to thrive, and to be kept safe from any abuse in whatever form.

We support the children within our care, protect them from maltreatment and have robust procedures in place to prevent the impairment of children's health and development. We strive to protect children from the risk of radicalisation, and we promote acceptance and tolerance of other beliefs and cultures (please refer to our inclusion and equality policy for further information). Safeguarding children is everybody's responsibility. All staff, students, supply staff and visitors, are made aware of and asked to adhere to, our policy.

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

- Online safety
- Human Trafficking and Modern Slavery
- Prevent Duty and Radicalisation
- Domestic Abuse, Honour Based Abuse (HBA) and child Forced Marriage
- Looked After Children
- Monitoring staff behaviour
- Social networking
- Mobile phone and electronic device use
- Safer recruitment of staff
- Disciplinary
- Grievance
- Promoting positive behaviour
- Female Genital Mutilation

Legal framework and definition of safeguarding:

- Children Act
- Childcare Act
- Safeguarding Vulnerable Groups Act
- Children and Social Work Act
- The Statutory Framework for the Early Years Foundation Stage (EYFS)
- Working Together to Safeguard Children
- Keeping Children Safe in Education
- Data Protection Act
- What to do if you're worried a child is being abused
- Counter-Terrorism and Security Act
- Inspecting Safeguarding in Early years, Education and Skills settings

- Prevent Duty

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

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

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

Policy intention:

To safeguard children and promote their welfare we will:

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

Our child protection lead and her deputies ensure that all colleagues are aware that abuse does occur in our society and that we are vigilant in identifying signs of abuse and reporting concerns. Our staff team have a duty to protect and promote the welfare of children. Colleagues working on the frontline with children and families are often the first people to identify a concern, observe changes in a child's behaviour, or receive information relating to indicators of abuse. They may well be the first people in whom children confide in that may suggest abuse, or to spot changes in a child's behaviour which may be a sign of abuse.

Our prime responsibility is the welfare and well-being of each child in our care. As such we believe we have a duty of care to the children, parents, and staff to act quickly and responsibly in any instance that may come to our attention. This includes sharing information with any relevant agencies such as local authority services for Children's Services, family support, health professionals (including health visitors) or the police. All

colleagues will work with other agencies in the best interest of the child, including as part of a multi-agency team, where required.

The nursery aims to:

- Keep the child at the centre of all we do; we provide sensitive interactions that develop and nurtures the well-being, confidence, and resilience of each child. We will support children to develop an awareness of how to keep themselves safe, healthy and develop positive relationships.
- Ensure colleagues are trained right from their induction to understand our safeguarding and child protection policy and procedures; are alert to identify possible signs of abuse (including the signs known as softer signs of abuse); understand what is meant by child protection and are aware of the different ways in which children can be harmed, including by other children (child on child) through bullying or discriminatory behaviour.
- Be aware of the increased vulnerability of children with Special Educational Needs and Disabilities (SEND); isolated families and vulnerabilities in families;
- Ensure that all staff feel confident and supported to act in the best interest of the child; maintaining professional curiosity around welfare of children and share information; and seek the help that the child may need at the earliest opportunity.
- Ensure that all colleagues are familiar and updated regularly with child protection training and procedures and kept informed of changes to local/national procedures, including through annual safeguarding newsletters and updates. **NB** At Ladybird Lane all updates are discussed at monthly staff meetings and during regular 1.1 supervisions. The designated Child Protection Lead and her deputies set aside a day each month to discuss, and update, where necessary, our procedures.
- Make any child protection referrals in a timely way, sharing relevant information, as necessary, in line with procedures set out by Hounslow safeguarding children's partnership.
- Ensure that information is shared only with those people who need to know to protect the child and act in their best interest.
- Keep the setting safe online - we refer to 'Safeguarding Children and Protecting Professionals in early years settings, online safety considerations and use appropriate filters, checks and safeguards, monitoring access always and maintaining safeguards around the use of technology by staff, parents and visitors in the setting.
- Ensure that children are never placed at risk whilst in the care of nursery staff.
- Identify changes in staff behaviour and act on these in line with our Staff Behaviour Policy.
- To report allegations of serious harm or abuse against any person working with children or living or working on the nursery premises to the LADO, Ofsted would be notified of the allegation.
- Ensure parents are fully aware of our safeguarding and child protection policies and procedures when they register with the nursery and are kept informed of all updates when they occur.
- Regularly review and update this policy with staff and parents where appropriate and make sure it complies with any legal requirements and any guidance or procedures issued by Hounslow Safeguarding Children's Partnership.

Contact telephone numbers:

- Safeguarding Advice and Allegations Management(SAAM) - Duty desk: 020 8583 5730
- Early Years and Childcare Advisor – Safeguarding and Welfare: Claudia Rodrigues
0208583 6683 Mobile: 07973 902977 Email: Claudia.Rodrigues@hounslow.gov.uk
- Local authority Designated Officer (LADO): 020 8583 3423
- Hounslow children’s services Front door (referrals): 020 8583 6600
- Children Services Out of Hours Team: 020 8583 2222
- NSPCC: 0808 800 5000
- Ofsted: 0300 123 1231
- Emergency police: 999
- Non-emergency police: 101
- Hounslow helpline for extremism concerns: Joan Conlon: 07817079190
- Child exploitation and online protection command (CEOP)
<https://www.ceop.police.uk/safety-centre/>

Types of abuse and particular procedures followed:

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

What to do if you’re worried a child is being - advice for practitioners and Working Together to Safeguard Children:

The signs and indicators listed below may not necessarily indicate that a child has been abused but will help us to recognise that something may be wrong, especially if a child shows a number of these symptoms or any of them to a marked degree.

Indicators of child abuse:

- Failure to thrive and meet developmental milestones.
- Fearful or withdrawn tendencies.
- Unexplained injuries to a child or conflicting reports from parents or staff.
- Repeated injuries.

- Unaddressed illnesses or injuries.
- Significant changes to behaviour patterns.
- Unexplained (or unsatisfactory explanations) absences from nursery.

Softer signs of abuse as defined by what to do if you are worried about a child being abused.

Emotional states:

- Fearful
- Withdrawn
- Low self-esteem.

Behaviour:

- Aggression
- Oppositional habitual body rocking.

Interpersonal behaviours:

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

Child -on-Child abuse:

We are aware that **Child -on-Child** abuse does take place, so we include children in our policies when we talk about potential abusers. This may take the form of bullying, physically hurting another child, emotional abuse, or sexual abuse. We will report this to children services to provide support.

Physical abuse:

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

All children can suffer injuries during their early years as they explore and develop. If an explanation of how a child received their injury doesn't match the injury itself, or if a child's

injuries are a regular occurrence, or there is a pattern to their injuries, then we will report our concerns.

Fabricated illness:

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

Female genital mutilation (FGM):

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

The procedure may be carried out shortly after birth and during childhood as well as adolescence, just before marriage, or during a woman's first pregnancy and varies widely according to the community.

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

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

Any concerns about a child or family, will be reported to the children's services team in the same way as other types of physical abuse. We have a mandatory duty to report to police any case where an act of female genital mutilation appears to have been carried out on a girl under the age of 18.

Breast ironing/flattening:

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

Breast Ironing/Flattening is a form of physical abuse and can cause serious health issues such as:

- Abscesses
- Cysts
- Itching
- Tissue damage
- Infection
- Discharge of milk
- Dissymmetry of the breasts
- Severe fever.

Any concerns about a child or family, will be reported to the children's services team in the same way as other types of physical abuse.

