

**Halley Nursery Policies and Procedures**



**June 2007**

***Reviewed 24th February 2022***

**The information in this booklet can be made available in other languages, in large print, Braille or audio tape. Please phone 0117 3286290-1 if you require any of the services described above.**

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# Mission Statement

Halley Nurseries aim to facilitate an atmosphere of acceptance and understanding, where children will be encouraged to develop their own initiative and learn at their own pace. Children at our nurseries will be respected and acknowledged as individuals and their views and needs will be valued and met in a child-centered environment.

Our nurseries aim to support and enhance the student experience by

providing tailor made care provisions that meet the specific needs

and requirements of University life.  Students will therefore be able to

concentrate on their studies assured in the knowledge that their

children are receiving high quality care and education in a safe and

stimulating environment.

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# Statement of Main Aims and Values

In Halley nursery, we acknowledge the individuality of children and we aim to provide a service that will meet children’s needs and requirements, allowing them to learn and develop at their own pace.

Our services and provisions will revolve around enhancing and enriching children’s learning and development by providing a balanced programme of child-centred activities, free-play and pre-planned activities.

We intend to facilitate children’s learning by providing a relaxed atmosphere where all children will feel accepted and will be encouraged to gain learning experiences through direct exploration and observations.

We aim to provide a ”home from home” environment for our children that will assist them in settling into the nursery and develop meaningful relationships with peers, adults and carers.

We endeavour to understand and empathise with children by respecting the values that have been instilled to them at home and by following the wishes and instructions of the parents during the child’s stay with us.

The nurseries aim to imbue an ethos that is sympathetic and consistent to the environment we are in and takes into consideration the religious, cultural and ethnic attitudes of our parents and children.

The physical, emotional and psychological well-being of children in our care is paramount and we will always endeavour to act within a framework that supports and enhances their welfare.

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# Settling In Policy/Key-person policy

Starting at nursery is an exciting but often anxious time for parents and children. Halley nurseries acknowledge this and endeavours to accommodate a settling-in period, allowing children to familiarise themselves with the setting and carers. To achieve this objective, we will take the following steps:

* We advise that you visit the setting at least two weeks prior to your start date and spend half an hour in the room with your child.
* Building upon your initial visit, we will ask that you spend half an hour in the room with your child on the second visit. After this time, we may ask you to leave the premises for a short period. It is important that you explain to your child that you will leave them for a while but will return soon.
* On your third visit, we will ask that you leave your child at the nursery for a half day. We will remain in contact with you during this time, updating you on your child’s progress.

To make your child’s initial visits to the nursery as relaxed as possible, we will ask that you bring in their favourite toy or comfort object (pacifiers, blankets, etc). We will ask you to provide details on your child’s likes and dislikes, routine and any other relevant information.

There are no quick or easy strategies of introducing your child to a new nursery. You may find they become upset during their first few visits but we will do our best to reassure them and make them feel safe and secure. The staff members will always be honest with you regarding your child’s settling in process. Please remember that children are individuals and therefore will take time to settle into a new environment. We encourage you to phone during the day and enquire after your child. We will record telephone number details so that we may contact you if your child becomes very upset and tearful.

This will be a transitionary period for yourselves and your child. It is important that you persevere and do not become disappointed or upset if your child does not quickly settle into their environment.

The staff members and Management will be on-hand to support you and provide guidance and advice whenever required.

To further support your child through their nursery journey, we have a robust key person procedure in place. In accordance to the Statutory Guidance for the Early Years Foundation Stage (2014):

 “*Each child must be assigned a key person. Their role is to help ensure that everychild’s care is tailored to meet their individual needs (in accordance with paragraph 1.10), to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents”.*

The establishment of a secure attachment between a child and their carer is crucial for the personal, social and emotional development of a child.

On arrival, each child is allocated a key person. The key person is the first point of contact for you, but please do not hesitate to speak to any other members of staff also, as we are all happy to help.

It is important to emphasise, that although having a key person allows the child to build close relationships with one specific member of staff, every child is encouraged to bond with all members of staff as this will enhance their social development and ensure they are comfortable with the group.

The Key Person follows the child and keeps record of their developmental progress, they will build up a progress book of evidence to show learning and development your child has gained whilst in the particular age group and plan appropriate activities suitable for your child’s interests and stage of development. The book will be updated regularly and parents will be able to access these at any time.

***A key Person:***

* *Helps a baby or child to become familiar with the setting and to feel safe and confident.*
* *-Is there to help settle the child in to the nursery, responding sensitively to children’s’ feelings and behaviours.*
* *Is a familiar figure who is accessible as a point of contact for parents or carers. The Key Person talks to parents to make sure the needs of the child are being met appropriately.*
* *Makes sure that records of development and progress are shared with parents and other professionals as necessary.*
* *The Key Person is responsible for their key children’s care routine including helping with nappy changing, toileting and dressing.*

***At Halley:***

* *-The ‘Buddy’ System allows us to allocate a back-up Key Person for every child, as and when required. Each child therefore has more than one member of staff aware of their personal and physical needs.*
* *It is important that the children have multiple attachments in the nursery, so that they are comfortable with multiple members of staff, when their Key Person is absent for whatever reason.*
* *-A Key Person identifies and builds on children’s’ individual interests, which helps with the settling in stage.*

# *During transition periods:*

# *The keyperson will liaise with the new practitioners/keyperson and support the child during their settling in period in the older rooms.*

* *They will complete progress books and transition forms and share these with a child’s new teacher.*
* *They may visit a child’s new school (as appropriate) to support a child’s transition depending on a child’s individual needs and requirements.*
* *They will attend the local authority transition meetings and liaise with nursery and reception class teachers to ensure transitions are well organised and planned ahead.*
* *They will facilitate school teachers’ visits and meetings with external professionals to ensure they are made aware of children’s overall progress and development as well as individual needs and requirements.****Admissions Policy***

Halley Nurseries are subsidised by the Students’ Union and University and aim to provide a service that meets the needs and requirements of the academic environment. We subsequently have adopted an admissions policy that is suitable for the academic environment but offers a wide range of services (crèche facilities, emergency care options) that student parents, staff and community parents may utilise.

In the first instant, existing children have priority - we then prioritise the provision of nursery places to student parents and staff of the university and then to community parents, if nursery places remain unfilled.

If the demand for nursery places exceeds the available places, parents will be placed on a waiting list based on the date of their application and the spaces available in the room of their choice. Students will be prioritised on the waiting list and we will endeavour to accommodate them first.

All parents will be notified of the outcome of their application in writing. They will be asked to provide a deposit in order to reserve their nursery place. Failure to pay the deposit by the required date may result in the loss of the place. In this case, the place will be offered to the next person on the waiting list.

Every year, a percentage of term time nursery places will be allocated to student parents, remaining reserved for them until the end of September. If the places on offer are not fully utilised by this group by the start of the academic term, they will be offered to staff and community parents.

#### *Fee Payment and Collection Policy*

The nursery is open approximately 50 weeks of the year for parents utilizing all year round places, 32-34 weeks of the year for parents who use the nursery on an academic term time basis and 38 weeks for parents attending during school term and you will be charged accordingly.

A minimum booking of three half sessions is required to register. Some flexibility applies in the case of quieter days and at the discretion of the Nursery Manager. The minimum booking applies to children under three and does not affect parents claiming their free hour entitlement.

Invoices for Nursery fees are payable on the first day of each month in advance. In the event of the first day falling at a weekend, the fees will be payable on the Monday following the weekend. In the case of students awaiting Childcare Grant payments the Manager’s discretion will be applied. Arrangements in this case will have to be made in writing to the Nursery Manager/Finance Manager. Defaulting on the written arrangements will result to the removal of your nursery place.

Fees are calculated based on the number of sessions taken up per month by your child. Reductions will be applied for bank holidays, university closed days and days we remain closed over Christmas. In the case of siblings, a 5% discount will be applied on the older child’s fees.

The Students’ Union at UWE webpage offers an online payment facility for fast and efficient payment of your nursery fees using your credit or debit card. In addition, we accept payments made by childcare vouchers, cheque or cash. If paying by cheque, please make your cheque payable to the Students’ Union at UWE. If payment is made by cash, cheque or vouchers, it is your responsibility to obtain a receipt from the Nursery as proof of payment.

When your child is eligible to claim the free entitlement sessions, all relevant forms will be sent to you a month in advance. To claim the funding, we will require you to complete the forms and provide by the headcount date, your child’s birth certificate or passport. Birth certificates and passports will be archived and may only be viewed by the council auditors or other relevant authorized bodies for the purposes of validating a child’s identity. Parents claiming the extended free hour entitlement will be required to confirm their eligibility termly and provide their 11 digit eligibility code and the documents stated above.

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# *Safeguarding/Child Protection Policy*

The legal and policy framework for child protection is determined by the Children Act 1989 and formal guidance in 'Working Together to Safeguard Children, 2015', published by the Department for Education.

Local policy, procedure and guidance for practitioners in child protection is the responsibility of the local safeguarding children board, as established by the Children Act 2004.

All those who come into contact with children and their families, including people who do not have a specific role in relation to child protection have a duty to safeguard and promote the welfare of children.

Halley Nurseries have designated Child Protection/Safeguarding Practitioners who will be the first point of contact if staff members, parents or children disclose any relevant concerns or have worries regarding this aspect. It is important for practitioners to keep an open mind whilst having a good understanding of signs and symptoms that may indicate child abuse.

The government guidance sets out four main categories of child abuse: physical, emotional, sexual abuse and neglect.

* Physical Abuse: The child may have unexplained or recurrent marks, bruises or injuries to any part of their body. These could be burns, bruises, bites or even fractures.
* Emotional Abuse: The child may display unexplained changes of moods and extremes in their behavior. They may become withdrawn, angry or quiet. They often lack confidence and display regressive behavior.
* Sexual Abuse: The child may suffer from recurrent genital infections, injuries or soreness. They often display regressive behavior, become withdrawn or aggressive and display sexual behavior or use explicit language that is inappropriate for their age and development.
* Neglect: The child may be dirty, smelly or seem constantly hungry. They may be overtired and listless. There may be concerns because the parent has a mental illness or abuses alcohol or drugs.

When dealing with incidents of suspected child abuse, every effort will be made to keep all disclosed information confidential. However in cases where the Children’s Social Services decide to investigate the allegations about a child, the parents or carers involved may discover the identity of the reporter by the nature of the information supplied. The parents and carers may frequently be angry but where there is a conflict of interest, the child’s welfare is always prioritized.

All early years practitioners should be encouraged to report concerns but must ensure that they are sensitive and attuned to the needs and anxieties of the children in their care.

There are four key steps to follow in identifying and responding to possible abuse and neglect.

Be alert:

The first step is to be alert to possible signs of abuse and neglect, refer to the Advice for Practitioners “What to do if a child is being abused”(HM Government, March 2015) and have an understanding of the procedures set in the local multi-agency safeguarding arrangements. Halley Nursery practitioners will attend regular safeguarding or relevant training sessions to ensure they are aware of the legislative frameworks that govern children’s safeguarding.

Question Behaviors:

Our staff will endeavor to build a meaningful professional bond with the children in their care, monitor their progress and overall conduct and question unusual behaviors or changes in children’s mental, physical, health and personal development. Where a disclosure is made the staff will be expected to follow the Safeguarding/Child Protection Procedure set below.

Ask for Help:

Concerns about a child’s welfare will be reported to the nursery’s Safeguarding Officer, who in conjunction with the staff reporting the incident or concerns and having examined the context within which the disclosure and other relevant incidents may have occurred, will liaise with the local statutory children services agencies.

Refer to Children’s Social Care

If at any time, staff believe that a child may be in need, being harmed or is likely to be, the case will be referred to the local authority’s children social care. When referring a child, information on the child’s developmental needs and parental ability to respond to these needs may be given within the context of the wider family and environment.

It may not always be appropriate to go through all four stages sequentially. **If a child is in immediate risk or is at risk of harm, the case will be referred to children’s’ social care(Action and Response Team) and/or the police.**

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## Suspected abuse outside nursery provision

If a staff member has concerns regarding a child in their care or has become witness to a disclosure or inappropriate behavior, they must record the conversation or concerns in an Incident form and bring the issue to the immediate attention of the designated Setting Safeguarding officer. It is important to stress that witnesses remain calm and objective, enabling the child to do the talking. The information recorded should be based on the child’s own words and avoid personal judgements. Depending on the severity of the initial findings, some or all of the following steps may be taken:

* The matter may be referred to the Children’s Social Services / Police and all efforts should be made to co-operate and provide evidence in detail.

