

Policies and Procedures

January 2024

Legal requirement policies in red

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Highbury Community Nursery Value Statement

Trust

Building a trusting and secure environment for families and staff. Ensuring an early holistic approach enabling meaningful experiences throughout life. Working together with parents/carers in all areas of their child's development to enable us as a partnership to provide the best possible start for children working within the EYFS.

Happiness

A happy environment for children leads to high levels of confidence, emotional and physical wellbeing, health, and security. Providing a keyperson system that ensures a nurturing, healthy, safe, and fully inclusive environment enabling children to self-regulate, reflect, and have a secure base to thrive. Each child is valued as autonomous individuals celebrating their individual achievements.

Risk Taker

Be safe and confident risk takers & mess makers. Providing a solid learning foundation. A challenging wonderland of creativity and fun that promotes motivation, fascination, and inspiration.

Independence

Independent, spontaneous, and dynamic life-long learners grow at HCN, through the building of confidence, self-esteem, and self-awareness. This fosters solid foundations for the future within social relationships, their sense of achievement and to the contribution they will make in the world.

Valued

Feel valued as an individual in an environment where equal opportunity and inclusion is embedded. Make equal opportunity and inclusion a thread, which runs through the entirety of the nursery, including staff, children, and their families. By encouraging positive role models, promoting non-stereotypical images and language, challenging all discriminatory behaviour, and ensuring that we continually update our knowledge.

Explorer

Young explorers learn through their own independent child-initiated play showing unique 'Spark' moments. Nurturing children's natural desire to learn, explore and problem solve by providing quality open ended resources to enable them to demonstrate their own 'Sparks' (interests), supported by a highly skilled team of Practitioners.

Introduction

Policies and procedures are essential to help provide quality provision that is compliant with the statutory framework for the Early Years Foundation Stage (EYFS). They do this by explaining to staff and parents about the nursery and how we do what we do. The policies and procedures are reviewed and kept up to date either on a yearly basis or as and when required, such as when new legislation comes into effect or if staff attend training that informs us that changes are necessary.

There are overarching safeguarding and welfare requirements within the EYFS, some of which are broken down further as in the table of contents. We have also included non-statutory policies which we feel are also very important to the smooth running of our setting. We have set the statutory requirements in red with the non-statutory requirements in black.

All the nursery's policies and procedures are available on the nursery website www.highburnursery.co.uk and on our FAMILY software. These policies are reviewed by the nursery staff team, approved by the management committee, and adopted from this.

Aims and policy statement

Highbury Community Nursery ('the nursery') is a community nursery run for the benefit of the children who attend it. The nursery serves the local community and cares for children from within the Borough of Islington and surrounding boroughs.

The aims of the nursery are:

- i. to encourage purposeful play with opportunities for both adults and children to
 - observe
 - reflect
 - make guesses and predict
 - plan
 - make and do
 - evaluate
 - communicate ideas
 - be empowered
 - create
 - make decisions
 - explore
 - make positive relationships
- ii. to provide a learning environment with a curriculum which reflects and builds on the child's cultural and linguistic background and fosters language development and early literacy.
- iii. to develop opportunities for children with special educational needs to have full access to the range of learning opportunities available.
- iv. to develop a curriculum which enhances co-operation, communication, and social development.
- v. to encourage parents to participate fully in all the activities of the Nursery and to involve them in sharing the care and learning of their children with the staff.
- vi. to ensure that, within these broad guidelines, staff are responsible for encouraging and stimulating the development of children as best suits their age, personality, and culture so that they:
 - develop self-confidence.
 - speak clearly and logically, with good adult role modelling.
 - have love, respect and appreciation for books, toys, equipment, and each other.
 - enjoy art and music.
 - understand their own bodies, health, and hygiene.
 - are socially aware with a respect and love of self and others.
 - develop into non-aggressive, non-sexist, non-racist individuals and are aware of cultural and social differences as enriching elements.
- vii. to maintain and improve our professional expertise as individuals and as a nursery.

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Play statement

Play is an essential and important part of a child's development.

- A child playing is a child learning
- A child learning is a child developing
- A child developing is a child knowing
- A child knowing is a child understanding
- A child understanding is a child with independence
- A child with independence is developing confidence
- A child with confidence is a child with self-esteem.

Structured play, both indoors and outdoors, is a keyway in which young children learn with curiosity and challenge.

The role of the adult is crucial in order to:

- resource a challenging environment
- support children's learning through positive play activities
- extend and support children's spontaneous play, taking it seriously
- extend and develop children's language and communication in their play
- develop the child's growing social awareness.

Through play, in a secure environment with effective adult support, children can:

- explore, develop, and represent learning experiences that help them make sense of the world
- practise and build up ideas, concepts and skills
- understand the need for rules, using the golden rules indoors and out, regularly
- take risks and make mistakes
- think creatively and imaginatively
- communicate with others as they investigate and problem-solve
- express fears and address anxious experiences in controlled and safe situations
- develop decision making skills through opportunities for choice
- explore with all their senses to develop creatively.

The children learn through MESSY play:

M = Multiple choices

E = Exploring

S = Stimulation

S = Social and sensory interaction

Y = YES, it's OK to be dirty!

At Highbury Community Nursery, we practise 'planning in the moment' where the children make choices through a structured environment. The children get to choose what activities they enjoy doing, then our skilled practitioners extend and challenge the children to scaffold their learning. Each day, the practitioners set up each area with a tray of textured materials, such as sand, compost, pasta etc as well as a tray with water, jelly etc. We also always have paint, malleable areas, a creative area and an excellently resourced home corner.

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Company and charity details

Company details

The nursery is a registered company (limited by guarantee), company number 2324172.

Charity details

The nursery is also a registered charity, registration number 1020319. The recorded objects of the charity are:

- to advance the education of children aged under five years in the London Borough of Islington by the provision of safe and satisfying group play, and
- to provide facilities in the interests of social welfare for recreation and leisure, time occupation with the object of improving conditions of life for these children.

Certain official documents must state that the nursery is a registered charity.

The wording usually used by the nursery is 'a registered charity' or 'Registered charity No. 1020319'. It may be written or stamped. Rubber stamps are available from the office.

The relevant documents are:

- any written or printed notice, advertisement or document intended to persuade the reader to give money or property to the charity, and
- cheques, invoices, receipts, bills, and orders for goods.

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Management Committee of the nursery

Management committee

The nursery is managed and supported by a management committee.

As the nursery is a registered company and a registered charity, the members of the management committee are the directors of the company and the trustees of the charity.

The way the management committee is set up and works is governed by the company's Memorandum of Association.

The management committee must ensure the nursery is run in accordance with the legislation governing companies and charities, as well as the rules and regulations laid down by the London Borough of Islington in their 'Conditions of Grant'.

The chair of the committee is normally registered as the 'nominated person' with Ofsted.

The committee aims to ensure that the care and wellbeing of children is maintained to a high standard.

It is the duty of the management committee to enforce general parental involvement and to encourage parents to serve on the committee for some time during their child's attendance at the nursery.

It is the duty of the management committee to provide whatever is necessary for the SLT to support the setting.

Membership of the committee

The management committee is formed of, and elected by, parents of the children attending the nursery. Certain areas such as personnel and treasurer may be allocated out of setting, due to possibilities of conflict of interest and/or area of expertise. We currently use Citation to support with this.

Parents are encouraged to join the management committee at some time during their child's attendance, especially as the management committee should represent the wide ethnic and social mix of the nursery and the community.

The management committee **usually** consists of a chair, vice chair and company secretary, as well as members each taking responsibility for one of the following: development, gardening, parent participation, fundraising and maintenance. There is also a non-director post: minutes secretary.

Members of the management committee are voted in at the Annual General Meeting or co-opted during the year to fill vacancies that arise. Parents/carers should tell the chair or the SLT if they are interested in becoming a member.

Management committee meetings

The management committee usually meets at 6.30pm on the second Tuesday of every month, usually in the nursery building, although virtual meetings are also possible, the SLT attends management committee meetings in order to give up-to-date information regarding children, staff, equipment, plans, etc and to discuss new or amended policies.

Any parent/carer who would like to add a subject to the agenda for discussion by the management committee should contact the Chair/SLT prior to the meeting so that adequate time can be allocated to it. Emails can be sent to the management committee at committee@highburynursery.org; this will then be forwarded to the relevant director.

Annual General Meeting

The nursery's Annual General Meeting is held every November. This is an important meeting at which the management committee for the following year is elected, and the running and finances of the nursery are reviewed. At least one parent/carer for each child must attend the AGM each year.

Extraordinary General Meeting

Very occasionally, it will be necessary to call an Extraordinary General Meeting of all members if there is an important new development which all parents/carers need to consider. At least one parent/carer for each child must attend.

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Early years prospectus

Play is children's work

"The main way in which children learn is through play. Through play, children can learn at their own pace, observe, imitate, and gradually come to an understanding about the world they live in. By enabling children to play in different contexts, with different people and with different materials we can encourage children's belief in themselves as competent learners. With this foundation in place children will approach new areas of learning with enthusiasm and self-confidence."

Quality Assurance (2004, p.53)

It should also be noted that children do not play or learn in neat, discrete compartments.

We have 4 floors for the children to use, the ground floor and 1st floor is our Rainbow Unit, it comprises of 4 rooms which are dedicated to our children under 2 ½ years old. These rooms all interact with each other, the children are free to move from one area to another (with an adult) and take part in activities they enjoy. The floors are open plan, they are open to each other from 10 – 11.30 each morning where the children move from room to room freely, making choices and being independent, we believe key adults are the children's secure base and will return to them as and when they need them.

The 2nd and 3rd floor are for our over 2's, this area is our Sunshine Unit, here we develop their skills to enable them to scaffold on their learning in Rainbow and further develop their skills to be ready for transitioning to school.

The nursery core day is between 8am and 6pm and there are always developmental activities available to the children. We ask that parents inform us if their children will arrive after 10am or leave before 4pm. This helps with resourcing areas. We work within the Early Years Foundation Stage and bring this alive with 'Planning in the moment', we observe and recognise children's sparks and develop these as and when they happen. Each room has 'provocations' to spark children's creativity. We also always have specific areas available each day, including creative, malleable and our home corner. These are available in each area.

Each child is based in an area with their key person; however, children are also given choices all through the day, which encourages their independence and enhances their self-esteem. Each adult will work with each child taking their development and interests into account, so even if there are children from each room at an activity, the adult will be aware and will extend each child's knowledge appropriately, taking the child's individual needs into account.