Sexual abuse:

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

Action must be taken if a staff member witnesses an occasion(s) where a child indicates sexual activity through words, play, drawing, has an excessive preoccupation with sexual matters; or has an inappropriate knowledge of adult sexual behaviour, or language, for their developmental age. This may include acting out sexual activity on dolls/toys or in the role-play area with their peers; drawing pictures that are inappropriate for a child, talking about sexual activities or using sexual language or words.

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

Emotional signs:

- Being overly affectionate or knowledgeable in a sexual way inappropriate to the child's age.

- Personality changes such as becoming insecure or clingy.
- Regressing to younger behavior patterns such as thumb sucking or bringing out discarded cuddly toys.
- Sudden loss of appetite or compulsive eating.
- Being isolated or withdrawn.
- Inability to concentrate.
- Lack of trust or fear of someone they know well, such as not wanting to be alone with a carer.
- Becoming anxious about clothing being removed.
- Suddenly drawing sexually explicit pictures or acting out actions inappropriate for their age.
- Using sexually explicit language.

Physical Signs:

- Bruising.
- Bleeding, discharge, pain, or soreness in their genital or anal area.
- Sexually transmitted infections.

Any concerns about a child or family will be reported to the children's services team.

Child Sexual Exploitation (CSE):

Keeping Children Safe in Education describes CSE as: where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur using technology. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g., through others copying videos or images they have created and posted on social media).

Signs and indicators may include:

- Physical injuries such as bruising or bleeding.
- Having money or gifts they are unable to explain.
- Sudden changes in their appearance.
- Becoming involved in drugs or alcohol, particularly if you suspect they are being supplied by older men or women.
- Becoming emotionally volatile (mood swings are common in all young people, but more severe changes could indicate that something is wrong).
- Using sexual language that you wouldn't expect them to know.
- Engaging less with their usual friends.
- Appearing controlled by their phone.

- Switching to a new screen when you come near the computer.
- Nightmares or sleeping problems.
- Running away, staying out overnight, missing school.
- Changes in eating habits.
- Talk of a new, older friend, boyfriend, or girlfriend.
- Losing contact with family and friends or becoming secretive.
- Contracting sexually transmitted diseases.

*****NB: Few of the above indicators will relate to the young child in our care but may help us to identify abuse to one of our colleagues or an older sibling of a child who attends our setting.***

Child Criminal Exploitation (CCE):

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

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country forced to shoplift or pickpocket, or to threaten other young people. Some of the following can be indicators of CCE:

- Children who appear with unexplained gifts or new possessions.
- Children who associate with other young people are involved in exploitation.
- Children who suffer from changes in emotional well-being.
- Children who misuse drugs and alcohol.
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

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

*****NB: Few of the above indicators will relate to the young child in our care but may help us to identify abuse to one of our colleagues or an older sibling of a child who attends our setting.***

Emotional abuse:

Working Together to Safeguard Children defines emotional abuse as 'the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development'. It may involve conveying to a child that they are

worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

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

Signs and indicators may include:

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

Action will be taken if the staff member has reason to believe that there is a severe, adverse effect on the behaviour and emotional development of a child, caused by persistent or severe ill treatment or rejection. Children may also experience emotional abuse through witnessing domestic abuse and alcohol and drug misuse by adults caring for them.

Neglect:

Working Together to Safeguard Children defines Neglect as 'the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development'. Neglect may occur during pregnancy because of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

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

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

Signs may include a child persistently arriving at nursery unwashed or unkempt, wearing clothes that are too small (especially shoes that may restrict the child's growth or hurt

them), arriving at nursery in the same nappy they went home in, or a child having an illness or identified special educational need or disability that is not being addressed by the parent. A child may also be persistently hungry if a parent is withholding food or not providing enough for a child's needs.

Neglect may also be shown through emotional signs, e.g., a child may not be receiving the attention they need at home and may crave love and support at nursery. In addition, neglect may occur through pregnancy because of maternal substance abuse.

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

County Lines:

The National Crime Agency (NCA) describe county lines as a term used to describe gangs and organised criminal networks involved in exporting illegal drugs from big cities into smaller towns, using dedicated mobile phone lines or other form of 'deal line.' Customers will live in a different area to where the dealers and networks are based, so drug runners are needed to transport the drugs and collect payment.

Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes.

Signs and indicators to be aware of include:

- Changes in the way young people you might know dress.
- Unexplained, sometimes unaffordable new things (e.g., clothes, jewellery, cars etc.).
- Missing from home or schools and/or significant decline in performance.
- New friends or relationships with those who don't share any mutual friendships with the victim or anyone else.
- May be carrying a weapon.
- Receiving more texts or calls than usual.
- Sudden influx of cash, clothes, or mobile phones.
- Unexplained injuries.
- Significant changes in emotional well-being.
- Young people seen in different cars/taxis driven by unknown adults.
- Young people seeming unfamiliar with your community or where they are.
- Truancy, exclusion, disengagement from school.
- An increase in anti-social behaviour in the community.
- Unexplained injuries.
- Gang association or isolation from peers or social networks.

NB: Few of the above indicators will relate to the young child in our care but may help us to identify abuse to one of our colleagues or an older sibling of a child who attends our setting.

Cuckooing:

Cuckooing is a form of county lines crime in which drug dealers take over the home of a vulnerable person to criminally exploit them as a base for drug dealing, often in multi-occupancy or social housing properties. Signs that this is happening in a family property may be an increase in people entering or leaving the property, an increase in cars or bikes outside the home; windows covered, or curtains closed for long periods, family not being seen for extended periods; signs of drug use or an increase in anti-social behaviour at the home. If we recognise any of these signs, we will report our concerns as per our reporting process.

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

*****NB: Few of the above indicators will relate to the young child in our care but may help us to identify abuse to one of our colleagues or an older sibling of a child who attends our setting.***

Contextual safeguarding-

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

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

Domestic Abuse

The cross-government definition of domestic violence and abuse is:

'Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass but is not limited to: psychological; physical; sexual; financial; and emotional'.

Domestic abuse can happen to anyone regardless of gender, age, social background, religion, sexuality or ethnicity, and domestic abuse can happen at any stage in a relationship.

We aim to develop staff knowledge of recognising the signs and symptoms of domestic abuse. These signs may include:

- Changes in behaviour: for example, becoming very quiet, anxious, frightened, tearful, aggressive, distracted, depressed etc.
- Visible bruising or single, or repeated, injury with unlikely explanations
- Change in the manner of dress: for example, clothes that do not suit the climate which may be used to hide injuries.
- Partner or ex-partner stalking employee/parent in or around the workplace; this may include excessive phone calls or messages.
- Partner or ex-partner exerting an unusual amount of control or demands over work schedule.
- Frequent lateness or absence from work.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children.

Signs that children may have witnessed domestic abuse include:

- Anxiety
- Regressive behaviours
- Constant or regular sickness, such as colds or headaches
- Difficulties with concentration
- Emotional and behavioural difficulties
- Withdrawal
- Low self-esteem.

We will raise awareness of domestic abuse within our setting by:

- Ensuring all staff can identify the signs and symptoms of domestic abuse and know how to report concerns.
- Sharing information with external organisations that can offer support with incidents of domestic abuse. The information will be displayed in visible spaces within the setting.
- Providing all stakeholders with the telephone number for the free 24-hour National Domestic Abuse Helpline (0808 2000 247).
- Sharing our domestic abuse policy and Child Protection and Safeguarding policies with all stakeholders.

If we are concerned that domestic abuse is happening within a home and a child is at risk, we will follow our safeguarding policies' reporting procedures (see Safeguarding Children/Child Protection policy 2022).

Where incidents of domestic abuse are shared by an employee or parent/carer, we will always respect confidentiality and not share information without their permission. However, we will share this information, without permission, in cases of child protection or where we believe there is an immediate risk of serious harm to the person involved.