If the referral pertains to a setting’s practices and overall operation it will be communicated to OFSTED who will then be informed of the outcome by the relevant agency (Social Services/First Point). Ofsted will also fulfil its own responsibilities and powers as a regulator (e.g. in relation to early years and childcare settings and social care settings such as children’s homes) and take whatever enforcement action is deemed necessary to protect children.

* The referral will be confirmed in writing within 48 hours(or otherwise within the timeframe specified by Children’s Social Care) by the person who raised the concerns and relevant documentation will be forwarded to Children’s Social Services and/or the case social worker as required.
* The child’s parents will be informed of the referral, if the designated Safeguarding Officer/ Manager feels the child is not at immediate risk or would not be put at further risk. Professional advice should be sought when unsure whether parents need to be made aware of the situation.
* The Safeguarding Officer will support the staff team throughout the process. This may take the form of counselling sessions or other relevant support sessions depending on the nature of the incident.
* Depending on the outcome of the investigation, the Nursery Safeguarding Officer and child’s keyperson will attend any multi-agency meetings scheduled as required, to ensure that the child and family receive help and they form a Team Around the Family (TAF) with the purpose of working together to help the family achieve desired changes as part of an Early Help Action Plan.

During this procedure, all information relating to the concerns and child’s identity will be treated as confidential and will not be disclosed to third parties within the setting.

*Child Protection Contact 1/Safeguarding officer: Sarah Dungey*

*Child Protection Contact 2: Lisa Cook*

*Child Protection Contact 3: Laura Howell*

*Child Protection Contact 4- Charlotte Beresford*

*Child Protection Contact 5- Susana De Gregorio*

*Useful advice can be obtained from the contact below:*

**http://sites.southglos.gov.uk/safeguarding**

South Gloucestershire Council

Social Care for referring child protection and early help

Tel: **01454 866000** (Monday to Friday 09:00-17:00)

Out of Hours Emergency Duty Team Tel: **01454 615165**

Bristol City Council

Social Care for referring child protection and early help

Tel: **0117 903644** (Monday to Friday 09:00-17:00)

Out of Hours Emergency Duty Team Tel: **01454 615165**

Bath North East Somerset Council

Social Care for referring child protection and early help

Tel: **01225 396312-3** (Monday to Friday 09:00-17:00)

Out of Hours Emergency Duty Team Tel: **01454 615165**

## Allegations against a staff member

If an allegation of abuse is made against a staff member, student or volunteer the following steps will be taken:

The nursery’s Safeguarding Officer will record the concerns and report them to the Local Authority Designated Officer (LADO) within one working day of receiving the report of allegation. The setting will follow the LADO’s advice on how to deal with the allegations and how and when to inform the child’s parents. Depending on the advice of the LADO some or all of the following steps may be taken:

* The matter will be referred to the Social Services and / or Police.
* The referral will be confirmed within 48 hours in writing by the person who raised the concerns (or otherwise within the timeframe specified by Children’s Social Care) and relevant documentation will be forwarded to Children’s Social Services and/or the Police.
* OFSTED and DBS (Disclosure Baring Services) will be notified of the referral within a specified timeframe (48 hours) and information will be shared with them as appropriate.
* The staff member against whom the allegation has been made may be suspended pending further investigation: this decision will be made in consultation with all agencies involved and the organization’s Human Resources Manager.
* The child’s parents will be kept fully informed throughout the process and will be supported by the setting’s Safeguarding Officer.
* Staff will meet with the child or the parents to inform them of the action and support plans put in place with the aim of re-building trust and offering appropriate support.
* The staff team (including students and volunteers) will be supported throughout by the designated Child Protection person. This may take the form of counselling sessions or other relevant support sessions depending on the nature of the incident.
* The setting Safeguarding officer will attend any multi-agency meetings organized and collaborate fully to ensure the investigation is completed. The outcome of the investigation will determine whether the staff member, student or volunteer will be allowed back to work.

During this procedure, all information relating to the concerns, the staff members in question and the child’s identity will be treated as confidential and will not be disclosed to third parties within the setting.

Useful Numbers:

South Gloucestershire Council LADO

Tina Wilson **Tel: 01454** **868 508**

South Gloucestershire Council

Social Care for referring child protection and early help

Tel: **01454 866000** (Monday to Friday 09:00-17:00)

Out of Hours Emergency Duty Team Tel: **01454 615165**

***Policy on Non-Mobile Baby Injuries***

The setting complies with the ‘Multi-Agency Guidelines for Injuries in Non-Mobile babies’ issued by the Bristol Safeguarding Children Board and South Gloucestershire Children Board in February 2015.

Our practitioners are vigilant and have been attending regular training sessions on Safeguarding and aim to:

1. be aware that even minor injuries could be a pointer to serious abuse in non-mobile babies

2. Know that such injuries, however plausible, must routinely lead to multi-agency information sharing

3. Know how to refer such a baby for a medical opinion

4. Know whom to contact for safeguarding purposes

Medical research suggests that bruising in a baby who has no independent mobility is very uncommon – less than 1% of non-mobile babies will have bruises. It may be an indicator of a serious medical condition or physical abuse.

Due to the significant risk of abusive injury in a non-mobile baby all non-mobile babies with an injury should be referred to a Pediatrician or Emergency Department (ED) with trained pediatric staff, even if there is a plausible explanation. If the injury seems minor (eg small bruise in a baby who is otherwise well), the professional can contact the on-call consultant community pediatrician (**via BRI switchboard 0117 9230000)** to arrange examination (same day). Any other non-mobile baby with an injury should be seen without delay at the Children’s Hospital Emergency Department, including those with bleeding from the nose, mouth and/or ear. If there is any uncertainty about the severity of the injury and where to refer it should be discussed with the on-call community pediatrician.

Where a non-mobile baby with an injury presents at an ED or Minor Injuries Unit (MIU) he/she must be seen by a doctor of at least registrar status or by a pediatric trained nurse practitioner. If such staff are not working at the ED/MIU, the child must be referred to the Bristol Royal Hospital for Children or similar facility. After full examination and multiagency checks, the baby should be discussed with, or preferably reviewed by, a Consultant Pediatrician (Hospital/Community) or ED Consultant with Pediatric training.

Where the professional has identified that a referral should be made to the Emergency Department or Community Pediatrician, the baby’s parent / carer should be informed that a person with parental responsibility will be required to attend with their baby or at the very least give consent for a medical examination to take place. The professional should help the parent/carer make arrangements for the baby to attend the examination (by ambulance if necessary) and should always contact the hospital to confirm that the baby has attended.

If the baby is mobile, unknown to Social Care, and a plausible explanation is given for a minor injury, with no concerning issues (e.g. delay in presentation) the professional need not contact Social Services unless there is concern that the baby has suffered or is at risk of significant harm. A medical assessment should still be considered (e.g GP/MIU).

Where the baby is known to Social Care the professional should always contact the allocated Social Worker to make him / her aware of events and discuss any actions taken or required.

Where the baby is not known to Social Care but the professional deems the baby to be at risk of significant harm a referral to Social Care should be made following the South West Child Protection Procedures. Professionals should contact their line manager urgently if they require advice/guidance in following this process.

If the baby is not mobile and not known to Social Care the parent/carer should be informed that all non-mobile babies with any injury require a medical examination and are discussed with Social Care. If the injury seems minor (e.g a small bruise in a baby who is otherwise well), the professional can contact the on-call consultant community pediatrician **(via BRI switchboard 0117 9230000)** to arrange examination (same day). In all other cases the professional should refer the child to the nearest Emergency Department with a pediatric service (usually the Bristol Royal Hospital for Children). If uncertain where to refer, discuss with consultant community pediatrician on call.

RELATED POLICIES, PROCEDURES AND GUIDANCE

SW Child Protection Procedures http://www.online-procedures.co.uk/swcpp/

Working Together 2013 Signs and symptoms of possible child abuse Bruising NSPCC information leaflet http://www.nspcc.org.uk/search/?query=core%20info

Cardiff Child Protection Systematic Reviews http://www.core-info.cardiff.ac.uk/

Telephone number:

**BRI switchboard 0117 9230000**

***Prevent Duty Policy***

From 1 July 2015 all schools, registered early years childcare providers and registered later years childcare providers are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”.

In order for childcare providers to fulfil the Prevent duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation should be seen as part childcare providers’ wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

Childcare providers can also build children’s resilience to radicalization by promoting fundamental British values and enabling them to challenge extremist views.

The general risks affecting children and young people may vary from area to area, and according to their age. Schools and childcare providers are in an important position to identify risks within a given local context. It is important that schools and childcare providers understand these risks so that they can respond in an appropriate and proportionate way

The Prevent duty builds on existing local partnership arrangements. Local Safeguarding Children Boards (LSCBs) are responsible for coordinating what is done by local agencies for the purposes of safeguarding and promoting the welfare of children in their local area. Safeguarding arrangements take into account the policies and procedures of the LSCB. For example, LSCBs publish threshold guidance indicating when a child or young person might be referred for support.

As part of the Prevent Duty, the nursery will be promoting the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths –beliefs which are already embedded in the 2014/2017 Early Years Foundation Stage.

Our setting promotes these core values through the activities planned to support children’s personal, social and emotional development. Some examples of how the nursery interprets and implements these values in practice are given below:

Democracy:

Children are encouraged to participate in activities that promote decision making. They will be given the opportunity to select their own activities and contribute as a group to decisions made regarding the daily routine, resources chosen and layout of their room.

They will be expected to take turns and take into account the views of their peers. They will be provided with the opportunity to discuss their feelings and the feelings of their peers and encouraged to show empathy for their friends, animals and living things.

Rule of Law:

Older children will be given the opportunity to create the setting’s “Golden Rules” which will be based on their individual as well as the social and communal understanding of what is right and wrong or appropriate and inappropriate. They will be encouraged to be kind to their peers and consider the impact of their actions on other people. They will be encouraged to apologise if they have been hurtful and show regard for the rules of the nursery.

Individual Liberty:

Staff will provide opportunities for children to build on their self-confidence and self- esteem. Where appropriate children will be given specific responsibilities, such as tidying up or giving out cups or snacks and their contribution will be valued and celebrated accordingly. Children will be allowed to explore the language of feelings and responsibilities through books or other relevant activities and acknowledge the diversity of peoples’ views and perspectives on the same matters.

Tolerance:

Children should acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions. They will be given the opportunity and share and discuss practices, celebrations and experiences. They will have access to a variety of resources that reflect positively on differences, multi-culturalism as well as other countries, special needs and religions. In accordance to our Equal opportunities policies, stereotypes will be challenged at all times and inclusivity promoted.

If the practitioners identify behaviour that is of concern, they will liaise with the local Children’s Social Care Services and follow the Safeguarding procedure.

Where appropriate the local police force may be contacted or practitioners may need to contact 101 (the non-emergency number). The Department for Education has dedicated a telephone helpline (**020 7340 7264**) to enable staff and governors to raise concerns relating to extremism directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk. Please note that the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.

***Female Genital Mutilation***

Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act 2003 (“the 2003 Act”). It is a form of child abuse and violence against women. FGM comprises all procedures involving partial or total removal of the external female genitalia for non-medical reasons. Section 5B of the 2003 Act1 introduces a mandatory reporting duty which requires regulated social care professionals and teachers in England and Wales to report ‘known’ cases of FGM

Reports under the duty should be made as soon as possible after a case is discovered, and best practice is for reports to be made by the close of the next working day. The practitioners and/or Nursery’s Safeguarding Officer will act with at least the same urgency as is required by the local safeguarding processes. In order to allow for exceptional cases, a maximum timeframe of one month from when the discovery is made applies for making reports. However, the expectation is that reports will be made much sooner than this. A longer timeframe than the next working day may be appropriate in exceptional cases where, a professional has concerns that a report to the police is likely to result in an immediate safeguarding risk to the child (or another child, e.g. a sibling) and consider that consultation with colleagues or other agencies is necessary prior to the report being made.

Relevant Websites:

https://www.gov.uk/government/uploads/system/uploads/attachment\_data/file/469448/FGM-Mandatory-Reporting-procedural-info- www.gov.uk/government/publications/female-genital-mutilation-guidelines

**Single Assessment Framework For Early Help**

There are cases, where families may require additional help and a holistic assessment of their needs to enable us to put strategies in place to assist them. In such cases, a Single Assessment Framework (SAF) will be considered.

The completion of a Single Assessment Framework encompasses a collaborative process which involves parents and families and aims to place the child and their family at the heart of the assessment.

Prior to a SAF assessment, parental consent will be sought and obtained in writing and the parents will be informed of the practicalities of the process and the procedures and actions that will be taken to support them.