Children in the garden spend a lot of time investigating the minibeads; this can be child initiated and child led. An activity such as this can take each area of the foundation stage into account. For example, maths (counting, shapes and sizes), language (learning new words and pronunciation), physical (digging for the creatures, using pincer grip to pick up the creatures which is a first step towards writing), knowledge of the world (learning about new animals, extending knowledge of known animals, being kind to the animals, learning about what they eat and drink and how they survive). This activity could also be extended to creativity (drawing the animals, making up stories and role-playing the animals).

Research is steering towards the importance of physical activity for children's development. In order to develop, children need to be as active as possible. Development of gross motor skills often precedes that of fine motor skills, i.e. children need to run, jump, and use their whole bodies before they can develop the fine motor skills required for handling cutlery or holding a pencil.

After lunch the Sunshine (2-5) children can either continue their morning work if they are still interested or carry on with a new activity. However, if the children have a better idea, this will always be worked into the present activity, with the adults taking all opportunities available to extend the children's learning.

Children in Sunshine have extra structured times such as French time and sports school. Our story times rarely use books; we tend to use story props, developing the children's imaginations. Story time is not a time for the children to sit and listen but should be an interactive time for the group. The children are encouraged to join in, but they can also leave the group if they are not finding the activity to their liking although they would still be absorbing the information from listening to the story whilst enjoying another activity. They often role-play their stories (or their songs). Children can play parts (this will only be if there are enough parts for all the group, or the adult can be extra imaginative and dream up new characters!)

We display most of the children's work on our walls with explanations regarding the room and the children that joined in. We use lots of writing on our displays to introduce children to environmental writing and the use of words. Children often learn their own names from their pictures on the displays.

Children are encouraged to tidy up after themselves and our Behaviour Management policy is reviewed on a regular basis. We always believe in promoting good behaviour and using positive statements.

Each child has their own development records in their Family journal, their own profile book(s) and their own hooks beside the door. We encourage the children to have ownership of their profile book and can introduce it into their own day.

Everything we do is geared towards the characteristics of early learning and the foundation stage. Primary care routines such as lunchtime, nappy changes and handwashing times are also times in the day where children's language skills and knowledge are extended. The children are encouraged to become independent and use fine motor skills when using utensils to serve themselves lunch and pour themselves a drink and language skills to communicate their preferences; other developmental areas such as maths can be introduced as part of these daily routines.

Children's personal, social, and emotional development always has high priority in the nursery and opportunities at these times of day are taken to enhance this area.

The nursery day is organised in a way that encourages parental involvement; this is important to build on children's self-esteem and offer new skills to the children. Some of the regular activities that are organised involving parents are music sessions, storytelling, and involvement in outings.

All children are encouraged to take initiative, develop their independence and their own ideas.

If you would like any further information or have any further questions, please do not hesitate to ask your key person.

Our setting aims to:

- provide high quality care and education for children below statutory school age.
- work in partnership with parents to help children to learn and develop.
- add to the life and wellbeing of the local community.
- offer children and parents a service that promotes equality and values diversity.

Parents

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

- valued and respected
- kept informed
- consulted
- involved
- included at all levels.

As a community-based voluntary sector setting, we also depend on the goodwill of parents and their involvement to keep going. Membership of the setting carries expectations on parents for their support and commitment.

Children's development and learning

We aim to ensure that each child:

- is in a safe and stimulating environment.
- is given generous care and attention, because of our ratio of qualified staff to children.
- has the chance to join in with other children and adults to live, play, work and learn together.
- is helped to take forward their learning and development by being helped to build on what they already know and can do.
- has a personal key person who makes sure each child makes satisfying progress.
- is in a setting that sees parents as partners in helping each child to learn and develop.
- is in a setting in which parents help to share the service it offers.

The Early Years Foundation Stage

The provision for children's development and learning is guided by the Early Years Foundation Stage (DfE 2023). Our provision reflects the four overarching principles of the statutory framework for the Early Years Foundation Stage:

A unique child

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

Positive relationships

- Children learn to be strong and independent through positive relationships.

Enabling environments

- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and carers.

Learning and development

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

How we provide for development and learning

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

The areas of development and learning comprise:

Prime areas

- personal, social, and emotional development
- physical development
- communication and language

Specific areas

- literacy
- mathematics
- understanding the world
- Expressive Arts and Design

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

The Development Matters in the EYFS guidance sets out the likely stages of progress a child makes along their learning journey towards the early learning goals. Our setting has regard to these matters when we assess children. Our programme supports children to develop the knowledge, skills and understanding they need for:

Personal, social, and emotional development

- making relationships
- self-confidence and self-awareness
- managing feelings and behaviour

Physical development

- moving and handling
- health and self-care

Communication and language

- listening and attention
- understanding
- speaking

Literacy

- reading
- writing

Mathematics

- numbers
- shape, space, and measure

Understanding the world

- people and communities
- the world
- technology

Expressive arts and design

- exploring and using media and materials
- being imaginative

Our approach to learning and development and assessment

Learning through play

Play helps young children to learn and develop through doing and talking, which research has shown to be the means by which young children learn to think. Our setting uses the 'Development Matters in the EYFS' guidance to provide a range of play activities which help children to make progress in each of the areas of learning and development. In most of these activities, children decide how they will use this activity and in a few the adult takes the lead in helping the children to take part in the activity. In all activities, information from 'Development Matters in the EYFS' has been used to decide what equipment to provide and how to provide it.

Characteristics of effective learning

We understand that all children engage with other people and their environment through the characteristics of effective learning that are described in the 'Development Matters in the EYFS' guidance:

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

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

Assessment

Although we do not do formal assessments, we continuously observe and document significant moments (WOW) moments which we track and add to their journal (journey) on Family. Photos and videos are uploaded regularly, and progress meetings happen every week where individual children are discussed, and we ensure we cover all children regularly. We offer meeting with families monthly where any concerns, progress and updates happen.

On the child's first day, we write a first day summary, when writing the first day it is important to capture the things that will give a good idea of their starting points so that we know that they are making progress or not. We choose carefully what to include and how to record it, to notice if the child is progressing well or needs support to do

By tuning into the new child and looking at their actions and communications we can observe what they are doing and how they are doing it which will give a good understanding about their starting points with us to progress from;

Some points to think about including;

- Separation (were they able to leave carer with or without support, accept emotional comfort from key person, regulate emotions with support)
- Confidence levels (did they show confidence in the room/garden, venture off to play, make choices, initiate contact, or play, were they smiling/laughing and spontaneous to their surroundings)
- Interaction (did they play for chunks of time, was their play exploratory i.e. did they build/scoop/pour, did they show interest in the resources, were they inquisitive, show curiosity or fascination)
- Concentration (did they show any focused attention, did they tune into a story/song)
- Communication (did they tune in, listen, and respond e.g. to their name, show understanding of what was said with or without supporting gestures, use body language and gestures to communicate, babble or use words, including personal words)
- Social engagement (did they show awareness or interest in others with gestures or actions, did they play alongside or with other children/key person)
- Physical (demonstrate motor abilities-gross and fine, did they negotiate space, did they show motor control e.g. running, holding a pencil. Did they show self-care awareness)
- Lunch/sleep (did they sleep with or without support, did they eat independently or with support)

The progress check at age two

The EYFS requires that we supply parents with a written summary of their child's development in the three prime areas of learning and development when a child is aged between 24-36 months. The key person is responsible for completing the check using information from Family, taking account of the views and contributions of parents and other professionals. If the child is considered to be on track, they are classed as 'universal'. Otherwise, we contact the local Health Visitor and have an integrated meeting with the family to discuss both the healthcare and educational attainments of the child as well as any concerns.

How parents can contribute in the setting

Our setting recognises parents as the first and most important educators of their children. All the staff see themselves as partners with parents in providing care and education for their children. There are many ways in which parents take part in making the setting a welcoming and stimulating place for children and parents, such as:

- exchanging knowledge about their children's needs, activities, interests, and progress with the staff
- contributing to the progress check at age 2
- sharing their own special interests with the children
- being part of the management committee of the Nursery where appropriate
- taking part in events and discussions about the activities and curriculum provided by the setting
- building friendships with other families in the setting

Key person and your child

Our setting uses a key person approach. This means that each member of staff has a group of children for whom they oversee. Your child's key person will be the person who works with you to make sure that the childcare that we provide is right for your child's needs and interests. When your child first starts at the setting, they will help your child to settle and throughout your child's time at the setting they will help your child to benefit from the setting's activities. They will offer a catch up zoom meeting once per month to review your child's progress.

Learning opportunities for adults

As well as gaining childcare qualifications, our staff take part in further training to keep them up to date with thinking about early years and education. The setting also keeps itself up to date with best practice through membership of professional bodies including Ofsted and the Pre-school Learning Alliance as well as subscriptions to early education periodicals such as Nursery World and Early Years Educator.

Our Staff & Family Liaison also sets up parents' events. These usually look at how adults can help children to learn and develop in the early years.

The setting timetable and routines

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

- help each child to feel that they are valued members of the setting.
- ensure the safety of each child.
- help children to gain from the social experience of being part of the group.
- provide children with opportunities to learn and help them to value learning.

The day

The setting organises the day so that children can take part in a variety of activities. These take account of children's changing energy levels throughout the day. The setting caters for children's individual needs for rest and quiet activities during the day. Outdoor activities contribute to children's health, physical development, and knowledge of the world around them.

Snacks and meals

The setting makes snacks and meals a social time at which children and adults eat together. We plan the menus for snacks and meals so that they provide the children with healthy and nutritious food. Please tell us about your child's dietary needs and we will make sure to meet them.

Clothing

We encourage children to wear protective clothing when doing messy activities. We also encourage them to gain the skills that help them to be independent and look after themselves. These include taking themselves to the toilet and taking off and putting on outdoor clothing. Clothing that is easy for them to manage will help them to do this. We also ask that parents only dress their children in old clothes, shoes and coats or clothes parents are happy to get messy and dirty. The nursery does not take responsibility for clothes that are spoiled due to the children's activities. We also ask parents not to put their child in pull-up nappies as it takes a much longer time to change the child and can often lead the child to miss out on exciting learning opportunities. We specifically ask this in wintertime, when the child can have many layers of clothes on.

Policies and procedures

An electronic copy is on the nursery website – www.highburynursery.co.uk.

The setting's policies help us to make sure that the service provided by the setting is of high quality and that being a member of the setting is an enjoyable and beneficial experience for each child and their parents.

The staff and parents of the setting work together to adopt policies and everyone can take part in the annual review. This review helps us to make sure that the policies are enabling the setting to provide a quality service for its members and the local community.

Safeguarding children

Our setting has a duty under the law to help safeguard children against suspected or actual 'significant harm'.