Honour Based Abuse

Honour based abuse (HBA) can be described as 'a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour'; such as being held against their will, sexual or psychological abuse, threats of violence, assault or forced marriage.

Such abuse can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code. It is a violation of human rights and may be a form of domestic and/or sexual abuse. There is no honour or justification for abusing the human rights of others.

We aim to develop staff knowledge of recognising the signs and symptoms of HBA. These signs may include:

- Changes in how they dress or act, they may stop wearing 'western' clothing or make-up.
- Visible injuries, or repeated injury, with unlikely explanations.
- Signs of depression, anxiety, or self-harm.
- Frequent absences.
- Restrictions on friends or attending events.

We will raise awareness of domestic abuse within our setting by:

- Sharing information with external organisations that can offer support with incidents of HBA. The information will be displayed in visible spaces within the setting.
- Sharing our HBA, child protection and safeguarding policies with all stakeholders.

Where incidents of HBA are shared by an employee or parent/carer, we will always respect confidentiality and not share information without their permission. However, we will share this information without permission in cases of child protection, or where we believe there is an immediate risk of serious harm to the person involved.

Child Forced Marriages:

A child forced marriage is defined as 'a marriage in which one, or both spouses, do not consent to the marriage but are coerced into it. 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'.

If we suspect or receive information about a forced marriage being planned, then we will follow our safeguarding reporting procedures. If the person concerned is under the age of 18 years, then we will report the incident to the children's social care team.

If we believe a person is in imminent danger of being forced into a marriage, we may contact the Police and the Government's Forced Marriage Unit (FMU) on 020 7008 0151.

Extremism – the Prevent Duty:

The Prevent duty is the duty in the Counterterrorism and Security Act 2015, to have regard to safeguard children, young people, and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist, or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Ladybird Lane Nursery, values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both children and staff have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Ladybird Lane Nursery is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

Ladybird Lane Nursery seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements. The Nursery management team and the Designated Safeguarding Lead (DCPO) will assess the level of risk within the nursery and put actions in place to reduce that risk. Risk assessment may include consideration of the nursery's SEND policy, the use of the nursery premises by external agencies, integration of children by gender and SEN, and other issues specific to the nursery's profile, community, and philosophy.

Response

Our Designated Child Protection Officer (DCPO) will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism. The DCPO for Ladybird Lane Nursery is the Nursery manager.

When any member of staff has concerns that a child may be at risk of radicalisation or involvement in terrorism, they should speak with the DCPO.

Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason, the appropriate interventions in any case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship, or drug/alcohol issues.

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

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

NB: Few of the above indicators will relate to the young child in our care but may help us to identify abuse to one of our colleagues or an older sibling of a child who attends our setting.

Online Safety:

We take the safety of our children very seriously and this includes their online safety. Please refer to the Online Safety policy for further details.

Adult sexual exploitation:

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

Up skirting:

Up skirting involves taking a picture of someone's genitals or buttocks under their clothing without them knowing, either for sexual gratification or to humiliate, or distress, the individual. This is a criminal offence, and any such action would be reported following our reporting procedures.

Child abuse linked to faith or belief (CALFB):

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

- Witchcraft and spirit possession, demons or the devil acting through children or leading them astray (traditionally seen in some Christian beliefs).
- The evil eye or djinns (traditionally known in some Islamic faith contexts) and dakini (in the Hindu context).

- Ritual or multi murders where the killing of children is believed to bring supernatural benefits, or the use of their body parts is believed to produce potent magical remedies.
- Use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation.

This is not an exhaustive list and there will be other examples where children have been harmed when adults think that their actions have brought bad fortune.

Reporting Procedures:

All colleagues have a responsibility to report safeguarding/child protection concerns and suspicions of abuse. These concerns will be discussed with the designated safeguarding lead (DSL) as soon as possible.

- Staff will report their concerns to the DSL **Jade Waddon** (in the absence of the DSL they will be reported to the Deputy DSL) **Jackie Cammack**
- Any signs of marks/injuries to a child or information a child have given will be recorded and stored securely.
- For children who arrive at nursery with an existing injury, a form will be completed along with the parent's/carer's explanation as to how the injury happened. Staff will have professional curiosity around any explanations given. Any concerns around existing injuries will be reported.
- If appropriate, any concerns or incidents will be discussed with the parent/carer and discussions will be recorded. Parents can request access to safeguarding records in line with UK GDPR and data protection guidelines. **Please refer to Ladybird Lane Nursery Confidentiality and Client Access to Records Policy.**
- If there are queries/concerns regarding the injury/information given, then the following procedures will take place:

The designated safeguarding lead will:

- Contact the Local Authority children's services team to report concerns and seek advice immediately, or as soon as it is practical to do so. If it is believed a child is in immediate danger, we will contact the police. If the safeguarding concern relates to an allegation against an adult working or volunteering with children, then the DSL will follow the reporting allegations procedure (see below).
- Record the information and action taken relating to the concern raised.
- Speak to the parents (unless advised not to do so by LA children's services team, or if informing the parents may put the child or other person at risk or if may interfere with the course of police investigation).
- The designated safeguarding lead will follow up with the Local Authority children's services team if they have not contacted the setting within the timeframe set out in Working Together to Safeguarding Children (2018). We will **never** assume that action has been taken.

Keeping children safe is our highest priority and staff must report concerns to the DSL (Meena Dalal) or deputy DSL (Jade Waddon). If for some reason staff are unable to disclose the report to the DSL they must report to the Provision owner (Nishant Agrawal) before they call the Local Authority front door team the Police or the NSPCC and report their concerns anonymously

These contact numbers are displayed **on our Safeguarding and Child Protection Board** in the nursery office.

Responding to a spontaneous disclosure from a child:

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

- Give full attention to the child or young person.
- Keep body language open and encouraging.
- Be compassionate, understanding and take time to listen carefully; show respect. do not interrupt the child – let them talk at their own pace.
- Recognise and respond to their body language.
- Show understanding and empathy.
- Make it clear you are interested in what the child is telling you.
- Reflect what they have said to check your understanding – and use their language to show it's their experience.
- Reassure the child that they have done the right thing in telling you. Make sure they know that abuse is never their fault.

*****It is not the nursery's role to investigate or to take photographs of injuries; this is the role of statutory services.***

Information taken from NSPCC

Any disclosure will be reported to the nursery manager or DSL and will be referred to the local authority children's services team immediately, following our reporting procedures.

Recording Suspicions of Abuse and Disclosures:

Colleagues should ***always*** make an objective record of any observation or disclosure, supported by the nursery manager or designated safeguarding lead (DSL). This record should include:

- Child's name
- Date of birth
- Date and time of the observation and the disclosure, location
- Exact words spoken by the child (word for word) and non-verbal communication
- Exact position and type of any injuries or marks seen
- Exact observation of any incident including any concern was reported, with date and time; and the names of any other person present at the time

- Any discussion held with the parent(s) (where deemed appropriate).

These records should be signed by the person reporting this and **Jade Waddon - DSL or Jackie Cammack– Deputy DSL**. They should be dated and kept in a separate confidential file.

Colleagues involved in a safeguarding case may be asked to supply details of any information/concerns they have about a child. The nursery expects all members of staff to co-operate with the local authority children's services, police, and Ofsted in any way necessary to ensure the safety of the children.

Colleagues **must not** make any comments either publicly or in private about the supposed or actual behaviour of a parent, child, or member of staff.

Informing parents:

Parents are normally the first point of contact. If a suspicion of abuse is recorded, parents are informed at the same time as the report is made, except where the guidance of the local authority children's services team/police does not allow this to happen. This will usually be the case where the parent or family member is the likely abuser or where a child may be endangered by this disclosure. In these cases, the investigating officers will inform parents.