In accordance to the Guidance to Completing a Single Assessment Framework issued by Bristol City Council in 2014:

‘*The Single Assessment Framework (SAF) provides a systematic way of analysing, understanding and recording what is happening to children and young people within their families and the wider context of the community in which they live. This multi-agency assessment allows professionals working with a family to have a shared understanding of the families’ strengths and what support they need to thrive. It will mean that families don’t have to experience multiple assessments undertaken by a wide variety of professionals.*

*The SAF is part of a framework for joint and multi-agency working for all children, young people and families with additional needs. We have replaced the Common Assessment Framework (CAF) in Bristol as the early help assessment, with the SAF. We will also be replacing the Initial and Core Assessments within Social Care and meeting the requirements of the ‘Education, Health and Care Plan’ later in 2014. This guidance is aimed at professionals who are assessing the needs of families for early help’.*

For more information on the SAF, please follow the link below or speak to the Nursery Manager or your key-person/Supervisor.

<https://www.proceduresonline.com/bristol/cs/files/single_assessment_framework.pdf>

# *Equal Opportunities Policy*

Halley nurseries are committed to providing an environment where equal opportunities are nurtured through our written policy and our behavior and practices.

We will not discriminate on the basis of ethnic origin, religion, culture, linguistic background, physical ability or sexual orientation.

To encourage equality and diversity we will:

* Provide toys and resources that reflect a positive image of different cultures, religion and physical disabilities.
* Ensure that children and adults are exposed to diverse images through the resources and activities on offer.
* Celebrate cultural diversity through the celebration of religious festivals.
* Promote a positive attitude towards bilingualism and provide opportunities for the development of the home language.
* Support children who have English as a foreign language. Celebrate linguistic diversity through posters, toys and other equipment(books etc)
* Ensure that children are exposed to foreign languages by offering language lessons or encouraging parents / visitors to share their linguistic and cultural heritage.

If any behavior that encourages stereotypes is observed, it will be challenged and discussed further. Halley nurseries uphold the UWE Students’ Union Equal Opportunities charter - staff members and visitors are expected to comply with these policies at all times

# *Special Educational Needs Definitions and Legislatory Framework*

Section 19 of the Children and Families Act 2014 sets out the principles that underpin the legislation and the guidance in this code of practice.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

* Has a significantly greater difficulty in learning than the majority of others of the same age or
* 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 schools or mainstream post-16 institutions.

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

For a child under two years of age, special educational provision means educational provision of any kind.

 A child has special educational needs if they have a learning difficulty that calls for special educational provision to be made for them.

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

• They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people

• They **must not** discriminate for a reason arising in consequence of a child or young person’s disability

• They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage

• Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and, when carrying out their functions, **must** have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. Public bodies also have specific duties under the public sector equality duty and **must** publish information to demonstrate their compliance with this general duty and **must** prepare and publish objectives to achieve the core aims of the general duty. Objectives **must** be specific and measurable. The general duty also applies to bodies that are not public bodies but that carry out public functions. Such bodies include providers of relevant early years education, non-maintained special schools, independent specialist providers and others making provision that is funded from the public purse. . The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. All providers **must** make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services. Most providers **must** also make reasonable adjustments by making physical alterations. Schools and local authority education functions are not covered by this last duty, but they **must** publish accessibility plans (and local authorities, accessibility strategies) setting out how they plan to increase access for disabled pupils to the curriculum, the physical environment and to information.

The Equality Act 2010 provides a single, consolidated source of discrimination law. It simplifies the law and it extends protection from discrimination in some areas.

As far as schools are concerned, for the most part, the effect of the current law is the same as it has been in the past – meaning that schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation. The exceptions to the discrimination provisions for schools are all replicated in the current act – such as the content of the curriculum, collective worship and admissions to single sex schools and schools of a religious character.

We aim to enable all the children to have equal access to the curriculum in an environment where every child is equally valued and respected. If any parents have any queries or concerns about our policy or practice, they are welcome to arrange a meeting with the Nursery management.

The Equality and Human Rights Commission (telephone: **0808 800 0082**) provides a range of information and guidance on discrimination and human rights issues. This organisation would be able to advise if the concern relates to an issue of the possible discrimination of a disabled child, which cannot be resolved within the setting.

# *Special Educational Needs Policy*

Halley Nurseries will adhere to the Equality Act 2010 as well as the Special Educational Needs and Disability (SEND) Code of Practice by ensuring that they include children with special educational needs or suspected educational needs, making personalized provisions and programs to meet their needs through differentiation and planning adaptation.

We will endeavor to provide access, where possible, for all children regardless of their abilities. We will liaise with parents and external agencies in an effort to ensure that the specific needs of their child are identified at an early stage and met in an effective manner.

The Early Years Foundation Stage places emphasis on the importance of early identification of a child’s needs with the aim of enabling appropriate intervention and obtaining information which can be used to plan services for the children.

Early identification in the setting is facilitated through our established keyperson system which allows practitioners to develop an in depth understanding of a child’s development. The keyperson and early years practitioners will be observing and recording children’s progress in a book. The books are called “Progress Book” and aims to celebrate children’s achievements and share developmental milestones reached with parents, who are expected to assume an active role and contribute to a child’s review.

In addition to this, the practitioners will be completing the progress check at two years in consultation with the parents of the children. They will be providing a written summary to encapsulate a child’s progress in all areas of the development with particular focus on the primary areas (Communication and Language, Physical development and Personal, Social and Emotional Development).This progress review will acknowledge a child’s strengths and highlight areas, where the child’s progress may be slower than expected.

Halley Nursery have a designated Special Educational Needs Coordinator (SENCO) who will consult with external agencies and management to ensure staff members have up-to-date knowledge and training on Special Educational Needs and are attuned to the individual requirements of the children in their care.

Where concerns are raised regarding a specific child, the staff member reporting the concern, the SENCO and Childcare Services Manager will invite the child’s parents to attend regular meetings to assess and take steps towards addressing the child’s needs.

The setting will follow the graduated approach, stipulated in the SEND Code of Practice. The approach entails four stages of action:

Assess:

An analysis of the child’s individual needs and requirements will be carried out. A personalized programs will be put in place which incorporates the child’s strengths and achievements and areas requiring focus. The program will be reviewed regularly with the child, their parents and the setting SENCO to monitor progress against targets set. Where there is little or no improvement more specialist assessment may be arranged from health, social services or other agencies outside the setting.

Plan:

Where it is decided that Special Educational Needs support is provided and having formally notified the parents, the practitioners and parents in consultation with the SENCO will agree upon the outcomes they are seeking and the intervention and support to be put into place, the expected impact of progress and dates to review these. Any related staff training needs will be identified and addressed by the nursery management.

Do:

The practitioners with the support of the SENCO will oversee the implementation of the personalized program. The SENCO will assist the practitioner in assessing the child’s response to the action taken.

Review

The effectiveness of the support and the impact on the children’s progress will be reviewed on the agreed dates. Any changes to outcomes and strategies will be agreed and take into account the child’s and parental views. The cycle of action entailed in the graduated approach will be revisited in increasing detail and with increasing frequency to identify the best way of securing good progress.

Where, despite the setting having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, the setting should consider requesting and Education, Health and Care needs assessment(EHC).

The purpose of the EHC is to make special educational provision to meet the special educational needs of a child or young person to secure the best outcomes for them across education, health and social care and prepare them for adulthood.

Following the request for an EHC needs assessment, the local authority will determine whether an EHC assessment is necessary and will take into account the views, feelings and wishes of the parents and children. In addition, the professional opinions of educators and other professionals will be sought and their input will be incorporated as appropriate in the assessment and production of the Education and Health Care Plan.

*Special Educational Needs Co-ordinator (Nursery): Sarah Dungey*

2nd Special Educational Needs Co-ordinator(Nursery): Lisa Cook

***Observation and Assessment Policy***

Our Philosophy:

Halley Nursery is committed to providing an enabling environment, where children are encouraged to learn at their own pace and explore their interests. Planning and activities organized, will mainly be based on children’s individual interests and will be adapted to meet their developmental stage while providing challenging, yet exciting and fun activities.

Our setting follows the statutory framework for the early years that sets the standards that have to be met in relation to children’s care, learning and development from birth to the age of five.

Our management team and practitioners adopt a sociocultural approach to learning which aims to acknowledge that a young child’s interactions with their family and other significant people in their lives, their life at home, their culture and other circumstances have to be taken into account when planning for their learning. To allow us to get to know the children, we have thorough settling in procedures in place and will liaise with you to obtain and record as much information as possible to create an “enabling” environment for your child and a personalized program for their learning.

Parents are often concerned as to whether their child knows their numbers and letters or are “school ready”. Instead of box ticking, we feel it is more significant to pay attention to your child’s dispositions and attitudes. These form the bases which make learning meaningful to each child. These dispositions constitute what is described in the “Development Matters in the Early Years Foundation Stage” (2014) as the ‘characteristics of effective learning’-engagement, motivation and critical thinking.

By cultivating these characteristics, we aim to assist children to question, experiment and explore in an environment that allows and rewards these behaviors.

Early Years Foundation Stage-Observations and Assessments

The Early Years Foundation Stage (EYFS) sets the standards that govern the care, learning and development of children from birth to five years.

According to the EYFS (DfE, 2014, p.7-8), there are seven areas of learning that should underpin and shape the educational curricula and overall provisions of an early years setting. These areas are interconnected and frequently one activity may cover several different areas.

The EYFS identifies three areas which are of crucial importance in “igniting children’s curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive”(EYFS,p.7).These areas are known as the prime areas of learning and they cover:

* Communication and language;
* Physical development; and
* Personal, social and emotional development

Practitioners in the younger age groups will be focussing on these three areas but will aim to complement children’ s learning by combining elements of these with skills, aptitudes and abilities related to the following areas which are known as specific:

* literacy;
* mathematics;
* understanding the world; and
* Expressive arts and design.

The list below entails how the three prime and four specific areas of development could be applied or promoted in our setting.

**Communication and language:** Our nursery will be encouraging children to communicate by modelling effective communication techniques from a very early age. This would include using Makaton, sign language and visual aids to assist children to express their basic needs and wishes when they are very young and develop these skills further as they get older to become sophisticated, confident communicators. Children will be offered opportunities to listen to a range of literacy resources, speak and share with their peers and educators in an environment that supports their language and overall talking skills.

**Physical development:** Children will have the opportunity to practice their fine and gross motors skills indoors and outdoors. They will have the opportunities to use a range of apparatus and equipment which promote safe movement and co-ordination. They will have the opportunity to observe and discuss the positive results of exercise on their body and learn about healthy eating through preparing and cooking healthy snacks or visiting the local grocery store.

**Personal, social and emotional development:** Children will have the opportunity to participate in a variety of activities that promote a positive self-image and self-confidence, they will be encouraged to talk about their home lives, families and overall community. Their contribution will be valued at all times and their efforts will be rewarded through positive reinforcement. Our positive behaviour policy aims to promote universal values (such as respect and tolerance) in a manner which is comprehensible to all children and promotes choice, independence and autonomy. Children will have the opportunity to base their own “golden rules of behaviour” on these values, learn social skills and encouraged to express their views and feelings in a non-critical or judgemental environment.

**Literacy**: We will encourage children to develop their literacy skills by offering a variety of resources. We will offer opportunities to identify familiar letters to start with, and the letters of the alphabet as they get older and start linking these to their phonic sounds. A variety of writing resources will be offered to encourage emerging, pre-writing skills.

**Mathematics:** Children will be encouraged to practice counting skills on a daily basis, within a practical context. They will count and match objects, encouraged to measure and weigh items and order them by length. They will experiment with shapes, measures and space in a meaningful, understandable manner which is compatible with their age and ability.

**Expressive arts and design:** Children will be encouraged to experiment with a variety of different materials and resources and create art in a small or large scale. They will have the opportunity to role play, explore movement and dance and use their imaginative skills to design creative work in a variety of ways including ICT.

**Understanding of the World:** Children will have the opportunities to observe and discuss changes in weather, discuss their community, find out about the world and individual countries, their customs, people and landscape. There are celebrations of a different festivals organized throughout the year, to promote diversity.

Our staff will be observing children on a regular basis to monitor their progress and share your child’s progress book with you on a regular basis. Prior to your child starting, you will be completing a Care plan and/or “All about me sheet” so we could assess your child’s development at that given time. This will constitute the starting point, from which the overall development of a child will be tracked to ensure they make good progress towards all areas of their learning and the Early Learning Goals. The Early Learning Goals are aims, which are relevant to each area of development set by the EYFS. Our Practitioners will be collating observations, learning stories and photographs of your child involved in activities as well as samples of their work. You are encouraged to ask your child’s keyperson for their progress book so you could contribute by including observations at home and updates of your child’s development and activities outside the nursery. We will be holding regular parents evenings which you will be invited to attend. In addition, you will be able to discuss your child’s progress on a daily basis or any concerns as they arise with your key-person. If your keyperson is not available on a day, please speak to the overall supervisor or you are very welcome to discuss any concerns with our SENDCO (Special Educational Needs and Disability Co-coordinator) or the Nursery Manager.