Our employment practices ensure children against the likelihood of abuse in our setting, and we have a procedure for managing complaints or allegations against a member of staff.

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

Special needs

As part of the setting's policy to make sure that its provision meets the needs of each individual child, we take account of any special needs a child may have. The setting works to the requirements of the Special Educational Needs Code of Practice (2015).

The management of the setting

The nursery is managed by an internal Senior Leadership Team (SLT) led by Ann, Vanisha & Cathy, followed by our Curriculum Mentor (Kay)

A parent management committee – whose members are elected by the parents of the children who attend the setting – oversees the setting. The elections take place at our Annual General Meeting. The committee is responsible for:

- managing the setting's finances.

- making sure that the setting has, and works to, policies that help it to provide a high-quality service.
- making sure that the setting works in partnership with the children's parents.

The AGM is open to the parents of all the children who attend the setting. It is our shared forum for looking back over the previous year's activities and shaping the coming year's plan.

Fees

The fees are payable monthly in advance. Fees must be paid if children are absent. For your child to keep their place at the setting, you must pay the fees. We are in receipt of nursery education funding for two, three and four-year olds. Where funding is not received, fees apply. We also welcome workplace vouchers in lieu of parental payments.

Starting at the nursery

We want your child to feel happy and safe with us. To ensure this is the case, the staff will work with you to decide on how to help your child to settle into nursery. We hope that you and your child enjoy being members of our setting and that you both find taking part in our activities interesting and stimulating. The staff are always ready and willing to talk with you about your ideas.

January 2024

1.0 Foundation Policies

1.1 Arrivals and departures policy

At Highbury Community Nursery we ensure that each child and parent is given a warm welcome on their arrival, which should be personalised where possible e.g. if they have just returned from holiday, it's their birthday, this information will be used.

Parents/carers are requested to pass the care of their child to a member of staff, passing on any relevant information for that day. The child's attendance and departure will be recorded by the staff based in the lobby, on Famly.

If the child is not to be collected by the parent/carer, the staff must be informed and the parent must record this information on Famly, tagging any staff member that needs to know this information (or all staff, if unsure).

The planned departure of the child should be anticipated by the key person. Medicines should be ready and wet/soiled clothes. When the parent arrives, all appropriate information must be handed over effectively, sensitively, and confidentially as appropriate. This information should involve some feedback on their day. On departure we ensure each child is given a fond farewell.

No child should be handed over to anyone other than the known parent/carer unless an agreement has been made at the time of arrival (see collection of unknown adult policy).

For arrivals and departures of visitors, the visitor section on the lobby iPad should be filled in on arrival and departure and ID checked, always.

On arrival of parents attending family services, families should sign in on the visitor track on the lobby iPad and they will be met by the appropriate person to show them to the relevant room.

January 2024

1.2 Open door policy

Curriculum guidance for the Foundation Stage emphasises the importance of parents and practitioners working together in early years settings. One approach that we have found effective in promoting positive relationships between parents/carers and practitioners is sometimes known as an 'open door policy'.

In its purest form, the approach assumes that parents and carers should be able to visit the setting at any time that their child is in attendance. This doesn't mean that children can arrive at any time: the session times for each child remain the same. What it does mean is that when a child arrives, the parents can stay and join in with activities, come to collect their child a little earlier and stay to play with their child and their peers for a while. Of course, the door to the setting is not literally open, as security continues to be a high priority for us.

Advantages of this policy:

- Parents concerned about aspects of their child's learning can be reassured. They can see that their child has made friends and does settle.
- Staff can explain more easily how children learn through play and the breadth of the foundation stage curriculum.
- Parents become more confident in supporting their child's learning at home, by using a similar approach as the setting.
- Parents can see staff using appropriate strategies to support children's learning and similarly, staff can observe parent-child interactions. This can be an enlightening experience for all and can explain why a child is behaving in a particular manner, at home or in the setting.
- Staff and parents can work together to resolve issues, such as behaviour management.
- Parents who stay can often develop skills e.g. playing games in small groups and allowing smaller group activities.

Parents need have no concerns about security. Risk assessments have been carried out, staff are always clear about what adults are in the building and a strict signing in and out procedure is in place.

Procedure

- The nursery has a clear settling in policy; these policies are not to be confused. We suggest that a break between settling in and parents being part of activities in nursery is essential to the long-term settling of all children.
- Parents must not intervene in disputes between children; the staff are trained to do this and will always follow the procedures of the setting.
- Parents will continually be supervised by staff and will never be used as extra cover except on staff meeting evenings.
- Parents will not have access to information about other children and systems are in place to ensure all information is secure. Staff are not permitted to discuss individual children with parents that are not their own children.
- It is unacceptable for parents to either have their mobile phones turned on while with the children, to answer calls or to take photographs randomly.

- Parents need to be aware of health and safety issues while they are on the premises. They need to be informed by the staff which areas are out of bounds e.g. if meetings are happening in the staff areas, nappy changing areas or sleeping areas.

January 2024

1.3 Contact details and parental provision

Contact details

Contact details are kept on record (Family) for staff to be able to reach a parent/carer as efficiently as possible when the need arises.

Contact details have each child's home address and phone number, as well as work and mobile phone numbers of one or both parents (where relevant).

The nursery must also be provided with details of two contacts in the event of parents being uncontactable in an emergency. The Nursery may ask families to add photographs of emergency contacts.

Parents/carers are responsible for the information they have given being kept up to date and are asked to inform the nursery promptly of any change of address or telephone number, either at work or at home, and of any change to their emergency contacts.

All this information must also be uploaded to the Family software and phone numbers added to the nursery mobile.

Parental provision for children

All materials, equipment and refreshments are provided by the Nursery. Children should wear hardwearing, washable clothing suitable for Nursery activities. All clothes must be marked with the child's name. It is very likely children's clothes will become messy or stained due to nursery creative activities, children should wear non valuable clothing in order to access the whole learning environment and maximise their learning opportunities. The nursery cannot be held responsible for soiled clothing.

Parents are requested to provide the following items:

- clothes: a complete spare set for each child, marked with his/her name
- baby bottles and formula milk, clearly marked with the child's name. Regular cows' milk is provided by the nursery for older children. We are happy to provide the alternative of either soya milk or coconut milk; any other specialised milk should be provided by the parent
- toothbrush with a lid
- sun cream (if your child has special sensitivity)

January 2024

1.4 Attendance times

The nursery is open from 8am to 6pm five days a week. It is closed on bank holidays and there are short breaks for Easter, summer, and Christmas. There are also five one-day closures for staff training, for which advance notice of at least a month will be given to parents.

Arrival

Children must arrive no later than 10am to allow ample time for parents to settle the children and talk to nursery staff. If there is a special reason (e.g. doctor/dentist appointment) parents/carers should inform the nursery staff in advance either by phone or on Famly.

If a child is regularly late, a meeting with the key person will be held and if necessary, with the leadership team.

Breakfast is provided in the basement between 8am and 9am. In order for the nursery to keep to schedule, those children eating breakfast at the nursery should arrive before 9am.

The fob system is in place between the hours of 8am and 10am and 4pm and 6pm, Monday to Friday only.

January 2024

1.5 Admissions policy

We have an average of 60 full time places for children.

The nursery will adhere to any requirements that may be imposed by the London Borough of Islington Under Fives Education Department. These include the following:

- 25 places will be prioritised for Islington residents.
- We welcome applications from receipt of family tax credit.
- Places should not be allocated according to length of time on the admissions list.
- Priority should be given to siblings.
- All places are to be prioritised for working or studying families.
- Places are to be allocated according to the number of places available within each age band.
- Places are to be allocated according to the type of provision available, i.e. full time or part time.

Other factors to be considered when allocating places are as follows:

- The specific cognitive, physical, emotional, linguistic, or special educational needs and family circumstances of children applying.
- Children at risk, or the sibling of a child at risk.
- Children deemed by the Council to be in need.
- At all times equal opportunities are to be applied.

A full copy of the Islington Education Authority Under Fives Admission Policy is held in the nursery office.

January 2024

1.6 Application to join

All information will be treated in the strictest confidence; we use this information for allocation of places only. Please be aware that places are held for 14 days subject to offer.

Child details

Surname.....
First names.....
Date of birth.....male/female.....

Parent/carer details 1

Surname..... First names.....
Address.....
Postcode..... Borough.....
Telephone numbers: home..... Work.....
Mobile..... Email.....
We prioritise places for working/studying families
Place of work or study _____

Parent/carer details 2

Surname First names
Address
Postcode Borough
Telephone numbers: home
Work
Mobile
Email
We prioritise places for working/studying families
Place of work or study _____

Equal Opportunities

This nursery is committed to equal opportunities. In order to ensure the effectiveness of this policy, all applicants are asked to describe their cultural background.....

Child in need

If you feel yours is a "child in need", please give details and attach a supporting assessment letter from your health visitor, GP or social worker.

2-year-old free 15 hours per week

If you feel yours is a 'free 2-year-old place' please give details and attach a supporting assessment letter from your local children's centre

3-year-old NEG grant, free 15 hours per week

3 + 4-year-old free 15 hours per week (NEG)

All 3- and 4-year-olds receive up to 15 hours per week free education or core day, term time places.

3 + 4-year-olds free 30 hours per week

Applications for this should be done through the HMRC website before the free hours are to start and will only be allocated once a code has been received and processed.

Subsidised/not subsidised places

We have 27 places that are subsidised for working families on lower incomes of £140,000 or under and eligible to claim family tax credit. To apply for a subsidised place, you must be an Islington resident and proof of income will be required. The remaining 27 places are not subsidised. Please refer to our fee schedule.

Please indicate which of the above applies to you.....

Please note – once you are offered a nursery place, if for any reason the place is not required your application cannot be deferred, however your application will remain on the file unless you let us know otherwise.

- I understand that the charges are reviewed annually and may be increases in accordance with Islington Councils charging policy

Days required

2 days..... 3 days..... 4 days5 days.....

What are your preferred days?.....

Preferred start date.....

Please note – we only offer 2, 3, 4 or 5-day places which must be consecutive beginning or end of week

- 2-day places – Mon/Tue or Thurs/Fri
- 3-day places – Mon/Tue/Wed or Wed/Thurs/Fri
- 4-day places - We can offer 2X2 places which would be Mon/Tues and Thurs/Fri

Parental contribution

Highbury Community Nursery is a nursery supported by a committee of parents. Parental contributions and involvement are therefore compulsory: your child’s place will depend on this. Please ensure you will be able to make this commitment before returning this application form.

Administration fee

There is a charge of £10 to join our admissions list which covers administration costs. Payment of the administration fee and completion of this form does not guarantee a place for your child.