Confidentiality:

All suspicions, enquiries and external investigations are kept confidential and shared only with those who need to know. Any information is shared in line with guidance from the local authority. All staff, students and volunteers are bound by confidentiality and any information will not be discussed out of work, or this will become a disciplinary matter.

The Nursery has due regard to the data protection principles as in the Data Protection Act 2018 and General Data Protection Regulations (GDPR)³. These do not prohibit the collection and sharing of personal information, even without consent if this would put the child at further risk. We will follow the principles around data collection and information sharing, and ensure any information is recorded and shared in an appropriate way.

Support to families:

The nursery takes every step in its power to build up trusting and supportive relations among families, staff, students, and volunteers within the nursery.

The nursery will continue to welcome the child and the family whilst enquiries are being made in relation to abuse. Parents and families will be treated with respect in a non-judgmental manner whilst any external investigations are carried out in the best interest of the child.

Record Keeping:

Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child, only if appropriate, and in line with guidance of the local authority with the proviso that the care and safety of the child is paramount. We will do all in our power to support and work with the child's family.

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

Allegations against adults working or volunteering with children:

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

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

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

The allegation should be reported to the **DSL** on duty. If this person is the subject of the allegation then this should be reported to **Nishant Agrawal - Owner; Jade Waddon the Designated Safeguarding Lead or Jackie Cammack the DSL deputy** instead.

We will follow our Local Authority procedure and contact LADO (Local Authority designated officer) to report an allegation and further support advice. We will also inform Ofsted within 14 days for this to be investigated by the appropriate bodies promptly. This includes the following actions:

- If as an individual, you feel this will not be taken seriously or are worried about the allegation getting back to the person in question then it is your duty to inform the local authority Designated Officer (LADO) directly.
- A full investigation will be carried out by the appropriate professionals (local authority children's services team and Ofsted) to determine how this will be handled.
- The nursery will follow all instructions from the local authority children's services team and Ofsted and ask all staff members to do the same and co-operate where required
- Support will be provided to all those involved in an allegation throughout the external investigation in line with local authority children's services team support and advice.

- The nursery reserves the right to suspend any member of staff during an investigation. Legal advice will be sought to ensure compliance with the law.
- All enquiries/external investigations/interviews will be documented and kept in a locked file for access by the relevant authorities.
- Substantiated allegations will be dealt with as gross misconduct in accordance with our disciplinary procedures and may result in the termination of employment with immediate effect. Ofsted will be notified immediately of this decision along with notifying the Disclosure and Barring Service (DBS) to ensure their records are updated.
- All safeguarding records will be kept until the person reaches normal retirement age, or for 21 years and 3 months if that is longer. This will ensure accurate information is available for references and future DBS checks and avoids any unnecessary reinvestigation.
- The nursery retains the right to dismiss any member of staff in connection with Substantiated allegations following an inquiry.
- Malicious allegations will result in all rights being reinstated.
- A return-to-work plan will be put in place for any member of staff returning to work after an allegation has been deemed unsubstantiated. Individual support will be offered to meet the needs of the individual staff member and the nature of the incident; this may include more frequent supervisions, coaching and mentoring, and external support. Sign posting to early help and counselling sessions.

Monitoring children's attendance: attendance policy (see our Attendance Policy)

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

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

Where a child is part of a child protection plan, or during a referral process, any absences will immediately be reported to the local authority children's services team to ensure the child remains safe and well.

Looked after children:

As part of our safeguarding practice, we will ensure colleagues are aware of how to keep looked after children safe. To do this, we ask that we are informed of:

- The legal status of the child (e.g., whether the child is being looked after under voluntary arrangements with consent of parents or on an interim or full care order).
- Contact arrangements for the biological parents (or those with parental responsibility).
- The child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her.
- The details of the child's social worker and any other support agencies involved.

- Any child protection plan or care plan in place for the child in question.

Please refer to the Looked After Children policy for further details.

Staffing and volunteering:

At Ladybird Lane Nursery we are vigilant in our recruitment procedures aiming to ensure that all people working looking after children are suitable to fulfil the requirements of their role. We have effective systems in place to ensure that practitioners and any other person who may have regular contact with children are suitable.

We follow this procedure each and every time we recruit a new member of staff to join our team.

Legal requirements

- We abide by all legal requirements relating to safe recruitment set out in the Statutory Framework for the Early Years Foundation Stage (EYFS) and accompanying regulations including our legal responsibilities under the Equality Act 2021
- We also follow any requirements or guidance given by the Disclosure and Barring Service (DBS) in relation to carrying out checks; and abide by the employer's responsibilities relating to informing the DBS of any changes to the suitability of their staff, whether this member of staff has left the nursery or is still under investigation. Please refer to the child protection/safeguarding policy for further information.

All staff will attend child protection training and receive initial basic child protection training during their induction period. This will include the procedures for spotting signs and behaviours of abuse and abusers/potential abusers, recording and reporting concerns and creating a safe and secure environment for the children in the nursery. During induction staff will be given contact details for the local authority children's services team's, the local safeguarding children partnership and Ofsted to enable them to report any safeguarding concerns, independently, if they feel it necessary to do so.

Ongoing suitability of staff is monitored through:

- regular supervisions
- peer observations
- annual declaration of staff suitability
- safeguarding competencies
- regular review of DBS using the online update service.

Designated Safeguarding Lead:

We have named persons within the nursery who take lead responsibility for safeguarding and co-ordinate child protection and welfare issues, known as the Designated Safeguarding Leads (DSL), there is always at least one designated person on duty during the opening

hours of the setting. The designated persons will receive comprehensive training every year and update their knowledge on an ongoing basis.

The nursery DSLs liaise with the local authority children's services team, undertakes specific training, including a child protection training course, and receives regular updates to developments within this field. They in turn support the ongoing development and knowledge of the staff team with regular safeguarding updates.

The Designated Safeguarding Lead (DSL) at the nursery are **Meena Dalal**; **Deputy DSL: Jackie Cammack**

The Nursery safeguards children and staff by.

- Providing adequate and appropriate staffing resources to meet the needs of all children.
- Informing applicants for posts within the nursery that the positions are exempt from the Rehabilitation of Offenders Act 1974. Candidates are informed of the need to carry out checks before posts can be confirmed. Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.
- Giving staff members, volunteers and students regular opportunities during supervisions and having an open-door policy to declare changes that may affect their suitability to care for the children. This includes information about their health, medication or about changes in their home life such as child protection plans for their own children.
- We use the DBS update service (with staff consent) to re-check staff's criminal history and suitability to work with children at regular intervals.
- Abiding by the requirements of the EYFS and any Ofsted guidance in respect to obtaining references and suitability checks for staff, students and volunteers, to ensure that all staff, students and volunteers working in the setting are suitable to do so.
- Ensuring we receive at least two written employment references BEFORE a new member of staff commences employment with us
- Ensuring all students will have enhanced DBS checks completed before their placement starts.
- Volunteers, including students, do not carry out any intimate care routines and are never left to work unsupervised with children.
- Abiding by the requirements of the Safeguarding Vulnerable Groups Act 2006 and the Childcare Act 2006 (amended 2018) in respect of any person who is dismissed from our employment or resigns in circumstances that would otherwise have led to dismissal for reasons of child protection concern will be reported to the Disclosure and Barring Services (DBS).
- Having procedures for recording the details of visitors to the nursery and take security steps to ensure that that no unauthorised person has unsupervised access to the children.
- Ensuring all visitors/contractors are supervised whilst on the premises, especially when in the areas the children use.