In addition to the formative assessment (observations, learning stories, and learning summaries) conducted throughout the year there is a statutory requirement that your child’s progress is assessed at the age of two. In accordance to the EYFS (DfE, p.13).

“When a child is aged between two and three, practitioners must review their progress, and provide parents and/or carers with a short written summary of their child’s development in the prime areas. This progress check must identify the child’s strengths, and any areas where the child’s progress is less than expected. If there are significant emerging concerns, or an identified special educational need or disability, practitioners should develop a targeted plan to support the child’s future learning and development involving parents and/or carers and other professionals (for example, the provider’s Special Educational Needs Co-coordinator or health professionals) as appropriate”.

In addition to this formal assessment, your key-person will continue to complete observations, learning stories and other forms of informal assessment and use this as evidence that inform their planning and teaching. Observation ‘involves practitioners observing children to understand their level of achievement, interests and learning styles, and then to shape learning experiences for each child reflecting those observations.’

[Statutory Framework for the Early Years Foundation Stage - 2014]

The EYFS advocates a circular, ongoing approach to teaching, learning and observations and presents these as interconnected. Through observing children, we ascertain their interests, find out their preferences and go on to plan activities that meet these –we adapt our teaching and planning accordingly to ensure it is relevant and meaningful. We review our teaching through regular appraisals and staff supervisions and we recently introduced peer observations to ensure teaching is of a high quality and responds to children’s individual requirements effectively. When your child is in preschool, the preschool supervisor and teachers will prepare them for nursery and reception classes. To further assist and smooth transitions, we will liaise with your child’s classroom teacher, facilitate school visits and prepare them for school life by sharing relevant books, discussing feelings during transition times and liaising with schools to create and share their books.

Giardello, McNulty and Anderson (2013) state: “Knowing what to look for remains at the heart of effective early year’s pedagogy but this should not be solely confined to observing the child’s visible skills”. There is currently a tendency to focus on existing skills, such as counting, identification of colors or categorization of objects into size to the detriment of more significant aspects of children’s development, such as the emergence of dispositions and attitudes to learning.

Our observations, learning stories and assessments will not be limited to a child’s existing skills-they aim to look deeper into their dispositions and the skills a child could develop when an educator “scaffolds their learning”. By scaffolding, we offer children the individual, support and attention they require and we gradually remove this help as the children become more confident until they feel they could complete the tasks independently.

# *Health and Safety Policies and Procedures*

Our aim is to implement the Students’ Union Health and Safety policy and procedures, promoting the general health, safety and welfare of children, visitors and staff in the nursery. We also comply with Social Services, the Fire Service and the Environmental Health Department's regulations. To ensure this aspect of the nursery’s operation, we have introduced the following procedures:

## Fire procedure

* When the fire alarm sounds, visitors and staff members will place the younger children / babies in the evacuation trolley and evacuate through the nearest fire exits. Older children will be escorted to the nearest exit by staff members. Staff members will be responsible for taking attendance registers with them.
* All rooms will be checked by the Manager / Deputy Manager to ensure nobody has been left behind.
* Children, staff members and visitors will gather at the designated assembly point (**BY THE GARDEN GATE ADJACENT TO STAFF ROOM).**
* Registers will be taken and all children, staff and visitors will be accounted for.
* Fire services will be called to check the premises. Staff members, children and visitors will not be allowed into the premises unless the Fire Services officer considers that there is no risk involved.
* If the premises are not safe, all measures will be taken to ensure that children, staff and visitors remain comfortable and are protected from the elements.
* The Nursery Manager will contact the children’s guardians / parents as soon as possible to inform them of the situation and ask them to collect their children.
* If the Fire Services or Health and Safety Officers deem the premises safe to enter, the Manager will inspect the premises before allowing the children and staff in.

## Fire policy

Halley Nurseries will comply with set procedures by ensuring all staff members, visitors and students are made aware of these regulations during their induction. In order to re-inforce these procedures, fire practices will be held at the setting every six months and fire drills once a year. The results of the drills will be recorded in detail using the Fire Drill books kept in the office.

The Nursery Manager will liaise with the Estates Department to ensure that fire extinguishers and fire blankets are checked and serviced regularly and fire exits remain in good working order. Smoke detectors will be checked regularly and servicing documentation will be filed in relevant folders for inspection purposes.

The premises will be checked daily to ensure that no obstructions occur near the fire exits and all electrical equipment remains in good working order.

 PAT testing checks will be completed annually.

## Risk assessments / premises maintenance

Daily room checks will be undertaken by staff members - prior to the opening of the nursery - to ensure all internal and external areas as well as equipment and furnishings are safe for children and visitors. Relevant forms will be signed and dated by staff members and kept in the office.

If areas / equipment are deemed unsafe, they will be cordoned off or removed. Where appropriate, the Estates Department will be called to assess the situation and repair, where necessary. Children, staff and visitors will not be allowed access to these areas until they have received confirmation by the person responsible for the repairs and the Nursery Manager.

Daily checks and accident forms will be utilized to review the Nursery Risk Assessments. These assessments will be reviewed quarterly and where appropriate, the findings will be discussed with staff members, external organizations and parents.

##

## COSHH assessments policies and procedures

The Control of Substance Hazardous to Health (COSHH) Regulations of 1988, consolidated in 1994, amended in 1996, 1997 and 1998, 1999 and further consolidated in [2002](http://www.hse.gov.uk/coshh/) are the main legislation covering control of risks to employees and other people arising from exposure to harmful substances generated out of or in connection with any work activity under the employer's control. The main objective of the Regulations is to reduce occupational ill health by setting out a simple framework for controlling hazardous substances in the workplace.

The Nursery Manager and Deputy Managers will ensure that any substances hazardous to the health of the children, staff members and visitors will be kept outside nursery premises or remain out of reach and locked in the storage cupboards / store rooms in the nursery. Signs will be placed on the doors of these rooms warning against entry. The cleaners on the premises will be asked to use substances that are ecologically friendly and must ensure no traces of cleaning substances remain before children, staff and visitors enter the building.

COSSH assessment sheets will be required by external suppliers to compile a detailed list of all substances, their contents and advice on treatments that will be sought if children, staff or visitors come in contact with these substances.

## Safety training

All students, volunteers and staff members of UWE Halley Nurseries will be required to undertake training on several aspects of Health and Safety: Manual Handling, Basic Food Hygiene, Pediatric First Aid etc.

Training will be funded by the employer and may take place prior to the start date or soon after the employee commences their employment. Training certificates will be displayed prominently throughout the nursery and will be available for inspection by OFSTED.

## Supervision of students and staff members/Disclosure Information Policy

As an organization using the Disclosure and Barring Service Disclosure service to help assess the suitability of applicants for posts related to regulated activity with children, we comply fully with the DBS Code of Practice regarding the correct handling, use, storage and retention of Disclosures and Disclosures Information.

All students, volunteers and staff members who are involved in regulated activity with children in the nursery will be vetted by the Disclosure Barring Service and will be required to present/complete Enhanced Criminal Disclosures and undergo reference checks prior to their start date.

Job and placement offers will be provisional and subject to the receipt of satisfactory references and DBS checks. Disclosure information will only be used for the specific purpose for which they were requested for which the applicant’s full consent has been given. Detailed information on the handling, storage, usage and retention of the policy will be communicated to applicants in writing prior to their appointment. Completed DBS forms waiting to be processed will not be included in an applicant’s file but kept securely in lockable, non- portable, storage containers. To allow tracking of a form, a record of the form number will me made but no photocopies or forms will be taken. The date the check was completed and the certificate number will be included in an applicants’ personnel file. If an employee or volunteer has committed a criminal offence after they commenced their employment, they will be required to complete an “amendment of circumstances” form stating the nature of the offence and the outcome of any investigation. Annual amendment forms/declarations will be handed out by the Management and will be located in a designated, secure place in the office. Information contained within Disclosure checks are confidential and access will be limited to those who are entitled to view these documents as part of their duties (i.e. Ofsted inspectors).

When in the workplace, the staff / child ratio will comply with the National Standards set by OFSTED. Subsequently, the following ratios will apply:

For children aged under two:

• there must be at least one member of staff for every three children;

• at least one member of staff must hold a full and relevant level 3 qualification, and must be suitably experienced in working with children under two;

• at least half of all other staff must hold a full and relevant level 2 qualification;

• at least half of all staff must have received training that specifically addresses the care of babies; and

• where there is an under two-year-olds’ room, the member of staff in charge of that room must, in the judgement of the provider, have suitable experience of working with under twos.

 For children aged two:

• There must be at least one member of staff for every four children;

• At least one member of staff must hold a full and relevant level 3 qualification; and

• At least half of all other staff must hold a full and relevant level 2 qualification.

For children aged three and over in registered early years provision where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another suitable level 6 qualification is working directly with the children:

• There must be at least one member of staff for every 13 children; and

• At least one other member of staff must hold a full and relevant level 3 qualification.

For children aged three and over at any time in registered early year’s provision when a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another suitable level 6 qualification is not working directly with the children:

• There must be at least one member of staff for every eight children;

• At least one member of staff must hold a full and relevant level 3 qualification;

• At least half of all other staff must hold a full and relevant level 2 qualification.

Volunteers and students will not normally be included in the staff ratios. Exceptions may be made in the case of students on postgraduate courses who are expected to display leadership skills and plan and teach lessons as part of their course requirements. These students will be supervised at all times by permanent staff.

##

## Accident and incident reporting

All accidents and incidents occurring in the nursery will be reported to the Manager. Children’s accidents and incidents will be recorded in appropriate forms / books and will be signed by witnesses and the Manager. The parent / carer will be made aware of the accident / incident and any treatment that has been applied. The parent / carer will be required to sign the form to confirm he / she has been made aware of the occurrence. Copies of the report will be given to the parent / carer when they collect their child.

In the event of an injury to a child that has occurred at home, the parent will be required to complete a relevant form confirming that the accident / incident took place outside the nursery.

Children’s accident and incident reports will be kept in the activity rooms and the office in lockable cupboards. In the event of a staff or visitor’s accident, the Student Union’s accident forms, kept in the office, will be completed and passed on to the Student Union Health and Safety Co-coordinator.

Information obtained by the accident and incident reports will be used to review risk assessments and identify areas that require intervention.

In the unlikely event of a visitor or child requiring further treatment or hospitalization, the nominated First Aiders will offer treatment to the person and Emergency Services will be notified immediately.

## Medication policy and procedures

Halley Nurseries will not routinely administer medication to the children in our care. If a child has been prescribed antibiotics by the doctor, the Deputy Manager / Nursery Manager or Supervisors will administer a maximum of one dosage of the prescribed medication during the day. Prior to administration, the parent will be required to complete our Medication form and checklist, stating the amount that needs to be administered, the last time that the child had any medication, the time of administration and other relevant information.

All medication will be kept in the office or kitchen area, out of the reach of children. Parents whose child has received medication during the day will be asked to sign the medication forms when they collect their child.

If a child suffers from a long term medical condition (such as diabetes, epilepsy etc), the Manager will endeavor to meet with the child’s parent and medical professionals prior to his / her start date to draw up a “Health Plan”. Staff members who will be based in the child’s room will receive training on the specific condition and the methods of administration of treatment.

Calpol, antihistamines or other (over the counter) medication will only be administered in exceptional circumstances or after the written consent of the family doctor has been obtained. The parent will be required to complete the relevant forms. Please note that certain medical conditions may be concealed temporarily through the administering of Calpol and subsequently we will only administer this medication in cases where children may have very high temperatures and the parent is unable to collect.

Herbal teething granules and nappy creams will be administered with the written consent of a parent.

In the event of a child receiving medication on a long term basis, the parent will be asked to sign a Long Term Medication Form and Daily medication forms as required.

## Illness policy

If a child becomes ill whilst at nursery, the parent will be contacted immediately and advised to collect the child. A staff member will remain with the child at all times offering support and comfort till the parent collects.

We would subsequently suggest that parents book an appointment with the doctor to ensure that their child does not suffer from an infectious disease and receives appropriate treatment.

If a child has contracted an infectious disease, we require that the parent notifies the nursery immediately and complies with the exclusion periods set out in the handbook. If unsure about the exclusion periods that apply in specific cases, please contact the Nursery Manager.

If a child has been prescribed antibiotics or has been suffering from sickness or diarrhea, the child should be kept away from the nursery for a period of 48 hours since last time they were sick.