Signature of parent/carer.....Date.....

A Company Limited by Guarantee. Registered in England. Registered office as above. Company number 2324172. Charity number 102319.

1.7 Parents as partners

“Parents are children’s first and most enduring educators. When parents and practitioners work together in early years settings, the results have a positive impact on the child’s development and learning.”
Curriculum Guidance for the Foundation Stage, 2014.

At Highbury Community Nursery we see ourselves as sharing responsibility with parents for the care and education of their children. This relationship starts from the beginning. We will gather information and ask for input about the child’s interests and abilities. With babies, we will try to keep as close to the home routine as possible.

Parents are welcome in the nursery whenever they have free time, to participate in activities in the setting. We encourage parents to join us on some outings, enabling the child to enjoy more adult interaction, maximising their learning and enjoyment of the outing. On special days of celebration, parents are invited to share these days with us.

Parents can also be involved in a more behind the scenes role, perhaps offering their skills to benefit the nursery through DIY, fundraising or on our management committee.

The aim of the nursery is to support parents’ essential work.

We will:

- make all new parents aware of the nursery’s systems, policies, and procedures.
- encourage parents on an individual basis to play an active role in the management committee.
- ensure that parents are informed on a regular basis about their child’s progress, show parents the Family system and how to use it and encourage their contributions fully.
- ensure that all parents have opportunities to contribute from their own skills, knowledge, and interests to the activities of the group.
- involve parents in shared record keeping about their own child, either formally or informally
- ensure that all parents are fully informed about meetings, conferences, workshops, and training.
- consult with families about the times of meetings to avoid excluding anyone.
- welcome parents’ contribution, whatever form they take.
- provide opportunities for parents to learn about the nursery curriculum and about young children’s learning in nursery and at home.
- Our nursery is supported by a management committee of parents who are proactive in any important decisions regarding the nursery.
- ask parents to link their professional knowledge to the setting and incorporate their skills and talents.
- offer home visits, using interpreters if deemed necessary.
- translate information as and when necessary.
- offer flexible settling in procedures and meeting times, where possible
- send a clear message about the importance of maintaining mother tongue.
- invite regular feedback from families on all aspects of our service, through informal and formal systems.
- promote ongoing daily relationships with parents to foster a good partnership.
- provide opportunities for parents to learn about the curriculum offered in the setting and about young children’s learning, in the setting and in the home.

January 2024

1.8 Parental contract

- The involvement of parents in the running of the nursery is an expected part of belonging to our community nursery.
- A contribution equivalent to four hours per month is desirable for each child.
- Parents will be asked to sign a contract (see Highbury Community Nursery terms and conditions) to this effect on admission of their child to the nursery.
- On accepting a place for their child, parents/carers will be asked to give a preference for the type of voluntary work they are prepared to undertake and will be assigned to one of the volunteer teams led by management committee member
- Parents will also be asked to complete our form which sets out the compulsory responsibility of parents to adhere to safeguarding and data protection policies to keep confidential their passwords and allowance of who looks at their Family accounts. This must be completed before registration with Family.

January 2024

1.9 Fee management policy

Highbury Community Nursery is a voluntary sector nursery which runs on council subsidy and fee-paying families. We are a not-for-profit organisation. We do not aim to make a profit but to develop a healthy surplus in order to maintain our building, enhance all our equipment and retain contingency funds.

We follow Islington's policy of charging families on a sliding scale of their earnings. We have 12 bands, 11 of which are subsidised. The nursery relies on these fees to ensure its continued viability.

We therefore have stringent guidelines as follows:

1. Full fees are payable throughout the settling in process.
2. If a place is subsidised, families must provide proof of household income from both parents to enable us to calculate the fee band.
3. Families must inform us if their salaries increase in order to ensure accurate charging scales.
4. Families can also inform us if their salaries decrease, and we may be able to change bands (this is subject to availability in the case of changing from unsubsidised to subsidised). This cannot be done until proof of income is produced.
5. Self-employed parents must give us their audited set of accounts. Fees will always be calculated from the previous year's accounts and refunds are prohibited.
6. If a parent is returning from maternity leave, their salary prior to maternity pay or new salary needs to be given.
7. Fees reduce the term after your child's third birthday; this will happen automatically.
8. Fees must be paid in advance before the 6th of each month.
9. Families will be reimbursed their deposit on leaving the nursery (minus any fees owing) following final payments being made to the nursery, if one month's written notice is given.
10. Fees owing will not be tolerated and can put the child's place in the nursery at risk.
11. Fees must be paid even when a child is absent for any reason. If a child is away for a month and the nursery is unaware the place may be revoked (please see also child protection policy).
12. If a family is having difficulties with payments, they must speak to SLT urgently so that a programme for management can be set up. If fees are not being paid regularly, the SLT will initially make a verbal and then a written request for payment by an agreed date.
13. If payment is not received the place may be withdrawn. In the unlikely and unfortunate event that payment is not received, we must reluctantly withdraw the child's place and begin proceedings to claim monies owed.
14. Please speak to administration regarding individual accounts, companies etc. that provide support, subsidy, it is still the family's responsibility to ensure payments are made by these companies. Any credit from voucher companies will be returned to the company and not to the family.
15. Money in credit, at present, can only be used towards fees and extra days and not any other expenses, such as outings, photos, etc.
16. Family salaries will be monitored and reviewed regularly.
17. For any families claiming the 30 hours, it is parents' responsibility to complete the HMRC form to receive their code to be given to the nursery. The nursery cannot process any places until codes are received. It is also up to parents to renew their codes termly.

18. You may need to pay a retainer fee to hold your place if the nursery experiences an adverse unforeseen event which enforces a temporary closure.

The nursery is committed to be in partnership with parents. However, as a non-profit organisation, we cannot allow any outstanding debts.

See also: Finance policy, Confidentiality policy

January 2024

1.10 Financial policy and procedures

Financial policy

1. The management committee is responsible for:

- safeguarding the assets of the charity
- preventing fraud
- avoiding mistakes
- keeping financial records in accordance with the governing document and relevant legislation (e.g. charities Acts, Companies Acts etc)
- preparing annual accounts in accordance with the governing document and relevant legislation.

2. To enable the management committee to carry out these responsibilities, the financial procedures detailed below must always be followed by all management committee members, staff, and volunteers.

3. A copy of this policy and procedures will be available to all management committee members on their election/appointment to the committee, and to all relevant staff and volunteers.

4. The policy and procedures will be reviewed annually by the management committee and revised as necessary.

Financial procedures

1. Organisational information

a) Our financial year runs from April 1st to March 31st

b) Name of bank: CAF bank Branch: West Malling

c) Bank accounts held	type of account	number
	Current account	00015089
Shawbrook Bank	Deposit account	25905744
Triodos Bank	Deposit account	21094314

d) Name of Independent Examiner/Auditor

MOORE NORTHERN HOME COUNTIES LIMITED -
Moore Stevenage
First Floor
73-75 High Street
Stevenage
Hertfordshire
SG1 3HR

2. Bank accounts

a) All bank accounts must be in the name of the organisation.

b) No account may ever be opened in the name of the individual.

c) New accounts may only be opened by a decision of the management committee, which must be minuted.

d) Changes to the bank mandate may only be made by a decision of the management committee, which must be minuted.

e) All monies received will be banked within five working days. Cash received must be banked intact and may not be used to make payments or to top up petty cash.

f) Two people should be involved in counting cash receipts.

- g) All cheques must be signed by two signatories.
- h) The signatories are responsible for examining the cheque, BACS transfer for accuracy and completeness.
- i) The signatories are responsible for examining the payment documentation (purchase invoice etc) prior to signing the cheque.
- j) Blank cheques must never be signed.
- k) Signatories to the accounts:

Name	Role / job title
Vanisha Patel	SLT
Geir Freysson	Chair
Edouard Carakehian	Treasurer

3. Annual Budget

- a) An annual budget, setting out the organisation's financial plan for the year will be prepared so that the management committee can approve it before the start of each financial year.
- b) The draft budget will be prepared by the Nordens.

4. Financial reports

- a) A financial report will be prepared every four months.
- b) The report will consist of debtors and creditors, budget analysis, profit and loss.
- c) Each financial report will be circulated to all management committee members and discussed at the following committee meeting.
- d) The reports will be prepared at Nordens

5. Accounting and other financial records

The organisation maintains a cash analysis Xero which records:

- cheques and cash received and banked
- cheque payments and other amounts paid from the bank accounts.

The cash analysis spreadsheet is written up by the bookkeeper

6. Authorisation and payment

- a) All orders must be recorded in writing and a copy kept.
- b) The purchase of any item over £20,000 must be authorised and minuted by the management committee.
- c) No management committee or staff member may authorise payment to themselves, their partner or relative.
- d) Goods supplied must be checked for completeness and invoices (or other vouchers) should be matched and checked against orders before payment is authorised.
- e) Before a cheque/BACS payment is made, it must be authorised in writing. When the cheque is signed, the two cheque signatories should also sign the cheque requisition form/cheque stub/supporting document. BACS must be authorised by two signatories on CAF bank.
- f) Once payment has been made the invoice or other voucher should be marked paid, together with the cheque number/BACS number and date.
- g) All cheque/BACS payments must be entered into the cash analysis book.

7. Petty cash system

We operate an impress petty cash system with a float of £200.

- a) A petty cash voucher must be completed for all expenditure and signed by administration to authorise the payment.
- b) The person receiving the money must also sign the voucher.
- c) Wherever possible, receipts for goods purchased, travel, subsistence and other expenses should be attached to the voucher.
- d) The petty cash float will be reconciled at least monthly or whenever more cash is needed from the bank.
- e) The person responsible for petty cash is Vanisha Patel (SLT).

8. Payroll

- a) All employees (including sessional and part time employees) must be asked to complete the relevant PAYE forms before they receive any payment.
- b) All staff changes and changes to terms and conditions of employment must be authorised and minuted by the management committee.
- c) Payroll calculations will be made by Lewis and Co.

9. Insurance

- a) appropriate insurance policies will be maintained to cover employer's liability/ public liability/ contents/ professional indemnity.
- b) An inventory of all physical assets of the organisation will be kept and regularly updated.
- c) A copy will be kept electronically.

10. The financial policy, and the financial procedures detailed above were agreed and minuted at a meeting of the management committee on:

Date of meeting: 10/1/2007

January 2024

1.11 Theft, loss, or damage

From time to time the nursery may have problems with money and other items, including books and toys, being stolen from our premises during open hours. The nursery cannot be held responsible for any items lost stolen or damaged.

All children's clothes should be marked with their name. Children should not bring money or personal books, toys, or sentimental clothes onto nursery premises.