- Staying vigilant to safeguard the whole nursery environment and be aware of potential dangers on the nursery boundaries such as drones or strangers lingering. We will ensure the children always remain safe.
- Having a Staff Behaviour Policy that sits alongside this policy to enable us to monitor changes in behaviours that may cause concern. All staff sign up to this policy too to ensure any changes are reported to management, so we are able to support the individual staff member and ensure the safety and care of the children is not compromised.
- Ensuring that staff are aware not to contact parents/carers and children through social media on their own personal social media accounts and they will report any such incidents to the management team to deal with.
- Ensuring that all staff have access to, and comply with, the whistleblowing policy, which provides information on how they can share any concerns that may arise about their colleagues in an appropriate manner. We encourage a culture of openness and transparency, and all concerns are taken seriously.
- Ensuring all staff are aware of the signs to look for of inappropriate staff behaviour, this may include inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images. This is not an exhaustive list - any changes in behaviour must be reported and acted upon immediately.
- Ensuring all staff will receive regular supervision meetings where opportunities will be made available to discuss any issues relating to individual children, child protection training, safeguarding concerns and any needs for further support or training.
- Having peer on peer and manager observations in the setting to ensure that the care we provide for children is at the highest level and any areas for staff development are quickly identified. Peer observations allow us to share constructive feedback, develop practice and build trust so that colleagues can share any concerns they may have. Concerns are raised with the designated lead and dealt with in an appropriate and timely manner.
- Ensuring the deployment of staff within the nursery allows for constant supervision and support. Where children need to spend time away from the rest of the group, the door will be left ajar or other safeguards will be put into action to ensure the safety of the child and the adult.

We also operate a Phones and Other Electronic Devices and Social Media policy, which states how we will keep children safe from these devices whilst at nursery. This also links to our Online Safety and electronic devices policy.

Our nursery has a clear commitment to protecting children and promoting welfare. Should anyone believe that this policy is not being upheld, it is their duty to report the matter to the attention of **Meena Dalal - nursery manager; Nishant Agrawal – owner; Jackie Cammack and/or Jade Waddon - deputy DSL's** at the earliest opportunity.

Early help services:

When a child and/or family would benefit from support but do not meet the threshold for Local Authority Services Team, a discussion will take place with the family around early help services.

Early help provides support as soon as a concern/area of need emerges, helping to improve outcomes and prevent escalation onto local authority services. Sometimes concerns about a child may not be of a safeguarding nature and relate more to their individual family circumstances. The nursery will work in partnership with parents/carers to identify any early help services that would benefit your child or your individual circumstances, with your consent, this may include family support, foodbank support, counselling, or parenting services.

This policy was adopted on	Signed on behalf of the nursery	Date for review
07/05/2024	Meena Dalal – Nursery Manager	07/05/2025 (or before if necessary).

SAFEGUARDING CHILDREN WHO ARE VULNERABLE TO EXTREMISM,

The **Prevent duty** is the **duty** in the Counterterrorism and Security Act 2015, to have regard to safeguard children, young people, and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Ladybird Lane Nursery, values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both children and staff have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Ladybird Lane Nursery is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

Ladybird Lane Nursery seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements. The Nursery management team and the Designated Safeguarding Lead (DCPO) will assess the level of risk within the nursery and put actions in place to reduce that risk. Risk assessment may include consideration of the nursery's SEND policy, the use of the nursery premises by external agencies, integration of children by gender and SEN, and other issues specific to the nursery's profile, community, and philosophy.

Response

Our Designated Child Protection Officer (DCPO) will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism. The DCPO for Ladybird Lane Nursery is **the Nursery Manager**.

When any member of staff has concerns that a child may be at risk of radicalisation or involvement in terrorism, they should speak with the DCPO.

Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason, the appropriate interventions in any case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

Supporting Children with Special Educational Needs and Disabilities

This policy has been created with regard to:

- The SEND Code of practice 2015
- Children and families Act 2014
- Equality Act 2010
- Working Together to safeguard children 2018
- Statutory Framework of the EYFS 2021

At Ladybird Lane Nursery we use the SEND CODE Practice (2015) *definition of special educational needs and disability.*

A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

- ***Has a significantly greater difficulty in learning than the majority of others of the same age.***
- ***Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream school or mainstream 16+ institutions.***

Our Aims:

At Ladybird Lane we strive to provide an environment in which all children, including those with special educational needs and disabilities (SEND), are supported to reach their full potential. We provide a positive and welcoming environment where children are supported according to their individual needs and we work hard to ensure no child is discriminated against or put at a disadvantage as a consequence of their needs. All children have the right to a broad and well-balanced early learning environment. This policy reflects the aims and practice that are specific to the needs of all the children in our setting at any given time

We will:

- Ensure our provision is inclusive to all children with special educational needs.

- Have regard for the DfE and DoH the Special Educational Needs Code of Practice birth – 25 years (2015).
- Comply with the Statutory Framework for Early Years Foundation Stage (2021).
- Comply with the Equality Act (2010).
- Ensure that our inclusive admissions practice ensures equality of access and opportunity.
- Recognise each child's individual needs and ensure all staff are aware of, and have regard, for the Special Educational needs code of practice 2015.
- Ensure that all children are treated as individual/equals and are supported to take part in every aspect of the nursery day according to their individual needs and abilities.
- Include all children and their families in our provision.
- Identify the specific needs of children with special educational needs and or disabilities and meet those needs through a range of strategies.
- We develop specific training relating to SEND and the send code of practice.
- To employ and retain childcare practitioners who are experienced in the care of children with additional needs and identify a designated Special Educational Needs and Disability Coordinator (SENCO).
- Our lead SENCO is Meena Dalal; we also have 5 other members of staff who are have had SENCO and SEND training: Jackie Cammack, Jade Waddon. All have completed specific SENCO training and the lead SENCO also attends regular forums and training to keep up to date on issues relating to inclusion and SEND.
- Monitor and review our practice, and if necessary, make adjustments and seek specialist equipment and services where required.
- Challenge inappropriate attitudes and practices.
- Promote positive images and role models during play experiences for those with additional needs.
- We are committed to working closely with parents/carers who are fully involved in all decisions that may affect their child's education, and share any statutory and/or other assessments made by the nursery.
- We support the parents/carers of children with special educational needs and assist parents to seek help they, or their child, may need.

We recognise and ensure that all children have:

- The right to fully access an early years education following guidelines set out in The Early Years Foundation Stage (EYFS).

- The right to expect to learn in a caring and considerate environment where staff and children are all valued for their contributions.
- Access to a broad, balanced and differentiated curriculum for all children with special educational needs and disabilities.
- Their specific needs identified and those needs are met through a range of SEN strategies.

Our SENCO:

- Works closely with the proprietor and other colleagues and has responsibility for the day-to-day operation of our SEND Policy.
- Undertakes progress checks of all children at the age of two (with their key person and parent(s)/carer(s)) and supports colleagues to identify any needs the child may have and with planning appropriate next steps.
- Co-ordinates provision for children with special educational needs.
- Offers support for parents/carers and ensures they are involved at all stages of the assessment planning, provision and review of their child's care and education, giving due consideration to thoughts and feelings expressed by the child (which may be expressed in their reactions to certain interventions).
- Supports staff development and ensures all colleagues understand their role in scaffolding children with SEND and also have a sound understanding of Ladybird Lane's approach in identifying and meeting the requirements of all children presenting with additional needs.
- Takes the lead in implementing the graduated approach and supporting colleagues through each stage of the process.
- Advises and supports colleagues in making observations and assessments.
- Contacts our Early Years SEN Advisory Teacher to actively seek advice and support with possible next steps for children on the SEND register.
- Our Early Years SEN Advisory Teacher is Philippa Jubb and our Specialist Play Advisor is Gemma Proudian.
- Liaises, and welcomes, the input of other professionals/agencies beyond the setting.
- Ensures appropriate records are kept.
- Assists staff in planning for children with special educational needs.
- Ensures that the provision for all children with SEN is the responsibility of all colleagues of the setting.
- Signpost parents and families to our Local Offer in order to access local support and services

Admissions Arrangements:

- We ensure that our inclusive admissions practice embraces equality of access and opportunity.
- Our admissions form contains detailed sections/questions specifically on special educational needs and disabilities so that additional needs/support is identified as early as possible.
- We encourage the parents/carers of children with particular needs to approach our SENCO for more information and discuss how their child's needs can be met.
- For a child with complex needs (physical and/or medical) a risk assessment/care plan, additional training for staff and/or specialist equipment, may be required before a start date can be agreed.