According to the Children Act Regulations, there are specific conditions and illnesses that are notifiable. If a child, parent. Staff member or visitor suffers from such conditions, we will inform OFSTED and local Public Health Services and notify all parents and children accordingly.

Please note that the Nursery Manager retains the right to refuse the return of a child to nursery if he / she feels that the exclusion periods have not been adhered to and the child may pose a risk to other’s health.

***Lockdown Policy***

UWESU Halley Nursery acknowledges the potential risks posed to children under certain circumstances by external unauthorized individuals or groups and will take a proactive approach to safeguard and protect all the children, staff and students/visitors on the premises if such exceptional circumstances occur.

Lockdown procedures may be activated in response to a number of events:

* A reported incident / civil disturbance in the local community
* An intruder on nursery site
* A warning being received regarding a risk locally, such as an attack on university grounds
* A suspected chemical gas attack

In the unlikely event of such a situation occurring, the staff members will close and lock all doors and windows to prevent access to the nursery. Blinds will be drawn if possible, and lights will be switched off. The staff will aim to minimize movement and stay in lockdown until the all clear has been given by the relevant authority (police, management or security officers)

A password will be used, where possible, to transfer the message from one room to the other and all staff and children will be expected to take shelter in an appropriate area which is out of sight; in the case of the baby room that could be the sleep room. Toddler and preschool could take shelter in the children’s toilets. Although some designated areas are indicated in this policy, staff will have to exercise their judgement on the occasion, as the sheltered area may be subject to change depending on where the intrusion/event/critical incident takes place.

All staff, students and volunteers are aware of our nearest exit point and may use these to evacuate, if the risk is located inside their room. If staff and children evacuate, our staff member team will aim to take children in a safe place nearby. In some cases the outdoor area may be used and some children and staff may have to take shelter in the garden/woodland garden as appropriate.

The children will be reassured and cared for in a sensitive manner at all times, and staff will endeavor to support their needs throughout the duration of the incident or event.

In the unlikely event of an unauthorized intrusion or other event which is deemed safety-critical, the following actions will be taken:

* The management or supervisory team or any other staff on duty, depending on availability, will contact the police.
* Where feasible, the management or staff team will use the radio to communicate the emergency to the Operation and Security services using the relevant password.
* Staff and children will implement lockdown(as per details described in the paragraph above)

Once the staff/management teams have provided a sheltered and safe environment, all children will be accounted for and registers will be taken to ensure that all other children are present. If possible and safe, staff will look for missing children or visitors.

All staff and children present will remain in lockdown until the all-clear has been given; in such instances the parents/guardians of the children and staff closest relatives will be informed as soon as it is safe and possible to do so.

During lockdown parents are encouraged to refrain from phoning the nursery line to ensure the telephone lines remain free to enable staff and management teams to contact and access Emergency Services.

## Nappy changing procedure

We aim to provide a high level of personal hygiene by ensuring that children’s nappies are changed regularly. All nappy changes will be noted down in the “Nappy Change” form. Children’s privacy and dignity will be maintained at all times by ensuring that they are changed in the allocated area and visitors do not have access to this area whilst a nappy change is taking place.

Each room / unit will have set nappy changing times in the morning, noon and afternoon. Staff members will ensure that nappies are checked throughout the day and changes occur as and when required.

When changing a nappy, staff members will be wearing an apron and gloves. All nappies will be disposed in the allocated bins provided in each area / room. Children will be supervised at all times whilst they lie on the nappy changing unit.

After each nappy change, staff members will wipe the nappy mat with anti-bacterial spray and ensure that is clean and dry prior to placing the next child or baby on the same mat.

Body fluid spillages will be wiped, using the red cloths provided and anti-bacterial spray and paper towels. If the spillage occurred on the floor, then the staff members will use the labeled red mop and bucket.

Parents will need to bring in nappy cream that will be labeled and placed in the changing area. Nappy cream will not be applied on a child unless the parent has supplied their nappy cream and have agreed to its application onto the child.

Students and volunteers will not be allowed to change nappies unless this is a course requirement and the Manager / Deputy Manager has inspected their Enhanced Criminal Record.

## Healthy eating policy

At Halley Nurseries, we recognize the importance of healthy, nutritious meals and snacks and the contribution they make to a child’s development and physical well-being.

Halley Nurseries aim to provide nutritious, nut and allergen- free fresh snacks and meals that contain no added salt or artificial flavorings.

The meals will follow a four-week Rota and there will be seasonal changes and amendments. Menus will be displayed on our notice boards. Parents’ feedback and suggestions on the menus will be sought and amendments may be made accordingly.

All children will have Care Plans in place, stating allergies and religious or other dietary requirements - menus will be adjusted to meet specific needs. Parents will be asked to complete Care Plans regularly, stating changes to a child’s diet and requirements.

All children will be provided with sugar-free breakfast cereal and toast in the morning. They will also have snacks of fruit, milk and water throughout the day. Children in the older room will have access to drinking water that will be kept in jugs, placed prominently in the room at child height. Toddlers and babies will be provided with water and milk at frequent intervals and mechanisms will be in place to ensure that they are kept hydrated throughout the day.

The details of children with allergies and dietary requirements will be kept on notice boards in the milk kitchen / kitchen for inspection by catering staff, students and volunteers. Care plans and details will also be kept in the office and in children’s folders within the rooms.

***No-smoking policy***

The nursery is a smoke-free zone. Smoking will not be permitted in areas around the nursery or in the nursery garden. Staff, volunteers and visitors need to refrain from smoking during working hours. Staff who smoke during their lunch hour will have to do so in the designated areas and will be required to wash their hands thoroughly before coming in contact with children.

If staff members, students or visitors are found smoking in the area around the nursery they will be asked to extinguish their cigarette and / or move to a designated area.

## Jewelry and clothing policy

Staff, students and volunteers are asked to wear sensible clothing and flat shoes. Staff, volunteers and visitors in the baby room will be required to remove their shoes and wear slippers or thick socks whilst they are on the carpeted area.

Jewelry is restricted to a pair of ear studs and a wedding or engagement ring for staff members, students and volunteers deployed in the rooms. Nails will need to be kept short and we would advise staff that work in the baby room not to wear nail varnish or excessive make up.

We would ask that children’s jewelry is restricted to a minimum as it may contribute to injuries to the child wearing it and other children.

## Food Hygiene

The Nursery will observe current legislation regarding food hygiene, registration and training. In particular, staff members will be expected to:

* Always wash hands under running water before handling food and after using the toilet.
* Not be involved with the preparation of food if suffering from any infectious / contagious illness
* Never cough or sneeze over food.
* Use aprons and gloves where appropriate during food preparation and clearing up. Aprons and hats will be worn at all times when preparing or serving food.
* Wear appropriate clothing and cover jewelry with plasters.
* Use different colored cleaning cloths for kitchen and toilet areas.
* Prepare raw and cooked food in separate areas and use appropriate cutting boards.
* Keep food covered and either refrigerated or piping hot. After cooking, food will be probed to ensure that it has reached the temperature specified in Food Hygiene regulations
* Ensure waste is disposed of properly and out of reach of the children.
* Wash fresh fruits and vegetables thoroughly before use.
* Keep tea towels scrupulously clean and washed between each session.
* Keep utensils clean and stored in a dust-free place, e.g. closed cupboard or drawer.

Any food or drink that requires heating will be heated immediately prior to serving and not left standing. Food and drinks will not be reheated. Hot food will be required to stand for 10-15 minutes before served to avoid scolds.

Rules as decreed by the Environmental Health will be observed. Training will be offered in order to maintain food and hygiene standards. Cracked or chipped china will not be used.

## Sleep policy

Halley nurseries identify the importance of offering children a quiet area where they may relax and have a sleep during the day. Younger children have access to a designated sleep area with cots whilst the older children will have the opportunity to sleep on mats in the carpeted areas of their room after lunch. To ensure that children have quiet time, the curtains / blinds will be drawn and relaxing music will be played to assist them to sleep.

We will endeavour to follow your child’s timetable and, in the case of younger babies, we will try to implement the routine they have at home.

However it is vital children get the sleep they need to function and grow their cognitive, physical, and emotional development. It is crucial for a child’s health and wellbeing that enough sleep is had and important that we encourage restful and quiet times at the nursery.

* Between 12:00pm and 2:00pm is our set sleep time at the nursery, however we know that babies may sometimes have their own routines, specific to them which we will follow with guidance from parents/carers, to be discussed during you initial Care plan meeting.
* Some parents/carers may not want their children to sleep and this can be discussed with the Staff in your child’s room.
* We will distract and discourage sleep if a parent/carer has requested for the child not to sleep, however we will not physically keep your child awake. Similarly, if the child does not want to sleep, we will not force them. Any limits set by parents/carers will be adhered too. 45 minutes minimum to allow children a full sleep cycle.

Outdoor clothing (shoes / coats) and bibs will be removed so that babies and children are comfortable

* Children will be allowed their comfort objects but staff members will ensure that they kept away from their faces during their sleep time.
* Bottles and beakers will be taken to avoid risk of drowning / suffocation.
* Sleep times will be recorded and staff members will check on the children and update the Sleep Charts every ten minutes.

## Animal handling policy

The Foundation Stage guidelines require that we address the statement to "care for living things". However, animals, birds and fish may carry infections that may be transmitted to humans. Strict hygiene procedures are therefore required when handling and caring for animals to prevent illness.

Points to consider in relation to animals in the nursery:

* Parents will be informed before an animal visits the nursery to establish if a child has an allergy or phobia to a particular animal.
* On some occasions, it might be advisable for the children to view the visiting animal from a safe distance, e.g. looking through a window to an animal outside.
* Staff should be aware that all species of reptiles may carry the salmonella organism - particular care with hygiene must be taken when introducing these animals into the nursery.
* Children must wash their hands thoroughly with liquid bactericidal soap in warm running water after coming in contact with any animals.

## First aid policy and procedures

Halley Nurseries aim to ensure that children remain healthy and safe at all times. In the unlikely event of a child acquiring an injury, the child will receive immediate first aid treatment.

There will be appointed First Aiders in all rooms who have received Pediatric First Aid training. The list of the First Aiders will be displayed in the rooms and the boards on the corridor.

There will be First Aid boxes in all rooms that will contain the following:

* Disposable gloves
* Sterile dressings
* Bandages – crepe, cotton and triangular
* Blunt ended scissors
* Adhesive tape

The boxes will be checked and replenished on a regular basis by the Nursery management

Please note that your child’s welfare and well-being is paramount. We recognize that some religions may be opposed to first aid intervention but we feel that while your child is at nursery, we retain responsibility for them and we will therefore act to protect them and keep them in good health.

## Bottle feed preparation and sterilization procedure

Halley nurseries cater for young children and babies who are on formula or cow’s milk. In order to maintain high standards of hygiene and care we will follow the following procedures:

* We will ask parents to provide powder formula.
* All formula milk boxes will be labeled with the child’s name and the date of opening.
* Powder formula milk boxes will be discarded a month after their opening date and parents will be asked to provide new, sealed boxes.
* Baby feeds will be prepared in accordance to the instructions provided by the manufacturer.
* Baby bottles will be tagged with the name of the child.
* Bottles of formula milk will not be reheated.
* Staff members will wipe the areas where milk feeds are prepared with anti-bacterial spray prior to making the bottles.
* Staff members will wash their hands thoroughly before preparing and providing the feed to the child.
* After use, bottles will be washed using the bottle-brushes provided.
* All bottles will be sterilized after use and will be dried on paper towels. Tea towels will not be used when drying bottles.
* At the end of each day, all bottle-brushes will be sterilized.

***Guidelines on dealing with bodily fluid spillages***

**On carpeted area**:

Use disposable gloves, paper towels, water, anti-bacterial spray or other disinfectant

Any spillage of bodily fluid should be cleaned immediately using paper towels to soak up the fluid

Use anti-bacterial spray and warm water to rinse

 Place paper towels and cloths in nappy bag and dispose of them in yellow waste bins

Contaminated clothing should be removed from the child, placed in a nappy sack and given to the parent to take home

**On vinyl areas:**

Use disposable gloves, paper towels, water, anti-bacterial spray or other disinfectant, red mop and bucket

Any spillage of bodily fluid should be cleaned immediately using paper towels to soak up the fluid

Put Milton and water in the red bucket and mop the area

Cordon area off and place wet sign on it

Disinfect red mop and bucket by placing mop in hot water mixed with Milton or other appropriate disinfectant

***Visitors Policy***

 **This Policy relates to:**

Early Years Foundation Stage (DfE 2017) Statutory Framework

Safety and suitability of premises section

**Other relevant Nursery policies:** *Safeguarding / Use of Acceptable Technologies*

**1. Front Door**

1.1 The front door is locked at all times and access is granted by ringing the doorbell. If the person(s) at the door are identified as parents, the staff on duty will release the door. Please ensure you close the door behind you and do not allow other visitors in, under any circumstances. **If you are a visitor to the Nursery please wait in the lobby for a member of staff.**

**2. VISITORS BOOK**

2.1. All visitors sign in and out and complete all parts of the visitors’ book.

2.2. Unexpected or unknown visitors may be asked to make an appointment at another time.

2.3. Unknown visitors will be asked to produce some form of photographic identification to gain entry to the nursery. University staff and students could use the staff/student badges to confirm their identification.