Parents/carers are urged not to leave bags or other valuables unattended anywhere in the nursery at any time. Buggies must be stored in the buggy stores and bikes must always be padlocked to the cycle rings, even if only for a short time. Scooters must be padlocked to the scooter rack with the family's own padlock.

If conclusive proof is found of any member of staff stealing, s/he is subject to immediate dismissal on grounds of gross misconduct.

If conclusive proof is found of any parent/carer stealing, their child will lose his/her place at the nursery immediately, and criminal proceedings may ensue.

January 2024

2.0 Child protection

2.1 Children's rights and entitlements

At Highbury Community Nursery we:

- promote the children's right to be strong, resilient, and listened to by creating an environment that encourages children to develop self-image, which includes their heritage arising from their colour (race) and ethnicity, their languages spoken at home, their religious beliefs, cultural traditions, and home backgrounds.
- promote children's rights to be strong, resilient, and listened to by encouraging children to develop a sense of autonomy and independence.
- enable children to have the self-confidence and the vocabulary to resist inappropriate approaches.
- help children to establish and sustain satisfying relationships with their families, peers and with other adults.
- work with parents to build their understanding of and commitment to, the principles of safeguarding for all children.

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

To be strong means to be:

- secure in their foremost attachment relationships, where they are loved and cared for by at least one person who can offer consistent, positive, and unconditional regard and who can be relied on.
- safe and valued as individuals in their families and in relationships beyond the families, such as day care or school.
- self-assured and form a positive sense of themselves – including all aspects of their identity and heritage.
- included equally and belong in early years settings and community life.
- confident in abilities and proud of their achievements.
- progressing optimally in all aspects of their development and learning.
- part of a peer group in which to learn to negotiate, develop social skills and identity as global citizens, respecting the rights of others in a diverse world; and
- able to represent themselves and participate in aspects of service delivery that affects them, as well as aspects of key decisions that affect their lives.

To be resilient means to:

- be sure of their self-worth and dignity.
- be able to be assertive and state their needs effectively.
- be able to overcome difficulties and problems.
- be positive in their outlook on life.
- be able to cope with challenge and change.
- have a sense of justice towards themselves and others.
- develop a sense of responsibility towards themselves and others; and

- develop a sense of responsibility towards themselves and others in key decision-making processes.

To be listened to means:

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

January 2024

2.2 Child protection policy

This policy was reviewed on 28/3/2022. It will be reviewed and/or following any updates to national and local guidance and procedures. This policy will next be reviewed on or before January 2025.

This is a core policy that forms part of the induction for all staff. It is a requirement that all members of staff have access to this policy and sign to say they have read and understood its contents.

Key safeguarding contacts:

The designated member of staff for safeguarding (DMS) is: Vanisha Patel/Bhavika Surti

The designated manager for allegations against staff is Vanisha Patel/Ann Reid/Cathy Antink (SLT)

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1. Introduction
2. Statutory framework
3. Roles and responsibilities
4. Types of abuse/specific safeguarding issues
5. Procedures
6. Training
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9. Allegations against members of the workforce
10. Whistleblowing
11. Safety and use of digital devices
12. Safer recruitment
13. Medication and other substances
14. Positive behaviour

1. Introduction

Policy statement

At Highbury Community Nursery we are committed to a culture of safety in which children are protected from abuse and harm in all areas. We comply with all the requirements of the EYFS, April 2023. We work in line with the guidance and procedures of the Islington safeguarding children's board (ISCB) and the governments statutory guidance 'working together to safeguard children' which can be found here:

<https://www.gov.uk/government/publications/working-together-to-safeguard-children>

We seek to share information about children in an appropriate manner whilst continuing to maintain confidentiality. We follow the guidance 'good practice in information sharing in the foundation years found here:

https://www.foundationyears.org.uk/files/2013/11/Good_Practice_Support_In_Inforamtion_Sharing.pdf

Highbury Community Nursery is committed to creating and maintaining the safest possible environment for children, in which any suspicion of abuse is promptly and appropriately responded to. We will work openly and honestly with families where confidentiality will always be strictly adhered to. The children's welfare and safety will always be paramount.

We do this by:

- recognising that all children have the right to freedom from abuse and harm.
- promoting joint working with parents in the interests of the child's welfare and wellbeing.
- ensuring that all our staff are carefully selected and vetted, have the relevant qualifications, and experience and accept responsibility for helping to prevent the abuse of children in their care (please refer to the safe recruitment policy).
- supporting all staff in bringing concerns to the attention of the DSL, so that they will be considered and acted upon if necessary.
- responding quickly and appropriately to all suspicions or allegations of abuse.
- providing parents/carers and children with the opportunity to voice any concerns they have.
- adopting positive behaviour management procedures and strategies that are non-violent and do not impose humiliation.
- appointing a DSL who must take specific responsibility for children's protection, safety, and wellbeing.
- reviewing the effectiveness of the organisation's safeguarding policies.
- working with external organisations, e.g. children's social care, police etc to ensure, as far as possible, that children are protected.
- not tolerating bullying. Incidents of bullying will be investigated and treated seriously. Action will be taken to stop the bullying (please see anti-bullying policy).
- completing quality assurance toolkits including the annual safeguarding report/monitoring of child protection cases/ referrals/ early help.

2. Statutory Framework

The development of appropriate procedures and the monitoring of good practice in Islington are the responsibilities of the Islington Safeguarding Children's Board (ISCB). In Islington (and London) all professionals must work in accordance with the London Child Protection Procedures (LCPP) 2018.

Our setting works in accordance with the following legislation and guidance:

- Keeping Children Safe in Education (DfE 2019)
- Working Together (HMG 2018)
- Early Years Foundation Stage (2017)
- Education Act 2002
- Children Act 2004
- Children Act 1989
- Data Protection legislation (including the general data protection regulation, 2018)
- Information Sharing Advice for Safeguarding Practitioners (HMG 2018)
- What to do if you are worried a child is being abused (HMG 2015)
- Counter Terrorism and Security Act (HMG 2015)
- Serious Crime Act (Home Office 2015)
- Education (pupil registration) regulations 2006
- Sexual Offences Act 2003
- Searching, Screening and Confiscation (DfE 2017)
- Female Genital Mutilation Act 2003 (S. 74 – Serious Crime Act 2015)

3. Roles and responsibilities

All adults working with or on behalf of children have a responsibility to protect them and to provide a safe environment in which they can learn and achieve their full potential. However, there are key people within the setting and the local authority who will have specific responsibilities under child protection procedures. Their names with those specific responsibilities are shown in the lobby area, on the front of this document and throughout the building.

All staff will read *Working Together (2018)* and *Keeping Children Safe in Education (2019)*, chapter 1 and the setting's Safeguarding policy and procedure. The designated lead will support all staff in understanding this key document and implementing this in their practice.

The lead practitioner works in accordance with the requirements upon all setting staff. In addition, they ensure all safeguarding policies and procedures adopted are followed by all the staff.

The role of the DSL

It is the role of the DSL to act as a source of support and guidance on all matters of child protection and safeguarding within the setting.

The DSL is responsible for:

- liaising with the Local Designated Officer (LADO) and the early years' service designated officer and children's social care as appropriate.
- ensuring that all staff receive appropriate child protection training so that they are up to date with current legislation, policy and practice and can respond sensitively and appropriately to any child protection concerns.
- ensuring that all staff new to the setting receive induction training to enable them to understand and adhere to the settings policies.
- ensuring that they are fully up to date with their safeguarding and child protection training.
- ensuring that child protection referrals are made using the format agreed by Islington's social care or the format required by other boroughs if the child is not an Islington resident.
- ensuring the setting's child protection and safeguarding policies and procedures are maintained, up to date and are disseminated and adhered to by all staff.
- providing pastoral care to staff following a disclosure or an allegation made to them or about them.

Regarding ICT the DSL must ensure:

- Clear and rigorous policies and procedures are to be applied to the use/non-use of personal ICT equipment by all individuals who affect or meet the early years setting. Such policies and procedures are to include the personal use of work-related resources.
- The AUP is to be implemented, monitored, and reviewed regularly and for ensuring all updates are to be shared with relevant individuals at the earliest opportunity.
- Monitoring procedures are to be open and transparent.
- Allegations of misuse or known incidents are to be dealt with appropriately and promptly, in line with agreed procedures, and in liaison with other agencies where applicable.
- Effective online safeguarding support systems are to be put in place, for example, filtering controls, secure networks, and virus protection.

- All updates, issues and concerns are to be communicated to all ICT users.
- The training, learning and development requirements of early year's practitioners and their managers are to be monitored and additional training needs identified and provided for.
- An appropriate level of authorisation is to be given to ICT users. Not all levels of authorisation will be the same – this will depend on, for example, the position, work role and experience of the individual concerned. In some instances, explicit individual authorisation must be obtained for specific activities were deemed appropriate.
- Any concerns and incidents are to be reported in a timely manner in line with agreed procedures.
- The learning and development plans of young children will address online safety.
- A safe ICT learning environment is to be promoted and maintained.
- Ensure that all staff sign the AUP form as part of their induction, to accept responsibility for all they do with the nursery technology.

The role of all setting staff and volunteers

Everyone has a responsibility to provide a safe learning environment in which our children can learn. All staff members are prepared to identify children who may benefit from early help and understand their role within this process. This includes identifying any emerging problems so appropriate support may be provided and liaising with the DSL to report any concerns. This includes children and young people who:

- are disabled and have specific additional needs.
- have special educational needs (whether they have an Education, Health, and Care Plan (EHCP)).
- have poor attendance and children frequently missing nursery.
- are at risk of modern slavery, trafficking, or exploitation.
- are at risk of being radicalised or exploited.
- are in challenging family circumstances such as drug and alcohol misuse, adult mental health issues and domestic abuse.
- have returned home to their family from care.
- are privately fostered.

All staff will develop their understanding of the signs and indicators of abuse and of their responsibility for referring any concerns.

All staff members are aware of and follow children's social care procedures (as set out in this policy) and are aware of how to make a referral to social care if there is a need to do so. All members of staff know how to respond to a child who discloses abuse in line with the London Child Protection procedures and will pass this information on immediately to the DMS.

If, in exceptional circumstances, the DSL is not available, staff should speak to a member of the senior leadership team and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the DSL as soon as is practically possible.

All members of staff know how to access the London Child Protection Procedures at <http://www.londoncp.co.uk/>

All staff are aware of Islington's whistleblowing flow chart and managing allegations procedures and how to access it.

4. Types of abuse/specific safeguarding issues

Safeguarding concerns

Keeping Children Safe in Education (DfE 2019) defines abuse as the maltreatment of a child:

“Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.”