Facilities - *what we are referring to:*

- The specific arrangements and available facilities at the setting which enable access for disabled children and adults in the local community.
- Access to premises facilities e.g. toilets, book corner, role play areas.

Adaptations:

- Reasonable adjustments/adaptations will be made, where appropriate, in accordance with the requirements of the Equality Act (2010).

Partnership with Parents:

- We work closely with the parents/carers of children with special educational needs to create and maintain a positive partnership.
- We ensure that parents/carers are informed at all stages of the assessment, planning, provision and review of their child's education.
- We work in partnership with parents/carers and other agencies in meeting individual children's needs.
- We consult with parents/carers at every level of intervention.
- We discuss with parents/carers how they can support their child's progress at home.
- We will explain procedures to parents/carers in order to develop a close working relationship.
- We provide parents/carers with information on sources of independent advice and support e.g. The Special Educational Needs and Disability Information, Advice and Support Service (IASS); Independent Parental Special Education Advice www.ipsea.org.uk ; Contact a Family SEN Advice Service (0808 808 3555).

Confidentiality:

- We will respect parent's/carer's rights to confidentiality when supporting children with special educational needs.
- We will always discuss any possible referrals to other services with parents/carers to seek their agreement before we make such referrals.
- All meetings with parents/carers other than the normal parent staff contact will take place in private.
- All our colleagues will need to be aware of any targeted plans targets agreed for a child as they are all likely to be involved in supporting that child. However, all staff are also aware that their knowledge of these targets is privileged information, which should not be shared with anyone without the permission of either the setting Manager, SENCO or Parent/Carer.

Staffing and Training:

- There is an expectation that all setting SENCO's attend relevant training organised by Hounslow Early Years, and attend any updates related to this. All staff are encouraged to attend further training to enhance their knowledge of difficulties they may encounter with a new child who presents a need that they have not experienced before - preferably before the child starts at nursery.
- We actively seek appropriate training/support for parents, colleagues, new staff and volunteers when required.
- We raise awareness of any specialism the setting has to offer; we are particularly strong in our ability to support children with social and communication difficulties.

Curriculum, Resources and Learning Environment:

- We provide a wide range of resources (human and financial) to implement our Special Educational Needs Policy.
- Activities are planned and resources adapted and varied to meet a wide range of needs.

Identification and Assessment:

- We ensure that children with special educational needs are appropriately involved at all stages of the graduated approach, taking into account their levels of ability.

- We have systems in place for supporting children based on a continuous cycle of 'assess, plan, do and review', which is applied in increasing detail and frequency to ensure that children progress.
- We use a system for keeping records of the 'assess, plan, do and review' for children with special educational needs.
- We ensure that all staff are aware of the SEND Policy and the procedures for identifying, assessing and making provision for children with special educational needs.
- We undertake a progress check at the age of 2 which supplies parents/carers with a short summary of their child's development and is an opportunity to discuss any areas of concern in development.

The Graduated Approach is outlined in The SEND Code of Practice birth – 25 years (2015):

Below is the SEN Support that we provide for identifying and supporting children with SEN or disabilities within our setting:

Assess:

- We use the birth to 5 matters non-statutory guidance for the Early Years foundation stage 2021 to support early identification of SEND We use observations and assessments from staff, information received from external resources and/or parental concern to support early identification. **See the EYFS link on the nursery website www.ladybirdlanenursery.co.uk**
- We use a range of assessment tools to support the early identification.

Plan:

- We use targeted plans to agree targets, interventions and support for a child identified with special educational needs using a child-centred focus and outcomes underpinning and informing the content of the plan.
- The SENCO will liaise with the child's parents/carers, together with the child and external agencies if appropriate, in planning new targeted plans.
- We encourage parents/carers to attend targeted plan meetings.

Do:

- Key Person/Inclusion Support Worker will be responsible for working with the child on a daily basis
- Our SENCO will support and oversee implementation of the targeted plans.

Review:

The SENCO will organise review meetings with parents/carers, Key Person and external professionals to monitor progress.

Additional Funding Streams

SEN Inclusion funding

- A delegated inclusion budget for SEND is provided by Hounslow Local Authority
- SEN inclusion funding is a mean of enabling settings to provide early intervention and promote inclusion for children identified with special educational needs and disabilities.

Disability Access Fund (DAF)

- The disability access fund (daf) is financial support in early years settings for three to four year olds with special education needs or disabilities
- It is available to three to four year old children who are in receipt of child Disability Living Allowance (DLA) and the universal free education entitlement.
- It is paid once annually (£615)

Requesting an ECH needs assessment

- **If a child is not making expected progress, we will discuss requesting an ECH needs assessment in consultation with the parents/carers and outside professionals.**
- The Local Authority (LA) considers the need for an ECH panel, and if appropriate a mutt via the Pre School & Foundation Panel, if appropriate, a multi-disciplinary assessment will be made.
- Where the Local Authority decides to carry out an EHC Plan needs assessment it will seek information from the setting about the child's needs.

Education, Health & Care Plan (EHC):

- **ECH plans will be reviewed at least every three to six months to ensure that provisions continues to be appropriate**

Links with Support Services and other Agencies:

London Borough of Hounslow Arrangements

We access support from the London Borough of Hounslow Early Years SEN Team through:

- The EY SEN Team (EY SEN Advisory Teachers & EY Specialist Practitioners)
- Training on SEN/inclusion via Early Years and childcare service Training calendar
- SEND planning & review meetings through visits it cluster meetings
- Forms and documents templates provided by the Early Years SEN
- General advice and support on emergency queries.

Agencies presently used are:

- Health Visitors
- Speech and Language Therapy Service
- Physiotherapy Service
- Occupational Therapy Service

Transition Procedures:

- Supporting the transition of a child with additional needs from the current setting to a new setting is an important part of the work of the setting SENCO in liaison, if applicable, with the Early Years SEN Advisory Teacher.
- Successful transition for a child with additional needs means that they can be appropriately supported immediately upon starting at their new setting/school and will enable them to continue learning as effectively as possible.

Managing the transition of a child on the SEND Support Register:

- We hold transition meetings at the setting around June and or before the transition takes place and the SENCO will make contact with the next setting/school the child is transitioning too.
- Early Years SEN Transitions Forms containing relevant information on a child is completed at the meeting.
- Agreement is discussed and obtained with parents/carers.
- The Early Years SEN Transition Forms, along with any relevant paperwork, is sent to next placement.
- We share all documentation such as targeted plans; send progress tracker and relevant paperwork.
- We liaise with the child's next placement and invite them to visit our setting to familiarise themselves with, and observe, the child and to share information in partnership with parents.