3. **DOORS**

3.1 Doors to all the rooms are locked.

3.2 Access to the toddler and baby room is granted through a door that has an electronic digital lock (the code for which is only known to parents of the respective room and staff and changed regularly).The code will be provided to parents upon starting the nursery and is subject to the completion of registration forms and the checks of relevant identification documents.

3.3 Access to the preschool room is granted through a door that has a digital lock. As in the case of the code for baby and toddler room, the passcode will only be communicated to parents and staff, subject to completion of registration forms and checks of identification documents.

3.4 If a staff or parent thinks a code may have been compromised, they should report this to the nursery management immediately. The passcodes will be changed and relevant measures to safeguard the children will be taken with immediate effect.

4. **VISITS BY PROSPECTIVE PARENTS**

4.1 Parents are expected to provide their name, [and child’s name and DOB] address, home and mobile phone numbers, prior to their visit.

4.2 Appointments have to be pre-booked; some exceptions may be made subject to the manager’s working schedule and the parent producing the appropriate documentation and identification documents in advance of their visit.

4.3. Prospective parents are asked to bring some form of photographic identification with them when they visit the nursery.

4.4 The nursery reserves the right to refuse entry to any persons, should they have any cause for concern with regard to the reason for the visit.

**5. VISITS BY OTHER PEOPLE/STUDENTS**

5.1. Enquiries from contractors and visitors will be authenticated with the Facilities department or other relevant departments, prior to entering the nursery and appropriate staff badges will have to be produced before entrance is granted.

5.2 Student placements are accommodated in consultation with the Department of Education and will be subject to the student producing the appropriate documentation (student id, photographic id and DBS check) prior to their start date.

5.4. Prospective employees would have completed an application for employment and will be asked to bring with them photographic identification and DBS checks when they attend for their first interview. No copies of passports will be made at interviews and all information obtained through checking passports or DBS forms will be subject to the Students’ Union confidentiality/data protection policies.

**6. ALL VISITORS**

6.1 Visitor appointments will be recorded in the diary .Staff on duty check the diary every morning and will inform colleagues of impending visits.

6.2 Appointments for authenticated visitors (local authority officers) will be included in the diary. All visitors will be accompanied by a staff member at all times and will not be left with children.

7. **MOBILE PHONES**

7.1 All staff and students are issued with appropriate lockers. In the case all lockers are taken, phones will be kept in bags in the nursery office and phone holders will be asked to turn their phones on silent mode to prevent office staff distraction.

**7.2** The nursery rooms and corridors are **mobile free zones**. Parents and visitors are kindly requested to refrain from using their mobile phones. In the case of emergency calls, the person receiving it will be expected to take the call outside the premises or in the nursery office (subject to obtaining permission from staff and management).

7.3 Staff may use their mobile phones, during their personal (lunch) breaks in the designated staff room or outside the premises.

7.4 The use of mobile phones will be covered during induction and all staff and students will be expected to sign declarations to confirm they have been made aware of policies and procedures.

# Positive Behavior Policy

## Aims and values

Halley Nurseries will support positive behavior by nurturing the following aims and values:

* **Respect**: encourage all children to demonstrate self-respect and appreciation and respect for other children, adults and the environment.
* **Understanding:** encourage children and adults to show empathy and understanding towards other people, their values and ideas.
* **Self-esteem and confidence:** support children in developing their self-esteem and confidence in order to develop their own initiative and settle into the Nursery.
* **Acceptance and tolerance:** become acceptant and tolerant of other’s views, cultural background, religious beliefs and embrace and celebrate individual differences.
* **Kindness and politeness**; encourage children to be kind and gentle, considerate when dealing with peers or adults and polite in their approach.
* **Trust and safety:** encourage children to develop a relationship with adult carers and peers based on trust and the feeling of being safe and secure. This will enable them to express their feelings in an appropriate manner and develop a sense of belonging.
* **Responsibility:** encourage children to take responsibility for their actions and develop their own initiative.

**Positive Behavior Policy**

## Strategies to support our aims and values

**We help children become confident and independent by:**

* Giving them the opportunity to make their own choices.
* Supporting their choices by differentiating our planning to meet their needs.
* Offering resources that instigate free play.
* Listening to their voices and Involving them in decision-making regarding choice of resources and activities.
* Offering them the opportunity to initiate activities.
* Praising them: focusing on the positive things they do.

**We encourage children to be kind and understanding by:**

* Modeling the desired behavior.
* Setting “golden rules” and behavioral expectations.
* Allowing children the opportunity to express their feelings in an appropriate manner.
* Resolving conflicts using a calm, positive approach.
* Allowing children to reflect on the consequences of their actions.
* Involving children in social situations where they are given the opportunity to interact.
* Reinforce the benefits of sharing and allow opportunities to share toys.
* Involve children in group-activities where they learn to work towards a joint aim or goal.

**We help children to look after others and be polite by:**

* Encouraging them to ask for help and offer help when others need it.
* Encouraging them to acknowledge advice or help by thanking people.
* Using positive behavior and language.
* Expressing their feelings towards each other in a positive manner.
* Allowing for “social time” in the nursery where children of different age groups join together to share toys and play.

**We encourage children to be acceptant and tolerant by:**

* Exposing them to different cultures, religions, languages and beliefs.
* Offering resources that celebrate diversity and provide a positive depiction of differences.
* Facilitating an atmosphere where difference of opinion is encouraged and open-ended questions are used to prompt response.
* Celebrating cultural diversity.
* Re-creating a microcosm of our multi-cultural society within the nursery.
* Encouraging children to be pre-social

**We help children feel safe and secure by:**

* Spending time with them on a one to one basis, where possible.
* Settling them into nursery by allowing them to spend time with their key-worker and identifying their individual needs.
* Keeping them safe from harm during play.
* Comforting them when they have an accident or feel upset.
* Being there for them when they wish to express their feelings.
* Reassuring them when they are angry or upset.

**We ask children to look after their surroundings and natural environment by:**

* Teaching them about Health and Safety.
* Providing a pleasant, safe, bright and welcoming environment.
* Encouraging them to tidy up after play and clean their table after dinner.
* Teaching them to respect books and toys, keeping them clean and in good order.
* Encouraging them to help mend broken toys and equipment.
* Ensuring adult’s model “safety aware” behavior at all times.
* Organizing regular outings and nature walks / trips to the farm.
* Creating a little garden or vegetable patch and teaching the children to cultivate it.
* Helping them become aware of living things / animals and allowing for observation in their natural environment.
* Tending indoor and outdoor plants.
* Picking up rubbish.
* Using natural material for our displays.
* Introduce the idea of conservation.
* Organize recycling of bottles/paper and other material.

## Conflict resolution

* **Approach calmly:** observe as you approach, remain calm, try to retain a neutral, objective approach, delay the problem solving process until you feel you are ready.
* **Acknowledge feelings:** recognize children’s feelings using simple statements and descriptive words. Allow the child to calm down and express themselves before progressing towards the next steps of the conflict resolution.
* **Gather information:** collect information on the incident by talking to all the children involved. Ask open-ended questions and avoid making judgments or extracting conclusions.
* **Restate the problem:** using the details provided by the children, restate and clarify the incident. Check with the children to establish that they agree with the interpretation offer and amend as necessary.
* **Ask for ideas and solutions:** ask children to offer suggestions and ideas that will help in solving the conflict. Acknowledge all ideas, even if they seem unrealistic and explore how their suggestions may be converted into strategies that will be adopted to solve this conflict and any future issues that might arise.
* **Be prepared to give follow up support:** Children may need assistance implementing their chosen strategies and solution. Ensure all children are happy and provide help and guidance to the ones who may still be upset.

***Biting Policy and Procedure***

Biting can be distressing for the parents of the child who has been on the receiving end; equally it is a cause of concern for parents whose child is exhibiting the behavior. Unfortunately biting can be quite common among toddlers and it is unavoidable when children are cared in small or bigger groups. Generally, biting is not considered indicative of the quality of care in a setting or a child’s special educational needs unless it is observed excessively, on a prolonged and ongoing basis.

There are a number of reasons that may result to a young child biting:

* Children have a limited understanding of the effects of their behavior on other children-they may not appreciate how much biting hurts. They are still at the stage where they are beginning to comprehend their emotions and ascertain which behaviors may be acceptable or unacceptable.
* Young children can be impulsive and they are at the stage where they are beginning to develop self-control. If they get frustrated or upset, they are likely to direct their feelings towards another child or adult who is close.
* Babies and toddlers learn and experience the world through their senses and can be orally oriented. They therefore tend to use their mouth to explore toys and investigate the world which may result in biting.
* Biting may occur because children feel tired, hungry or are unwell. Occasionally biting may be associated with boredom or attention seeking behavior. Young children begin to realize that certain behaviors may instigate a reaction from an adult which may be positive or negative but results to them receiving attention.

There is not a magic solution or a ‘one size fits all’ approach to dealing with biting when it occurs in our nursery. Our practitioners are aware of children’s individual needs and circumstances and will aim to liaise extensively with the parents of the child biting or the child who was bitten, to reassure them and put a plan in place to support both families and children. This plan, in most cases, will be informal and not included in a behavior plan, unless the behavior is associated with other developmental concerns which may indicate that a child may have additional needs.

* When a child bites another child, they will be removed from the situation and have quiet time with a practitioner to enable them to calm down and reflect on their behavior.
* The child who has been bitten will be comforted and the wound will be cleaned with water. A cold compress may also be applied. Our hygiene procedures will be followed and staff will wear gloves at all times during the administration of first aid.
* The child bitten will receive the attention of practitioners and will be monitored to ensure that they feel well .The practitioners will check the wound to ascertain if the biting has caused a bruise or mark.
* Incident forms will be completed and passed on to the parents of both children. If the biting is severe, the parents of both children will be contacted and informed of the circumstances surrounding the incident. The Manager of the setting will be informed accordingly.
* We aim to approach incidents in a caring manner which will make all parties feel reassured. The details/names of the children involved will not be disclosed to the other parents due to issues related to confidentiality and anonymity.
* If the biting has penetrated the skin, the parents of the child bitten will be contacted and asked to make an appointment with a GP; in certain cases bites require further medical attention and the administration of antibiotics.
* We have a range of resources such as relevant books and ‘chew toys’ or tethers which aim to limit biting occurrences. These toys and resources will be shared with the group consistently on an ongoing basis and more regularly during periods that biting is observed. We aim to enable all children and particularly children, who demonstrate the behavior, to develop awareness of the negative effects of their behavior towards other children.
* Where appropriate ratios may be enhanced so that children can be monitored closely and supported. Our manager or keyperson will liaise with the parents of the child bitten to reassure them and discuss the measures put in place to support their child.
* We will liaise with the parents of the child biting to ascertain relevant background information that may have resulted to changes in behavior. If the child is demonstrating the behavior on an ongoing and excessive basis, a behavior plan will be completed in consultation with the setting SENDCO and the child’s keyperson. The plan will be reviewed on a monthly basis and additional measures may be put in place if the behavior escalates.
* In the case of the child displaying behavior indicative of additional needs or special educational needs a Single Assessment Framework form (SAF) or a progress plan may be completed. Where appropriate, the opinions of external professionals may be sought to enable us to support the child and the family.

We would like to stress that our partnership with parents and the physical and emotional well-being of children remains our priority at all times. Our Parent Partnership, Positive Behavior Policy and Safeguarding policies are complementary to our Biting Policy and may be used in combination to ensure that all measures put in place are robust and meet the needs of all stakeholders involved while remaining compliant with the EYFS regulations.

# *Partnership with Parents*

Halley Nurseries aim to take advantage of parents’ geographical proximity and the work-place nature of the nurseries by involving parents in day-to-day activities and decision-making. We believe that open dialogue is the best method of ensuring that needs and requirements of both parents and children are met.