The four most common categories of abuse are:

- physical
- sexual
- emotional
- neglect

Please refer to the list of signs and symptoms (p16-19) in the Islington Early Years Safeguarding and Child Protection Procedures and Guidance for PVI Early Years Settings. This can be found in the safeguarding folder on Family and OneDrive, along with tools to support identification, such as neglect toolkit and the threshold document from the ISCP. There are many other forms of abuse such as gender-based violence, substance abuse and FGM (female genital mutilation)/harmful traditional practices including abuse linked to a belief. A full list is available in the office.

Neglect

Neglect differs from the other forms of abuse in that there is rarely a single incident or crisis that draws attention to the family. It is repeated, persistent neglectful behaviour that causes incremental damage over a period.

It is important to avoid ‘start again’ syndrome. Neglect should not only be measured by the most recent set of events but should be judged by the cumulative impact on the child of any previous incidents.

There is no set pattern of signs that indicate neglect other than the child’s basic needs not being adequately met. In this context, the child’s basic needs are for food, shelter, clothing, warmth, safety, stimulation, protection, nurture, medical care, education, identity, and play. ‘Adequately’ means enough to avoid harm or the likelihood of significant harm. Failure to meet the child’s needs does not necessarily mean that the parents/carers are intentionally neglectful, but it points to the need for intervention.

It is essential to monitor the outcome of intervention: are the child’s needs being adequately met after the intervention and is there a sustainable improvement?

Domestic abuse

The Home Office definition of domestic violence and abuse was updated in May 2018 as “any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 and over who are, or have been, intimate partners or family members regardless of gender or sexuality.” The abuse can encompass, but is not limited to:

- psychological
- physical

- sexual
- financial
- emotional.

Controlling behaviour is a range of acts designated to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is an act or pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

In addition, Working Together to Safeguard Children has introduced the concept of contextual safeguarding which recognises that as well as threats to the welfare of children from within their families, children may be vulnerable to abuse or exploitation from outside their families. These extra-familial threats might arise at school and other educational establishments, from within peer groups or more widely from within the wider community and/or online. These threats can take a variety of different forms and children can be vulnerable to multiple threats, including exploitation by criminal gangs and organised crime groups such as county lines, trafficking, online abuse, sexual exploitation and the influences of extremism leading to radicalisation.

Children harming other children

It is part of our duty of care that we make sure that children are protected from harm from other children.

In an early years setting with children under aged five years, biting, pushing, scratching, and hitting may all occur at times and can be a part of normal development. Please refer to the Behavior policy for managing these incidents. It is very important that if you think a child is targeting another child, you raise this issue with the lead practitioner and in line with the anti-bullying policy.

In recording and reporting incidents, it is important that the identity of the child who did the hurting is not disclosed. This is part of our duty of confidentiality to all children and families. If a parent asks who has hurt their child, please show your understanding of their upset, anger, or pain, but explain that we are not able to share this information. Refer to the lead practitioners if necessary.

Highbury Community Nursery may only be secure, stable and a safe element in the lives of children at risk of, or who have suffered harm. Nevertheless, whilst at the setting, their behavior may be challenging and defiant, or they may instead be withdrawn or display unwanted behaviour towards other children. Our setting recognizes that some children may hurt their peers and any incidents will be managed appropriately as follows:

- We do not tolerate any harmful behaviour in the setting and will take swift action to intervene where this occurs. We use activities to help children understand, in an age-appropriate way, what this is, and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable.
- Staff are vigilant in observing any unwanted behaviour between children. It is not tolerated or passed off as a lesser infraction. We are clear in our understanding that this may occur in different forms:
 1. Physically such as hitting, kicking, hair pulling etc (out of developmental norms)

2. Sexually harmful behaviour (inappropriate language or touching)
 3. Name-calling and prejudiced behaviour
- There may be many reasons why a child physically harms another child and staff take time to understand why. Our behaviour management policy outlines how staff manage children's emotions and will take time to listen to the children involved and try to support them equally. Staff will ensure that the hurt child receives empathy, is comforted and that they are supported in being able to say when they are hurt/upset. We model the Makaton sign for 'stop' to empower non-verbal communicators a way of saying 'no'. Staff also support children to help them to manage their feelings by positive encouragement, modelling empathetic behaviour and by ensuring that they engage in purposeful learning alongside adults. All incidents are recorded and shared with parents.
 - We work closely with parents to help build a clearer picture as sometimes children may be displaying challenging behaviour due to circumstances at home, anxieties, or a special educational need. The setting has close links with CAMHS (Child and Adolescent Mental Health Services) and the local multi-agencies and will refer and support families as necessary.
 - Staff are clear about the possible links between children that purposefully hurt others in ways that they may be experiencing themselves. In these incidents staff use other documents such as the neglect toolkit to support concerns that they may have. If, from the information they gather, we believe that a child may be at risk of significant harm, we will follow our procedures and make a referral to children's social care.
 - Staff have an understanding that children's poor behaviour may be a sign that they are suffering harm or may be traumatised.

Children with special educational needs or disabilities

- The risks to disabled children may be increased by their need for practical assistance and physical dependency, including intimate care, which may be delivered by a number of different carers; by possible communication difficulties and lack of access to strategies to keep themselves safe, or by the increased risk that they may be socially isolated.
- Staff members who work with children in any capacity must be particularly aware of and sensitive to how the effects of abuse or harm may present and be able to pick up on any changes in behaviour or presentation that might indicate a concern. Concerns should be shared immediately with the DMS.
- Staff will have important information about individual children's presentation; all staff working with children with SEN or disabilities will receive appropriate training to enable them to meet the needs of these children appropriately and to report any concerns.
- This should be read in conjunction with the setting's separate policies on nappy changing and administration of medication.
- Please see SEN policy for guidance.

Children's attendance

The setting recognises that frequent absence from nursery may be a potential indicator of abuse or neglect and the setting will follow the early years attendance procedures if there are concerns.

The setting will hold at least two emergency contact numbers for each child. Parents should always inform us of the reason for any absence. Where contact is not made, we will initiate contact and if we are unsuccessful, a referral may be made to another appropriate agency (targeted early years services).

Child sexual exploitation

CSE is a form of child abuse, which can happen to boys and girls from any background or community:

“Child sexual exploitation is a form of child sexual abuse. It occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The child may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact, it can also occur using technology.” (DfE, 2017)

Sexting

The term ‘sexting’ relates to the sending of indecent images, videos and/or written messages with sexually explicit content; these are created and sent electronically. They are often shared via social networking sites and instant messaging services. It is inappropriate and illegal amongst young people and can have extremely damaging and long-lasting consequences. Sexting is inappropriate behaviour. The misuse of electronic communication, such as sexting, inappropriate comments on Facebook for example, and being the object of cyber-bullying and online grooming are all potential safeguarding concerns.

Sexual advances or sexual harassment between children

These can occur between two children of any age and sex. It can also occur through a group of children singling out a single child or group of children.

Children who are victims will likely find the experience stressful and distressing. This will, likely adversely affect their learning and development. This can occur online and offline (both physically and verbally) and is never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows that girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that this is not acceptable, will never be tolerated and is not an inevitable part of growing up.
- not tolerating or dismissing as ‘banter’ or ‘just having a laugh’ or ‘boys being boys’
- challenging behaviours, such as grabbing bottoms etc.
- not dismissing or tolerating such behaviours, as this risks normalising them.

So-called ‘honour-based violence’ (including female genital mutilation and forced marriage)

Female genital mutilation comprises all procedures involving partial or total removal of the external female genitalia or other injury to female genital organs. It is illegal in the UK and a form of child abuse.

As of October 2015, the Serious Crime Act 2015 (Home Office 2015) introduced a mandatory duty of teachers (and other professionals) to notify the police, on 101 of known cases of FGM where it appears to have been carried out on a girl under the age of 18. Highbury Nursery operates in accordance with the statutory regulations relating to this issue and in line with existing safeguarding procedures.

Forced Marriage

A forced marriage is one entered without the full consent of one or both parties. It is where violence, threats or other forms of coercion is used and is a crime. Our staff understand how to report concerns where this may be an issue.

Prevent Duty

As of July 2015, the Counter Terrorism and Security Act (HMG 2015) placed a new duty on schools and other education providers. Under section 26 of the act, schools are required, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism.” This duty is known as the Prevent Duty. It is essential that staff are able to identify children who may be vulnerable to radicalisation, and to know what to do when they are identified. Protecting children from the risk of radicalisation should be seen as part of schools’ and 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 a product of outside influences.

It requires the setting to:

- embed the Fundamental British values within a broad and balanced curriculum within the Early Years Foundation Stage e.g. personal, social, emotional development and knowledge and understanding of the world.
- promote spiritual, moral, cultural, mental, and physical development of children and prepare them for the opportunities, responsibilities and experiences of life and must promote community cohesion.
- be a safe space in which children/young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.

Channel is a national programme which focuses on providing support at an early stage to people identified as vulnerable to being drawn into terrorism. Our staff understand how to identify those who may benefit from this support and how to make a referral.

Statement on spirit possession or witchcraft

Spirit possession is when parents, families and the child believe that an evil force has entered a child and is controlling them. The belief includes the child being able to use the evil force to harm others.

A child may suffer emotional, physical, and sexual abuse and neglect if they are labelled and treated as being possessed with an evil spirit. Significant harm may occur when an attempt is made to ‘exorcise’ or ‘deliver’ the evil spirit from the child.

Dismissing the belief may be harmful to the child involved. Professionals should consult with their designated safeguarding children professional and make a referral to children’s social care on 0207 5277400.

For supplementary guidance, please refer to the government’s document Safeguarding Children from Abuse Linked to a Belief in Spirit Possession:

<https://www.education.gov.uk/publications/eorderingDownload/DFES-00465-2007.pdf>

5.Procedures

All action is taken in accordance with the following guidance:

- London Child Protection Procedures (2023)
- Keeping Children Safe in Education (DfE, 2019)
- Working Together to Safeguard Children (DfE, 2018)
- Prevent Duty – Counter Terrorism and Security Act (HMG, 2015)

When new staff, volunteers or regular visitors join our setting they are informed of the safeguarding arrangements in place, the name of the DSL and how to share concerns with them.

Any member of staff, volunteer or visitor to the setting who receives a disclosure or allegation of abuse, or suspects that abuse may have occurred, must report it immediately to the DSL (see flowchart 'What to do if you are worried about a child' on Family in the documents section).