Effective assessment of the need for early help:

We are aware of the process for early help and make use of the following procedure:

Local agencies should work together to put processes in place for the effective assessment of the needs of individual children who may benefit from early help services. Children and families may need support from a wide range of local agencies. Where a child and family would benefit from coordinated support from more than one agency (e.g. education, health, housing, police) there should be an inter-agency assessment. These early help assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989.

The early help assessment should be undertaken by a lead professional who should provide support to the child and family, act as an advocate on their behalf and coordinate the delivery of support services. The lead professional role could be undertaken by a General Practitioner (GP), family support worker, teacher, health visitor and/or the settings SENCO. Decisions about who should be the lead professional should be taken on a case by case basis and should be informed by the child and their family.

For an early help assessment to be effective:

- The assessment should be undertaken with the agreement of the child and their parents/carers. It should involve the child and family as well as all the professionals who are working with them.
- A teacher, GP, health visitor, early years' worker or other professionals, should be able to discuss concerns they may have about a child and family, with a social worker in the local authority. Local authority children's social care should set out the process for how this will happen.
- If parents/carers, and/or the child, do not consent to an early help assessment, then the lead professional should make a judgement as to whether, without help, the needs of the child will escalate. If so, a referral into local authority children's social care may be necessary.

If at any time it is considered that the child may be a child in need as defined in the Children Act 1989, or that the child has suffered significant harm, or is likely to do so, a referral should be made immediately to local authority children's social care. This referral can be made by any professional (*Working together to safeguard children 2018*).

- We have a knowledge of local services e.g., Family Information Service & the Local Offer. Local childcare centre.
- We work in partnership with parents and other agencies in meeting the individual needs of the child.
- We liaise with other professionals involved with children with special educational needs and their families, including in connection with transfer arrangements to other settings and schools.

- We can signpost parents to other professionals that may be able to help such as health visitor, speech and language therapist, children’s centre and others via our prospectus, monthly newsletters, website and notice board.
- We have a knowledge of local services e.g., Family Information Service & The Local Offer; Local childcare centre
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We liaise with other professionals involved with children with special educational needs and their families, including in connection with transfer arrangements to other settings. It is designed for use in situations where a child and/or their family have additional needs that require the support of more than one practitioner or more than one agency.

Complaints Procedure:

- We provide a complaints procedure, which clearly states that if parents have an issue with any member of staff what action they should take. In the first instance a parent(s) should approach the key person (or SENCO if the complaint is regarding the key person); if they are not completely satisfied, they should approach the manager or proprietor.

Monitoring the Policy:

- The lead SENCO and proprietor will monitor and review our policy annually.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g., action plan reviews, staff and management meetings, parental and external agency’s views, inspections and complaints; we do this on a regular basis. This information is collated, evaluated and reviewed annually.

This policy was adopted at a meeting at	<u>Ladybird Lane Nursery</u>
Held on	<u>June 2024</u>
Date to be reviewed	<u>June 2025 or in line with new legislation</u>
Practitioners/other relevant persons involved in creating/reviewing policy	<u>Meena Dalal and Nishant Agrawal</u>
Name of signatory	<u>Meena Dalal</u>
Role of signatory (e.g., chair/owner)	<u>Manager/ Lead. SENCO</u>

Staff manual handling

- All staff 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.
- 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/children 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.

This policy was adopted on	Signed on behalf of the nursery	Date for review
07/05/2024	Meena Dalal – Nursery Manager	07/05/2025 (or before if necessary).

Ladybird Lane Nursery - Staff Code of Conduct Policy

At **Ladybird Lane Nursery** we take the safety and welfare of our children and staff seriously. This policy ensures staff behave in an appropriate manner to act as a role model for and protect all children in their care. Within this policy we will also ensure that any changes to staff behaviours or ways of working are closely monitored, discussed and supported to ensure all children are safeguarded throughout their time here.

Expected staff behaviour

Within our nursery we expect our staff to:

- Put our children first. The safety, welfare and ongoing development of children is the most important part of their role
- Behave as a positive role model for the children in their care by remaining professional at all times and demonstrating caring attitudes to all
- Work as part of the wider team, cohesively and openly
- Be aware of their requirements under the Statutory Framework for the EYFS and the nursery policies and procedures designed to keep children safe from harm whilst teaching children and supporting their early development
- React appropriately to any safeguarding concerns quickly and concisely in accordance with relevant procedures and training received
- Not share any confidential information relating to the children, nursery or families using the nursery
- Maintain the public image of the nursery and do nothing that will put the setting into disrepute
- Ensure that parental relationships are professional and external social relationships are not forged. If a relationship exists prior to the child starting at the setting, discussions with management will be held to ensure the relationship remains professional
- Adhere to the Mobile phone and electronic device use policy and Social networking policy
- Report to management immediately any changes in their personal life that may impact on the ability to continue the role. These may include (but are not limited to) changes in police record, medication or any social service involvement with their own children.

Monitoring staff behaviour

Within the nursery we:

- Conduct regular peer observations using all staff and management, during which we observe interactions between staff and children
- Have regular supervisions with all staff in which ongoing suitability is monitored and recorded
- Have a Whistleblowing policy that enables team members to discuss confidentially any concerns about their colleagues
- Operate staff suitability checks and clauses in staff contracts to ensure any changes in their suitability to work with children are reported immediately to management
- Ensure all new staff members are deemed suitable with the appropriate checks as detailed in the Safer recruitment of staff policy.

Some behaviours that may cause concern and will be investigated further include:

- Change in moods
- Sudden change in religious beliefs and/or cultural beliefs (which may indicate radicalisation)
- Changes in the way they act towards the children or the other members of the team (becoming more friendly and close, isolation, avoidance, agitation etc.)
- Sudden outbursts
- Becoming withdrawn
- Secretive behaviours
- Missing shifts, calling in sick more often, coming in late
- Standards in work slipping
- Extreme changes in appearance.

Procedures to be followed:

If we have a concern about changes in staff behaviour within the nursery, an immediate meeting will be called with the individual and a member of management to ascertain how the person is feeling. We will aim to support the staff wherever possible and will put support mechanisms in place where appropriate.

Ultimately, we wish to ensure all staff are able to continue to work with the children as long as they are suitable to do so, but if any behaviours cause concern regarding the safety or welfare of the children then the Safeguarding children and child protection policy will be followed. In the case of allegations against a staff member, the Local Authority Designated officer (LADO) will be contacted.

All conversations, observations and notes on the staff member will be logged and kept confidential.

This policy was adopted on	Signed on behalf of the nursery	Date for review
07/05/2024	Meena Dalal – Nursery Manager	07/05/2025 (or before if necessary).

Ladybird Lane Supervision of children on outings and visits

Policy Statement

Children benefit from being taken out of the setting to go on visits or trips to local parks or other suitable venues for activities which enhance their learning experiences. Staff in our setting ensure that these are procedures to keep children safe on outings; all staff and volunteers are aware of and follow the procedures below.

Procedures

- Parents sign a general consent on registration for their children to be taken out as part of the daily activities of the setting.
- A risk assessment for each destination is carried out and routes are clearly designated, including maps and reference points; we ensure these are reviewed on a regular basis.
- Parents are always informed about and asked to sign specific consent forms before major outings.
- Outings are recorded in outings record book kept in the setting stating:
 - Date of the outing
 - Destination
 - Time of departure/arrival
 - Children and staff present on the outing and their assigned key group - Means of transport (major outings only)
- A duplicate copy of the outing register will be kept with the outing bag during the outing and used for head-count purposes.
The most senior member of the team present on the outing is responsible to conduct regular headcounts during the following stages of the trip; -
 - Departing the nursery.
 - On arrival to the destination
 - During regular intervals throughout the excursion, (particularly if attending a number of locations).
 - Departing the destination.