We aim to build and strengthen our relationship with our parents by:

* Maintaining an “open door” police where parents are welcome to come and spend their spare time or lunch break with their child. There will be breastfeeding armchairs in the Baby room and parents will be welcome to breastfeed or spend time reading stories or assisting with activities taking place in the nursery.
* Providing parents with handbooks and copies of policies to ensure they are aware of the nursery’s rules and operations.
* Involving the parents in decision making within the nursery. We will be holding regular parents’ evenings and encourage the establishment of a Parent Group within the nursery.
* Inviting parents to attend regular Parents’ evenings, where we can share information on their child’s progress and development.
* Informing parents of new developments through regular newsletters and verbal communication.
* Arranging a variety of social events(open days, barbecues etc) for existing and new parents and children.
* Communicating detailed information on their child’s day through daily reports and books.
* Providing questionnaires to obtain parents’ comments on nursery provisions and ascertain their satisfaction with the service on offer.
* Placing comments boxes in prominent places around the nursery, enabling parents to make anonymous observations and offer suggestions.
* Ensuring staff members are available for parents when they wish to discuss their child and their care.

# *Complaints Policy*

Halley Nurseries aim to provide a very high standard of education and childcare provisions. We endeavor to ensure that our parents and children are satisfied with the provisions on offer by adopting a range of child-care strategies. However, there may be occasions where a parent / carer have concerns regarding our practices. These concerns may relate to our practice, a staff member or the overall operation of the setting. We advise all parents who have concerns to follow the complaints procedure below:

* **Stage 1**

Your comments and feedback are of paramount importance so we would advise that you take your concerns to your child’s key-worker in the first instance. They will endeavor to go through your specific circumstances and offer solutions and strategies that may be adapted to meet your needs or improve the situation. If having spoken to your Key-worker you remain unsatisfied with the actions taken, please speak to the Manager. He / she will arrange a private meeting with you and staff members that may have been involved in the situation. Subsequently, a meeting will take place where your concerns will be discussed and an Action Plan will be set. This Action Plan will be reviewed every week until you feel that your concerns or worries have diminished. At this stage your complaint will be logged in our *Complaints Book* and investigated against the standards.

If you feel that the meetings and action plan set in the first stage have failed to provide a satisfactory resolution, we will proceed to the second stage of the formal Complaints Procedure.

* **Stage 2**

At this stage, we encourage you to put your concerns in writing and send a formal letter to the Manager. Please ensure that you provide details of your concerns and events and / or staff members that have been involved. The Nursery Manager will acknowledge receipt of your letter and they will conduct a formal investigation. The outcome of this investigation will be communicated to you in writing within seven working days from the date that your letter was received. Records of your letter and response will be kept in our Complaints Book and will be available for inspection by the Educational Authority or other parents.

* **Stage 3**

If the outcome of the formal investigation does not meet your expectations and you feel that the issues you have raised have not been rectified, please speak to the General Manager. They will communicate your concerns and all records to the Registered Person. They will in turn, act as an independent adjudicator and will conduct their own investigation. The findings of their investigation will be communicated to you and the Nursery Manager within two weeks of receiving the details.

**Registered person:**

**Students Union at UWE**

**Tim Benford**

**Chief Executive Officer**

**UWE Students’ Union**

**U Block**

**Coldharbour Lane**

**Frenchay**

**BS16 1 QY**

If at any point, during this process, you feel that you need to discuss your concerns with an external agency, please contact OFSTED (Office for Standards in Education) at the following address:

**OFSTED**

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

**Ofsted Line:0300 123 1231**

***Whistleblowing Policy***

Halley Nursery is committed to safeguarding and protecting the interests of the children and parents attending the nursery. Our policies and procedures, including the Safeguarding policy and Complaints procedure stipulate the process for reporting concerns pertaining to the welfare of the children, their parents’ conduct and the misconduct of employees.

The responsibilities of our employees, students and volunteers and the importance of displaying a very high standard of professional conduct are emphasized in our job descriptions. The terms and conditions governing the conduct of the employees and each department are set out in detail in the relevant handbook. Human Resources matters will be dealt with by the Students’ Union Human Resources Manager, in accordance to these guidelines.

In addition to the measures in place, the Whistleblowing Act (also known as The Public Interest Disclosure Act of 1998) encourages those working in child-centered workplaces to promote accountability and self-regulation.

Differing from a personal complaint or a grievance, whistleblowing generally applies when there is no vested interest and a person is acting as a witness to misconduct or malpractice they have observed.

Complaints that count as whistleblowing

You’re protected by law if you report any of the following:

* a criminal offence, eg fraud
* someone’s health and safety is in danger
* risk or actual damage to the environment
* a miscarriage of justice
* the company is breaking the law, eg doesn’t have the right insurance
* you believe someone is covering up wrongdoing

If an employee/student/volunteer has witnessed any of the acts described above, they are encouraged to speak to the Nursery Manager or Safeguarding Officers in the first instance. The Nursery Manager will consider the report/allegation and decide on the best course of action based on the evidence and details presented. The confidentiality of the whistleblower will be maintained at all times. The Nursery Manager will endeavor to keep the whistleblower informed about the action they have taken, but there may be cases where they cannot provide details if they have to keep the confidence of other parties.

If the employee/student/volunteer is not satisfied with the measures put in place by the Nursery Manager, they are encouraged to contact the Students’ Union Human Resources Manager on the contact details below:

Mark Walker

UWE Students’ Union

U Block

Coldharbour Lane

Frenchay

BS16 1 QY

If relevant, the Human Resources Manager will refer the employee/student or volunteer to the Grievance Procedure to assist with the satisfactory resolution of any such issues or relevant allegations.

For matters pertaining to the nursery’s operation or procedures, employees/students and volunteers may wish to contact the Ofsted Whistleblower Hotline (0300 123 3155). They will need to know whether you have already raised your concern internally and whether there was any action taken. Once the hotline attendant has gathered as much information as possible they will forward the record onto specially trained staff to determine whether Ofsted is able to take action on your behalf.

**Using the Ofsted Whistleblowing Hotline**

Ofsted’s dedicated Whistleblowing Hotline (**0300 1233155**) was launched in April 2009. It is staffed from 8am to 6pm, Monday to Friday.

Whistleblowing disclosures can also be submitted to Ofsted by email to the Ofsted whistleblowing team (**whistleblowing@ofsted.gov.uk**) or by post to:

WBHL

Ofsted

Piccadilly Gate

Store Street

Manchester

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# *Anti-Bullying Policy/Violent Behavior*

Halley Nurseries are committed to facilitating an atmosphere where children feel accepted and understood. Children are encouraged to become assertive and feel safe to explore their interests to their full potential and be themselves. We feel that bullying prevents children from achieving this potential and we will therefore take immediate measures to eliminate bullying or intimidating behavior in our settings. It is important to emphasize that such occurrences in an Early Years setting are very rare but, if observed, they will be handled with sensitivity in a professional, caring manner.

Definition of Bullying

Bullying is repeated behavior which makes other people feel uncomfortable or threatened whether this is intended or not. There are different sorts of bullying, but the main types are:

* **Physical:** hitting, kicking, taking or hiding belongings
* **Verbal:** name calling, teasing, insulting, writing unkind notes
* **Emotional:** being unfriendly, excluding, tormenting, spreading rumours, looks
* **Exclusion:** a child may be bullied simply by being excluded from play with those they believe to be their friends

Actions Taken

* If it comes to our attention that a child is being bullied, we will remove the perpetrator from the situation and offer support and comfort to the child that has been hurt or intimidated.
* We will record the incident in the relevant group and will inform the parents of both children.
* We will have subsequent meetings with the parents of the child who displays this behavior to draw up an Action Plan. The Action Plan will emphasize on methods and strategies that may be adopted in order to eliminate the “undesired” behavior.
* We will discuss bullying at circle time by introducing relevant books and helping children to be assertive.
* Staff members will be vigilant when dealing with the behavior, ensuring it is challenged at all times.

In cases where a child demonstrates aggressive or violent behavior on repeated occasions and /or an ongoing basis, we will liaise with the child’ s parents to ensure that we obtain additional background information that may be relevant. In such cases, we will collaborate with the parents and collate a behavior plan that outlines the antecedents or triggers to the behavior and the strategies that the staff team will be implementing to support the child and facilitate positive interactions. We believe it is important for families and educators to apply a consistent behavioral approach that focuses on the child’s strengths.

# *Lost Child Policy*

Halley Nurseries prioritizes the safety and security of their children. To safeguard this, CCTV Cameras and intruder alarms will be placed in strategic positions inside and outside the setting. The main entrance of the nursery will be locked and operated by staff members. The garden / outdoor areas will be fenced and staff members will supervise children during outdoor play at all times.

In the unlikely event of a child going missing the following actions will be taken:

* The Nursery Manager will be notified in the first instance.
* Registers will be taken to ensure that all other children are present.
* Security control will be notified via radio.

For a missing child the Security Control room will require the following information as a minimum:

* + Description of the child, age, sex and any identifying features.
	+ What the child was wearing.
	+ When and where the child was last seen.

In this event the Security Controller will instigate, as soon as possible, a site vehicle lock down procedure where all vehicles leaving site via any of the four main exit points (East Gate, North Gate, Mallard house and Cheswick) will be subject to search. Mallard House exit should be secured. At the same time all available officers and some of the nursery staff on duty, will commence an outward spiraling search from the Nursery covering all areas of the Campus. Speed will be essential to ensure the effectiveness of this measure.

The University has a full-time Police Officer on site (not 24/7). Should he be on-site at the time and in radio contact he would also attend. The Police will be called as a matter of course.

* Staff members and children will remain in their respective rooms. Children will be reassured and comforted.
* The Nursery Manager will notify the parents of the children and update them on the situation.
* All CCTV discs will be handed to the University’s Security Services.

When the issue has been resolved and the child has been found, the Manager and staff members will meet to discuss the circumstances that led to the event and amend policies if required.

***Procedures for Dealing with Sick and Injured Children / Children who need To Attend Hospital***

In the event of a child requiring medical attention, a qualified paediatric First Aider will be called to the room immediately (if they are not present in the room already).

In emergency cases, the First Aider will follow the procedure set out in the emergency action plan set out by First Response Training and taught in length during the last paediatric First Aid Course.

While the qualified First aider is administering aid, an available member of staff (Supervisor, Manager, Nursery Nurse or Assistant) will be expected to access the records of the child in question to obtain emergency contacts and medical history and dial 9999 to call an ambulance. Operations and security will be informed by radio and will be asked to direct the ambulance or attend the incident as required.

Once the Emergency services have been called out, a member of staff will notify the Operations and Security staff at the gatehouse of the event so the ambulance may be directed to the specified nursery location.

The parents of the child will be contacted and notified of the event and provided with an update of the child’s condition. If a parent or carer is not available, the nursery staff members will contact the emergency contact person(s) provided in the child’s registration.

The parent/carer or emergency contact will be asked to come to the nursery. If they are unable to do so, they will be asked to meet the child and nursery Practitioner at the hospital and provide details of the hospital name and location. The child’s key-worker or a Nursery Nurse from the child’s unit will act as a parent in locum and escort the child in the ambulance with another designated staff member (First Aider, Manager, Deputy or Supervisor as deemed appropriate).

The child’s key-worker and additional staff member will stay with the child in hospital until their parent or carer has arrived. They will inform the parents of all the details in regards to the accident/incident and aid offered and once the handover has been completed, they will be expected to return to work to update the Management and complete any relevant documentation in relation to the incident.

In non-urgent cases, where a child does not require emergency treatment, the comfort of the child should be the priority. If the first aider feels that the child is in pain or uncomfortable and the parent or carer cannot be reached, the keyperson will contact NHS direct to seek advice.

Depending on the advice received and the condition of the child, the child’s emergency contact may be asked to collect the child and arrange for a visit to a GP or hospital as appropriate.

# *Uncollected Child Policy*

Our opening hours are stated in the Parents’ Handbook and other nursery documentation. We ask parents that they comply with the times and inform the Nursery Manager if they will be late collecting their child.

In the event of parents being persistently late, a late collection fee of £5.00 (per 5 minutes) will be applied. If a parent is unable to collect their child, they will need to complete an authorization form providing permission for a relative/friend to collect. When the designated person comes to collect, they will be required to produce two current, valid forms of identification. Failure to do so will result in refusal to allow this person to collect the child.

If a parent fails to collect a child and does not notify the Nursery, the Nursery Manager will initially try to contact the parents. If the parents are not contactable, the emergency contacts on their list will be contacted and asked to collect the child.

During this time, the child will continue to be looked after by the Nursery Practitioners (in their designated room) who will ensure that he / she is comfortable and has regular drinks and snacks.

If the child has not been collected after nursery closing time, we will continue trying to contact the parent or emergency contacts. If the child has not been collected two hours after closing time and the parents or emergency contacts cannot be found, the Nursery Manager will contact the Emergency Duty Team of the Social Services.