The DSL will immediately refer cases of suspected abuse or allegations by telephone to the children's services contact team (CSCT) in Islington on 0207 5277400 or the local authority where the child lives. For Islington referrals the telephone referral to CSCT will be confirmed in writing using the CSCT request for service/referral form within 48 hours. Referral to the local authority statutory services will be followed up, within the same timescale, using their referral forms (see safeguarding flowchart appendix 2).

All referrals will include the child's name, address, date of birth, family composition, the reason for the referral, what the child's parents are aware of regarding the referral plus any other relevant information or advice given.

Wherever possible, the setting will share any safeguarding concerns, or an intention to refer a child to children's social care, with parents or carers. However, we will not do so where it is felt that to do so could place the child at greater risk of harm or impede a criminal investigation. On occasions, it may be necessary to seek advice from CSCT and/or police in making decisions about when it is appropriate to share information with parents/carers.

If a member of staff continues to have concerns about a child and feels the situation is not being addressed or does not appear to be improving, they should press the DSL for reconsideration of the case.

Safeguarding contact details are displayed in the setting to ensure that all staff members have unfettered access to safeguarding support.

Disclosure of abuse: What to do (recording and reporting)

If a child makes a disclosure of abuse, the following actions are to be taken:

- React calmly so as not to frighten or deter the child.
- Listen carefully to what the child tells you without interruption and take it seriously.
- Avoid asking questions. Use the child's language or vocabulary for clarification.
- Do not stop a child who is freely recalling significant events. Allow them to continue at their own pace.
- Offer comfort, bearing in mind the age and needs of the child.
- If the child has disclosed sexual abuse, ask them when it happened but nothing more. Whether a child can answer this question will depend upon the child's age and understanding.
- Tell them that they were right to tell, that it is not their fault and that they are not in trouble.
- Tell them who you are going to tell so that they can be made safe. Children may fear that what they have said will be passed on to everyone; they need to be reassured this is not the case.

- Do not be tempted to give false reassurances to the child but do tell them that you will do all you can to help them.
- As soon as possible record in detail in writing exactly what was said using the child's own words. Concern proformas are in the staff room (the form can be found in the safeguarding folder on Family).
- Record the date, time, setting, any names mentioned, to whom the information was given, and other people present. Sign and date the record.
- Record any subsequent events or actions.
- It is not your responsibility to decide if a child is being abused or not. Any disclosure must be raised immediately with the DSL and followed through appropriately.
- A child may recall former abuse once in a safe situation. Although they may be under no current threat to their safety, any disclosure must be raised with the DSL immediately and followed through appropriately.
- You may also have concerns about a child's welfare where there has not been any disclosure or allegation. In the best interests of the child, these concerns should be raised with the DMS and followed through appropriately.
- Recording is a key tool to safeguarding and protecting children.
- The DMS will refer, if appropriate, to the CSCT (children's social care team) who will lead any investigation: CSCTreferrals@Islington.gov.uk but if the referral is urgent the DMS will also call.

Working in partnership with parents/carers

Parents have primary responsibility for their children and in most circumstances, they should be informed as soon as possible about concerns regarding their children. Parents have access to all the setting's policies and procedures and are informed of the safeguarding policy when the child is admitted.

Parents are encouraged to bring any concerns about their child's welfare (whether at the setting or elsewhere) to the attention of the DMS.

There is a system of notification to parents of any accidents or incidents that occur at the setting. Parents should inform the staff of any accidents or incidents that happen outside the setting. This is then noted down appropriately and signed by staff and parents.

We are committed to developing and maintaining a culture of openness and honesty and to working in partnership with parents to ensure the best interests of children and their families.

When a practitioner identifies a concern, this is discussed with the parent/carer and parents are informed if a referral to children's social care is to be made, unless this would put the child at further risk of serious harm. It is useful to talk a concern through with a senior member of staff and to agree who is best placed to meet with the parents and what exactly will be said.

The main focus is on what has been seen or observed by asking the parent/carer in a straightforward non-judgemental way, for instance if the concern is about an injury: "That's quite a nasty bump on his head, do you mind telling me how it happened?" It is important to be sensitive and approach the conversation without making assumptions. It is important to remind parents of our statutory duty to ask this type of question, in order to ensure children's welfare and wellbeing.

During the conversation staff need to maintain a positive interaction and active listening to what the parent/carer is saying. Parents may appear nervous, because it is stressful to be asked a question like

this, but does the explanation seem reasonable and is it consistent with what you have noticed? Make a note of exactly what was said as soon as possible.

After the meeting talk it over again with the management team and decide whether you feel the issue is resolved or needs further action. If you judge that it needs further action OR if there have been previous concerns, then children's social care will need to be informed and they will advise on continued liaison with parents/carers.

In cases of suspected sexual abuse and cases where a child would be in immediate danger if taken home again by parents/carers, children's social care is always to be contacted first, not the parents. They will advise on the next steps of action.

Staff will continue to welcome the family whilst investigations are being made in relation to concerns.

6. Training

The DSL undertake Islington Safeguarding children partnership (ISCP) group 5 and update/refresher training child protection training at least every three years and regularly update their safeguarding and child protection knowledge and skills through attending briefings and reading safeguarding newsletters e.g. NSPCC. The lead practitioner and all staff members receive appropriate child protection training which is regularly updated and in line with ISCP advice.

The setting ensures that the DSL also undertakes training in multi-agency working and specific safeguarding areas as appropriate. In addition, all staff members receive safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Training will always include a reminder of children social care referral processes. Topics may include:

- indicators of abuse
- Prevent Duty
- CSE (child sexual exploitation)
- online safety
- FGM (female genital mutilation)
- county lines
- sexual violence and harassment.

Induction for all new staff and students will include:

- safeguarding and child protection policy
- staff code of conduct and staff acceptable use policy behaviour policy
- procedures for managing children's non-attendance.

Records of all child protection training undertaken are kept for all staff.

7. Confidentiality

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. A member of staff must never guarantee confidentiality to anyone about a safeguarding concern (including parents/carers or children) or promise to keep a secret.

In accordance with statutory requirements, child protection concerns must be reported to the DSL and may require referral to and subsequent investigation by statutory agencies.

Information on individual child protection cases may be shared by the DSL with other relevant staff members on a 'need to know' basis only and where it is in the child's best interests to do so.

8. Records and information sharing

Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst data protection legislation (including GDPR, 2018) places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm. Similarly, human rights concerns, such as respecting the rights to a private and family life should not prevent sharing where there are real safeguarding concerns. Fears about sharing information should not stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect.

Well-kept records are essential to good child protection practice. Our setting is clear about the need to record any concern held about a child or children in our setting, the status of such records and when these records should be shared with other agencies.

Any member of staff receiving a disclosure of abuse, or noticing signs or indicators of abuse, will record it on the safeguarding form, noting what was said or seen (if appropriate, using a body map to record), giving the date, time, and location. All records will be dated and signed and will include any action taken at the time. This is then presented to the DMS who will decide on the next steps and record this accordingly.

All records relating to child protection are kept in an individual safeguarding/child protection folder for that child (which is separate to the child's file). All child protection records are stored securely and confidentiality and will be retained for 25 years after the child's date of birth.

When a child transfers from our setting to another setting/ educational setting the DSL will copy their safeguarding/child protection file in its entirety and forward the original file to the new educational setting. This will be marked 'strictly confidential' and for the attention of the receiving setting's DMS, with a return address on the envelope so it can be returned to us if it goes astray. We will obtain evidence that the paperwork has been received by the new setting and place this in our copied file which will be archived.

When a child joins our setting, we will routinely check with the previous early years setting whether there are current or historical safeguarding/child protection records. It is the responsibility of the DSL to ensure that the setting is represented at any child protection conference called for children attending the setting or previously known to them. In addition, we will ensure that a child protection conference report is submitted two working days in advance of an initial conference and five working days for a review conference, in line with London child protection procedures.

Where possible and appropriate, any report will be shared in advance with the parent/carer. Whoever attends will be fully briefed on any issues or concerns the school has and be prepared to contribute to the discussions at the conference in line with London child protection procedures.

If a child is subject to a child protection, child in need plan or early help assessment and plan, the DSL will ensure the child is monitored regarding their setting's attendance, emotional wellbeing, progress, welfare, and presentation.

Where the setting is part of the core group, the DSL will ensure the setting is represented, provides appropriate information, and contributes to the plan of this meeting. Any concerns about the child protection plan and/or the child's welfare will be discussed and recorded at the core group meeting, unless to do so would place the child at further risk of significant harm. In this case the DSL will inform the child's social worker immediately and then record that they have done so, and the actions agreed.

Staff must follow the setting's safeguarding policies and procedures and respond appropriately to any signs of possible abuse and neglect including:

- significant changes in children's behaviour.
- deterioration in children's wellbeing.
- unexplained bruising, marks or signs of possible abuse or neglect; record incidents that happen at home which is reviewed regularly by the DSL.
- children's comments which may cause concern, any reason to suspect neglect or abuse outside the setting, for example in the child's home and/or that a girl may have been subjected to (or is at risk of) female genital mutilation.
- inappropriate behaviour displayed by other members of staff, or any other person working with the children. For example, inappropriate sexual comments, excessive one to one attention beyond the requirements of their usual role and responsibilities, or inappropriate sharing of images (EYFS 2017)
- issues which cause concern concerning the child's life at home or elsewhere.

The safeguarding code of conduct must ensure that:

- no fewer than two members of staff should ever be alone in the building.
- all staff have undergone enhanced DBS checks. Staff are aware that they are expected to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children (whether received before or during their employment in the setting)
- students are never alone at any time with the children. Children are always supervised, and staff do not work out of sight or hearing of each other.
- Ofsted ratios will always be adhered to.
- staff (past or current) will in no circumstances be allowed to drive children home, babysit or work for nursery families, past or present or if they later become nursery families.
- mobile phones are not carried by staff. We have a nursery mobile phone that a senior member of staff carries during the day. The DSL may, in exceptional circumstances, allow a member of staff to keep their mobile phones with them for limited periods of time.
- only cameras/iPads/Kindle Fires owned by the nursery and kept on nursery premises can be used in the setting.
- if the children are on an outing, Family is filled in (in the calendar section) with staff and children's names along with contact details of the group, a detailed risk assessment is completed and adhered to, and a photo of the child/children is taken. Ofsted will be informed of any allegations of serious harm or abuse by any person living, working, or looking after children on the premises or any other abuse has taken place. This must happen within 14 days and follow up with any action taken, again within 14 days.
- iPads may only be taken out of the building with the express permission of the DMS. Any staff member doing so without permission will be liable to disciplinary procedures.
- any loss of iPads/kindle fires may result in disciplinary action and/or notification to GDPR/Ofsted for further assistance.