On return to the nursery the Practitioners will ensure the children remain on the Walkodile or in the pushchair until they are safely on the nursery premises and front gate is closed securely. A headcount will be done immediately as the children enter the building.

Practitioners will ensure the following items are always in their outing's bags:

- Outing register
- Contact list
- Risk assessments and Designated routes
- Classroom's mobile phone
- Classroom's camera

- Individual water bottles and/or water with disposable cups
- Changing mat, nappies, nappy bags, wet wipes and disposable gloves • Antibacterial gel (adult use only)
- At least one set of spare clothes
- Portable potty

In addition to that, we will make provisions for change in weather, e.g., sun cream, rain covers, etc.

All our Policies & Procedures are crafted to ensure the highest possible standards at our setting and will be reviewed every 3 years or sooner, if necessary, in light of specific events or relevant statutory changes.

The Role of the key person and settling-in

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

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

The key person role is set out in the Safeguarding and Welfare Requirements of the Early Years Foundation Stage. Each child must have a key person. These procedures set out a model for developing a key person approach that promotes effective and positive relationships for children.

Procedures

- We allocate a key person before the child starts.
- The key person is responsible for:
 - **Providing an induction for the family and for settling the child into our setting. This includes fire procedure, mobile phone policy and physically showing them the gate procedure.**
 - Offering unconditional regard for the child and being non-judgemental.
 - Working with the parents to plan and deliver a personalised plan for the child's well-being, care and learning.
 - Acting as the key contact for the parents.
 - Developmental records and for sharing information on a regular basis with the child's parents to keep those records up-to-date, reflecting the full picture of the child in our setting and at home.
 - Having links with other carers involved with the child and co-ordinating the sharing of appropriate information about the child's development with those carers.

- Encouraging positive relationships between children in her/his key group, spending time with them as a group each day.
- We promote the role of the key person as the child's primary carer in our setting, and as the basis for establishing relationships with other adults and children.

Settling-in

- Before a child starts to attend our setting we use a variety of ways to provide his/her parents with information. These include written information (including our prospectus and policies), and individual meetings with parents.
- Once we receive a registration enquiry we provide opportunities for the child and his/her parents to visit the setting. During the initial visit the process of settling-in is discussed to jointly consider how best to support the child to settle into the setting.
- The designated key person welcomes the child and his/her parents at the first settling-in session and throughout the settling in process.
- We use pre-start visits and the first settling in session to explain and complete the child's registration records with his/her parents.
- We have an expectation that the parent, carer or close relative, will stay for most of the session during the first week, gradually taking time away from their child; increasing this time as and when the child is able to cope.
- Younger children will take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence may also need their parent to be on hand to resettle them.
- We judge a child to be settled when they have formed a relationship with their key person; for example, the child looks for the key person when he/she arrives, goes to them for comfort, and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities.
- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.
- We recognise that some children will settle more readily than others, but also that some children appear to settle rapidly are not ready to be left. We expect that the parent will

honour the commitment to stay for at least the first week (possibly longer) or until their child are confident and happy to be left.

- We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child's distress will prevent them from learning and might have a negative impact on their self-esteem. However, we do accept that some children will cry, and do so even when left with close family. On these rare occasions we do consider allowing the parent to leave after several weeks of settling, and to date, this has been effective.
- We reserve the right not to accept a child into the setting without a parent or carer if the child finds it distressing to be left. This is especially the case with very young children.
- Within the first four to six weeks of starting, we discuss and work with the child's parents to begin to create their child's record of achievement.

The progress check at age two

- The key person carries out the progress check at age two in accordance with any local procedures that are in place and referring to the guidance *A Know How Guide: The EYFS progress check at age two*.
- The progress check aims to review the child's development and ensures that parents have a clear picture of their child's development.
- Within the progress check, the child's key person will note areas where the child is progressing well and identify areas along with SENCO of the nursery where progress is less than expected.
- The progress check will describe the actions that will be taken by us to address any developmental concerns (including working with other professionals where appropriate) as agreed with the parent(s).
- The key person will plan activities to meet the child's needs within the setting and will support parents to understand the child's needs in order to enhance their development at home.

Threats and abuse towards staff and volunteers

The setting 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, and if informal action is not appropriate or has proved to be ineffective, the withdrawal of permission to be on the premises would be considered.
- 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.

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.

Harassment and intimidation

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 undermining their confidence, well-being, and health.

All incidents must be recorded and reported to the setting's line manager using form.

Banning parents and other visitors from the premises

- Parents 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 or other person continues to behave unreasonably on the premises a letter will be sent to them from the owners/directors/trustees, withdrawing the implied permission for them to be there.
- Full records are kept of each incident.

Dealing with an incident

- We would normally expect all cases of 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/trustees and/or a staff colleague
- 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.
- 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/visitors

- The setting manager should contact their line manager for advice and support.
- Where the parent’s behaviour merits it, the setting manager, with another member of staff present, should inform the parent clearly but sensitively that staff feel unduly harassed or intimidated and are considering making a complaint to the police if the behaviour does not desist or improve. The parent 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 setting manager and/or their line manager might wish to consider advising the parent to make a formal complaint. Information about how to complain is clearly displayed for parents and service users.
- If the investigation concludes that the parent’s 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 and subsequently, if necessary, with the police.

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

This policy was adopted on	Signed on behalf of the nursery	Date for review
07/05/2024	Meena Dalal – Nursery Manager	07/05/2025 (or before if necessary).

Whistleblowing policy

It is important to Ladybird Lane Nursery that any fraud, misconduct or wrongdoing by employees, or people engaged in the organisation's business, is reported and properly dealt with. We therefore encourage all individuals to raise any concerns that they may have about the conduct of others in the nursery or the way in which nursery setting is run at the earliest opportunity to enable any problems to be dealt with as soon as they arise.

Ladybird Lane nursery recognise that effective and honest communication is essential if malpractice is to be effectively dealt with and the organisation's success ensured.

Whistleblowing relates to all those who work with, or within, the nursery, who may from time-to-time think that they need to raise with someone in confidence certain issues relating to the organisation.

Whistleblowing is separate from the grievance procedure. If you have a complaint about your own personal circumstances, you should use the normal grievance procedure. If you have a concern about malpractice within the organisation, then you should use the procedure outlined below.

- Report any concerns to your manager Meena Dalal or Jade Waddon assistant manager. If this is not possible, then report your concerns to a more senior level Owner Nishant Agrawal.
- All employees and those involved with the setting should be aware of the importance of preventing and eliminating wrongdoing within the organisation. You should be watchful for illegal, inappropriate or unethical conduct and report anything of that nature that you become aware of.
- Any matter you raise under this procedure will be investigated thoroughly, promptly and confidentially, and the outcome of the investigation will be reported back to you.
- You will not be victimised for raising a matter under this procedure. This means that your continued employment and opportunities for future promotion or training will not be prejudiced because you have raised a legitimate concern.
- Victimisation of an individual for raising a qualified disclosure will be a disciplinary offence.

- If misconduct is discovered because of any investigation under this procedure the nursery’s disciplinary procedure will be used, in addition to any appropriate external measures.
- If you make a maliciously, vexatious or a false allegation then this will be a disciplinary offence and disciplinary action will be taken against you.
- An instruction to cover up wrongdoing is itself a disciplinary offence. If you are told not to raise or pursue any concern, even by a person in authority such as a manager, you should not agree to remain silent. In this event you should report the matter to Ofsted.

You can contact Ofsted’s hotline in three ways.

- Call us on 0300 123 3155 (Monday to Friday from 8.00am to 6.00pm).
- Email us at whistleblowing@ofsted.gov.uk.

Write to us at:

WBHL

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