# *Outings Policy*

Halley Nurseries appreciates the learning opportunities and elements that local outings may provide. The safety of the children during outings remains paramount and to ensure that this is maintained we will take the appropriate steps:

* There will be a ratio of 1:2 for children aged 0 - 3 years and 1:3 for children aged 3 years - 5 years maintained at all times on outings.
* Registers will be taken prior to setting off, during the visit and on the way back to the setting to ensure that all children are accounted for.

* Children must be supervised at all times.
* There will be a minimum of two adult escorts for every outing.
* Children will be provided with bracelets and stickers with details of the setting and the nursery’s phone number.
* Younger children may need to be kept in buggies when crossing busy roads or areas that may be considered unsafe.

In the unlikely event of a child going missing:

* The Manager and a staff member will search the area for the child
* The remaining staff members will keep other children in a safe area and reassure and comfort them.
* The Manager will contact the Police with the details of the child and area that he / she went missing.
* The Manager will contact the parents of the child and inform them of the situation.

# *Nursery Emergency Closure*

From time to time, circumstances arise which lead to the emergency closure of schools or nursery settings. Examples of such circumstances include severe weather conditions, abnormal temperatures, burst pipes, disruption of fuel, power or water supply.

The length of closure may vary from a brief period with a return to normal on the following day to a closure for one or more days.

If the nursery has to close down during the day and whilst children are on the premises, the Nursery Manager will assess the risk that may be posed to the children and may decide to move them to premises nearby that are deemed safe.

The Nursery Manager will notify all parents to collect their children and provide directions to the area they are based. All parents will be kept updated on the situation and will be notified of the date of opening.

House Services or other external agencies will be notified immediately. In the event of a fuel leak, Emergency Services will be contacted and the premises will be evacuated immediately.

# *Document Retention Policy*

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| Under the Freedom of Information Act 2000, schools and educational settings are required to maintain a retention schedule listing the record series created by the school during the course of its business. The retention schedule states the length of time that specific records need to be retained and the action that should be taken when documentation is of no further administrative use. Members of staff are expected to manage their current record keeping systems using the retention schedule and to take account of the different kinds of retention periods when they are creating new record keeping systems.The retention schedule refers to all information, regardless of the media in which they are stored.  |

## Period of document retention

|  |  |  |
| --- | --- | --- |
| **TYPE OF DOCUMENT** | **PERIOD OF RETENTION** | **ACTION TAKEN AFTER RETENTION PERIOD HAS ELAPSED** |
| **Child Progress Files and General files** | Start Date + 3 years | Shredded or kept in locked cupboards-archive rooms |
| **Child creative work** | Start Date + 1 year | Shredded or kept in locked cupboards-archive rooms |
| **Children’s Accident and Medication Forms** | Date of Accident / Incident + 6 years for forms that did not require further action - For head injuries and forms that required hospital referral, date when child reaches the age of 21 years. | Shredded or kept in locked cupboards-archive rooms |
| **Child Protection Records** | Until the child reaches the age of 24. |  |
| **Sleep and Nappy Charts** | Date of chart + 1 year | Shredded or kept in locked cupboards-archive rooms |

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| --- | --- | --- |
| **TYPE OF DOCUMENT** | **PERIOD OF RETENTION** | **ACTION TAKEN WHEN RETENTION PERIOD HAS ELAPSED** |
| **Financial Documents** | Date of issue + 7 years | Shredded or kept in locked cupboards-archive rooms |
| **Human Resources documents** | +5 years from staff member’s leaving date | Shredded or kept in locked cupboards-archive rooms |
| **Birth Certificates** | + 3 years from date of claim | Shredded or kept in locked cupboards-archive rooms |

# *Confidentiality Policy*

Halley Nurseries emphasize the privacy and the rights of children in their care. To ensure these rights are not violated and confidentiality is maintained at all times, we will take the following steps:

* Children’s records and progress books are shared only with parents, key-workers and educational inspectors (where appropriate).
* In the event of incident reports and bullying, the name of the child / perpetrator will remain confidential and will not be shared with the parents of the child who has been hurt.
* Details and documentation relating to individual children will remain within the nursery, in lockable cupboards.
* Human Resources records and details on staff members will remain confidential and kept in locked cupboards.
* Staff will not discuss individual children with people other than the parents / carers of that child.
* Information given by parents / carers to nursery staff will not be passed on to third parties.
* Personnel issues will remain confidential to the people involved.
* Any anxieties / evidence relating to a child's personal safety will be kept in a confidential file and will not be shared except between the child's key worker and Nursery Manager.
* The nursery will comply with all requirements of the General Data Protection Regulation.

***Policy on Acceptable Use of Technologies***

The nursery management is committed to safeguarding the safety, security and privacy of adults and children by ensuring the nursery’s ICT technologies are used in a responsible manner. The term ‘technologies’ refers to computers/laptops, mini books, mobile phones, cameras, any devices with internet access, memory sticks, cameras and any equipment, which stores personal information (databases, electronic records etc.).

Keeping Safe

The setting’s Manager will monitor the use of ICT, e-mail and other digital communications.

Adults are required to:

* Use their allocated user name and password whilst working on the computer and refrain from using other staff members’ username(s) or password(s).
* Ensure data are backed up and saved in appropriate nursery folder.
* Ensure they do not engage in any online activity that may compromise their professional responsibilities or the reputation of the setting or the safety and well-being of children in their care.
* Ensure mobile phones are stored in allocated lockers in staff room and are not taken in any of the rooms in the nursery setting.
* Ensure that the personal data for any child or family is kept confidential, except when it is required by law or the setting’s policy to disclose to an appropriate authority.
* Only transport, hold, disclose or share personal information about themselves or others in ways agreed by the setting and will not send personal information by e-mail unless authorised by the setting Manager.
* Not send personal data electronically unless security can be guaranteed.
* Ensure that all photographs of children cared for by the setting are stored and used responsibly. All staff, parents and visitors are discouraged from using their own equipment to take images of children unless this activity has been authorised in writing by the Manager and having obtained formal permissions in writing from the parents and carers of the children involved. Staff will be asked to refer to the individual children’s care plans or permission for photography forms prior to these activities taking place and parents will be notified in writing and new up to date permissions may be sought where appropriate.
* Ensure children and adults use their personal ICT in the setting for permissible activities and will follow the rules set by the setting at all times.

Promoting Safe use by Children

Adults will:

* Model safe use of the internet and help children use technologies responsibly.
* Will take reasonable steps to ensure all use of the internet is supervised and deal with matters that may arise as appropriate.
* Will take immediate action in line with the setting’s Child Protection/Safeguarding policy if a child reports a concern or an issue arises that compromises the safety of any users or the security of the setting.

Communicating and Sharing

Adults will:

* Communicate online in a professional manner and tone, and will not use inappropriate language nor compromise the setting’s reputation or the provider’s position.
* Only communicate with parents and children using official systems used by the setting.
* Be aware that communication from a student or adult on the premises could be forwarded to the provider.
* Not use personal e-mail addresses on the setting’s ICT unless permission has been obtained by the Manager.
* Not access, copy, alter or remove other user’s files.
* Only take images of children where it relates to agreed learning and management activities and parent permission will be obtained in all cases.
* Ensure that where images of children are published on newsletters or other promotional material, the children featured cannot be identified by name and no personal information is disclosed.
* Ensure that parental permission is obtained in writing before images are published online or on other media.
* Not use personal equipment (cameras or mobile phones) to record images unless permission has been obtained in accordance to the nursery’s policy.
* Not keep images of children stored in personal equipment unless permission has been given and will ensure these images cannot be copied, altered or accessed by anyone else.

Research and Recreation

Adults will ensure:

* Technology equipment is not used to upload, download or access any materials which are illegal (child sexual abuse images, racist material, adult pornography covered by the obscene publications act).
* Not to make large downloads or uploads that might take up internet capacity.
* That they understand that all the setting’s ICT equipment is intended to support management and will be used for recreational or personal purposes if appropriate permission has been obtained.
* The provider will not allow others to use equipment owned by the setting for online purchasing unless they have been given permission to do so.

Problems

We will ensure that others understand their duty to immediately report to the provider:

* Any illegal, inappropriate or harmful material of which they become aware.
* Any damage or faults involving equipment or software, however this may have happened.
* If we believe a child is at risk, the Child Protection policy and procedure will be applied.
* If we believe a child or adult may be bullied, the appropriate procedure will be followed as set out in the setting’s policies and procedures.

***General Data Protection Regulation***

GDPR stands for General Data Protection Regulation and became law on 25 May 2018. It covers the management and control of personal information. Regardless of Britain’s plans to leave the EU, this remains a legal requirement for all organizations.

GDPR has replaced the Data Protection Act 1998 and the Privacy and Electronic Communications Regulations 2003. It increases the obligations that companies have regarding personal data and focuses on rights for individuals.

According to the Statutory Guidance for the Early Years Foundation Stage (DfE, 2017), paragraph 3.72, providers have to hold the following information: ‘full name; date of birth; name and address of every parent and/or carer who is known to the provider (and information about any other person who has parental responsibility for the child); which parent(s) and/or carer(s) the child normally lives with; and emergency contact details for parents and/or carers. In addition providers should keep a daily record of the names of the children being cared for on the premises, their hours of attendance and the names of each child's key person

In addition, the nursery compiles observations and normative and summative assessments on children’s progress to fulfil the requirements set by the EYFS (DfE, section 2.2, p.13).According to the section:

‘Assessment plays an important part in helping parents, carers and practitioners to recognise children’s progress, understand their needs, and to plan activities and support. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. In their interactions with children, practitioners should respond to their own day-to-day observations about children’s progress and observations that parents and carers share’.

Records must be easily accessible and available (with prior agreement from Ofsted). Confidential information and records about staff and children will be held securely and only accessible and available to those who have a right or professional need to see them. The nursery is committed to our Confidentiality policy and children’s records and/or other documentation may only be shared with Ofsted, local educational authority representatives and other professionals (e.g. Educational Psychologists, Speech and Language therapists, Social workers) subject to parental consent and on a need to know basis only. In the case of the completion of Single Assessment Frameworks pertaining to children, an Information Sharing Consent Form will be signed by the parent prior to the information sharing. Please note that there are some exemptions to this rule, notably in the case of safeguarding concerns that necessitate a child’s immediate referral to the Action and Response team. Parents are made aware of the exemptions, as they form part of the terms and conditions of their registration forms.

Parental registration forms and other details as well as documentation relating to individual children will remain within the nursery, in lockable cupboards. They will subsequently be disposed or retained following a child’s leaving date in accordance with our document retention policies. Some forms may be archived in the central Students’ Union building in a locked room and all documents will be shredded or disposed appropriately following the elapse of the period of time stipulated in our retention forms. The Students’ Union has cross cutting shredders and deploy a third company to securely destroy their confidential waste. Parents have the right to request erasure of a child’s details upon leaving the provision-in the cases of child protection concerns and safeguarding plans pertaining to the child- the management maintains the right to retain the documents in accordance to the nursery’s retention policy and legal advice.

Since the introduction of our new online learning platform, children’s observations, photographs and assessments are only accessible by authorized nursery staff and parents and comply fully with our Acceptable Use of Technology Policies. Please note that, during the taking of photographs or recordings, children are consulted and we allow competent children to exercise their own data protection rights in accordance to the Information Commissioner’s Office (ICO) guidelines. If children appear reluctant or hesitant to participate, we respect their right to confidentiality and will not continue with the observation, recording or photographs. In such cases, photographs or recordings made will be deleted in accordance to a child’s wish.

Parents are asked to complete consents for photography or recording during their settling in periods; the written consent is retained in a child’s designated ‘care plan’ and informs practitioners’ decisions. In addition, consent forms will be sent out prior to special events (such as outings, woodland mornings) to establish parental permission is still in place and applies to the specific date/event.

The nursery’s electronic drive which entails our Tapestry electronic paperwork is only accessible to the Nursery Management and our Financial Administrator. The nursery has access to a secure printer and children’s photographs and/or relevant documentation is printed using the designated nursery printer only. Information on the nursery (newsletters, generic communication, and financial documents) or children’s progress information is shared internally, through the organization’s /provider’s email address, and originate for the generic nursery email or the Manager’s email address. We request that parents set their university email, rather than personal email address, as their main electronic correspondence address when it pertains to such communications. Generic email communications to the parent list are sent as ‘blind carbon copy’ or bcc to protect the identity of parents and guardians.

**The information in this booklet can be made available in other languages in large print, Braille or audio tape. Please phone 0117 3286290-1 if you require any of the services described above.**