9. Allegations against a member of staff / volunteer

Practitioners bear a unique burden in child abuse cases, that of continuing day to day contact with the child and in some cases with the parents as well. They should be aware of the effects of this on themselves, both professionally and personally. The SLT/DSL will be available to support staff through this.

All allegations that meet the following criteria must be reported to the LADO (Local Authority Designated Officer). Where it is alleged that someone has:

- behaved in a way that has harmed or may have harmed a child.
- possibly committed a criminal offence against or related to a child.
- behaved towards a child in a way that indicates they are unsuitable to work with children (including in their private life).

The LADO can also be contacted for advice regarding concerns or suspicions about behaviour towards children by staff or volunteers within Islington's children's workforce. For further information, please refer to ISCP's Allegations Made Against Staff: Information About Reporting Allegations and Information for Those Subject to Allegations (2013)

<http://www.islingtonscb.org.uk/SiteCollectionDocuments/LADO%20guidance.pdf>

Allegations of abuse against a member of staff or volunteer must be passed on to the DMS immediately. The DSL will report any allegations within one working day to Tim Djavit, Local Authority Designated Officer (LADO) lado@islington.gov.uk on 0207527 8101/8102 and Gwen Fitzpatrick, Early Years Designated Safeguarding Officer (EYDSO), who will manage any allegation in line with agreed protocols and procedures. This will be in accordance with requirements of Working Together to Safeguard Children (2017) and the London Child Protection Procedures (2023). We will also keep the management committee up to date on any allegations and their outcome in line with our confidentiality policy.

The nursery has an overarching duty to protect children from abuse and keep children safe. Wanting to support a colleague or finding it difficult to believe what you have heard or seen must come second to that.

The person making the allegation will be treated with respect and assured of a thorough investigation.

The member of staff will be informed of the allegation and given information about possible actions of other agencies. The member of staff may be suspended pending further enquiry.

The member of staff will be supported throughout the process and the person making the allegation will be kept informed. All information will be kept confidential.

In the case of allegations made about the DSL, these should be reported to a lead practitioner and passed on to the Local Authority Designated Officer (LADO) and Early Years Designated Safeguarding officer.

If any worker is concerned that no action is being taken, it is their responsibility to report the matter directly to the LADO or the EYDSO or the NSPCC.

The flowchart for managing allegations against a member of staff is displayed in the staff room and can be found on Famly. The safeguarding policy is accessible to all parents on the website and in the safeguarding folder, policies, and procedures folder all in the staff room.

It is the responsibility of all staff to share concerns about the actions or attitudes of colleagues with the lead practitioners who will deal with the concerns appropriately.

This often-difficult issue is discussed at staff meetings and during supervision on a regular basis so that all staff understand what is meant by the term 'whistleblowing' and their responsibilities with regards to it and are able to raise concerns with the DSL and SLT.

If a staff member has had an allegation made against them, they will be directed to support and/or their Union if they are a member.

In all cases, even when the allegation does not need further investigation, there should be a review of procedures and policies following the investigation.

Employees must give management details of any incident, order, determination, conviction, or any other possible issue which may impact on their suitability to work with children.

If any such event should lead to disqualification appropriate action will be taken to ensure the safety and wellbeing of children in the setting.

Details will be forwarded to Ofsted (section 76 Childcare Act 2006) who, in certain circumstances, may consider a waiver of the disqualification in line with relevant legislation.

For any other allegations please see the whistle blowing policy for more information and guidance

10. Whistleblowing

Whistleblowing is making a disclosure in the public interest and occurs when a worker (or member of the wider community) raises concerns about danger or illegality that affects others, for example children or families who attend the setting or members of the public.

All staff are made aware of their duty to raise concerns about the attitude or actions of staff in line with the code of conduct/whistleblowing policy.

We want everyone to feel able to report any child protection/safeguarding concerns. However, for members of staff who feel unable to raise these concerns internally, they can call the NSPCC whistleblowing helpline on 0800 028 0285 or email help@nspcc.org.uk.

Parents or others in the wider community with concerns can contact the NSPCC general helpline on 08088005000 or email help@nspcc.org.uk

11. E-safety and use of digital devices

Lead person: Vanisha Patel (SLT)

Online safety includes use of photographic, video recording, image recording/mobile phone/cameras and social media.

Our aim is to:

- protect children and young people who use the nursery. Provide staff with the principles that guide our approach to e-safety.
- protect professionals.
- ensure that, as an organization, we operate in line with our values and within the law in terms of how we use information technology.

Anyone entering the setting is requested not to use their mobile phones while on the premises. Mobile phones and digital devices can present several problems when not used appropriately:

- Phones and personal devices can allow Internet access and bypass the nursery security settings and filtering.

- Mobile phones with integrated cameras could lead to child protection, bullying and data protection issues about inappropriate capture, use or distribution of images of children or staff.

Please see Acceptable Use policy, ICT misuse policy, Internet policy.

Mobile phones

- Staff should not have personal mobile phones with them when they are working with children at the centre. This also applies to students.
- Staff mobile phones must be kept in staff lockers and used only when staff are on break time in the staff room or outside the building.
- The telephone number of the centre should be used by staff expecting a personal call and for emergency contact.
- Staff are not permitted to use their own personal phones or devices for contacting children and their families within or outside of the setting in any capacity.
- Keeping mobile phones in rooms while working with children constitutes a disciplinary matter.
- Centre mobile phones and iPads should be used for offsite activities, home visits and outings. Please refer to outing policy for more information.
- Parents, carers, and visitors are not permitted to use their mobile phones while on the premises. Nursery staff will remind parents of the policy by reminding them to switch off their phones when they enter the nursery or asking them to leave the rooms.

Digital cameras

- Staff should not use personal devices such as mobile phones or cameras to take photos or videos of children and will only use work provided equipment for this purpose.
- Personal cameras are not allowed in the nursery setting and should not be used on offsite activities, home visits and outings.
- The nursery holds several cameras and iPads for staff for use with children for display, observations, or profile books.
- Children should not have access to the nursery iPads due to the internet settings. Children are only allowed to use the kindle fires which are all on child lock for extra security.
- Use of video equipment can be a legitimate learning and training aid. Children and parents/ carers should be made aware that this is part of the learning or training.
- Students, volunteers, and visitors are not permitted to take photographs or recordings of the children without permission from the SLT.
- No one is permitted to photograph or record images in the toilet changing areas.
- Children can only be photographed if permission of parents / carers is given.
- Those taking photos, including staff or professional photographers must identify themselves.
- Photographers will be required to have formal identification which must always be worn.
- Parents and carers will not be covered by the GDPR 2018 if they take photographs or make a video recording for their own private use. The Act will therefore not prevent parents and carers from taking photographs or making video recordings of their own children within the setting

environment, for example, during nativity plays. Photos are only allowed to be taken during nursery events. The right to refuse parents and carers the opportunity to take photographs and make videos is however to be reserved on health and safety grounds. This right will be implemented should it be deemed appropriate. For example, if an excessive use of flashlights and/or bulky and noisy equipment are to be considered a potential health and safety risk.

- The editorial board of the LCPP has considered what changes are required to the procedures to ensure compliance with the GDPR implemented through the Data Protection Act (2018). As a result, the board recommends that 'legal obligation and public task' (as defined in the GDPR) are relied on as the primary basis for processing information to establish whether or not there is a need to safeguard the welfare of the child. This means that, whilst families will be informed when personal data is being shared or processed, their consent will not be required.
- Children's images will not be used for promotional or press releases unless parents / carers have consented.

Please see Camera and Image policy for more information.

E-safety

All ICT resources are purchased through authorised suppliers. Children should never be allowed to use the internet in the setting without adult supervision.

Staff who use the centre's ICT and communications systems **must**:

- use it responsibly and keep it safe.
- maintain safe professional boundaries with parents. This includes not giving their personal email address to centre users or befriending centre users on social networks such as Facebook. All staff set up their own email address when they start working which should follow the format `firstname@highburynursery.org`. This is the only email that can be used for correspondence with parents.
- treat as confidential any passwords provided to allow access to ICT equipment and/or beyond firewall protection boundaries.
- report known breaches of this policy, including any inappropriate images or other material which may be discovered on the centre's ICT systems.
- not install software on the centre's equipment, including freeware and shareware.

12. Safe recruitment

Our setting follows safe recruitment procedures to ensure that staff are suitable to look after children. Please see our Safer Recruitment policy.

13. Medication and other substances

Staff and volunteers must not be under the influence of alcohol or any other substance which may affect their suitability to work with children (please see Smoking and Hot Drinks policies).

If practitioners are taking medication which may affect their ability to care for children, those practitioners should seek medical advice. Providers must ensure that those practitioners only work directly with children if medical advice confirms that the medication is unlikely to impair that staff member's ability to look after children properly (EYFS 2017).

Staff must complete a health declaration annually and complete it to the best of their knowledge. Any gaps or failure to disclose could lead to disciplinary procedures put in place.

14. Positive behaviour policy

Please check the nursery's Behaviour Management policy to remind yourself of how you may and may not manage children's behaviour.

Remember that there may be occasions when a child is a danger to others or themselves, when 'time out' or moving out of the room to a safe supervised space is used.

It is never acceptable to hit, smack, shake, pull or to threaten any of these actions to children whilst you are at work in the nursery. It is also not acceptable for a parent/carer or any other adult to do this in the centre. Please refer to the SLT if this happens.

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2.3 Looked after children

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

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

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

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

Principles

- The term 'looked after child' denotes a child's current legal status; this term is never used to categorise a child standing out from others. We do not refer to such a child using acronyms such as LAC.
- We do not normally offer placements for babies and children under two years who are in care. We offer instead other services to enable a child to play and engage with other children while their carer stays with them such as stay and play, baby massage and sign and learn.
- In exceptional circumstances, we offer places to two-year-olds in care. In such cases, the child should have been with their carer for at least two months and show signs of having formed a secure attachment to the carer and the placement in the nursery will last at least three months.
- We offer places for funded three and four-year-olds who are in care to ensure they receive their entitlement to early education. We expect that a child will have been with their foster carer for a minimum of one month and that they will have formed a secure attachment to the carer. We expect that the placement in the setting will last a minimum of six weeks.
- We will always offer stay and play provision for a child who is two to five years old who is still settling with their foster carer, or who is temporarily being looked after.
- Where a child who normally attends our setting is taken into care and is cared for by a local foster carer, we will continue to offer the placement for the child.
- We have links with TACT (fostering and adoption charity) to support us with advice.
- If a child in the setting is looked after for more than 21 days, we have a duty to inform the local authority.

Procedures

- The designated person for looked after children is the DSL.
- Every child is allocated a key person before they start, and this is no different to a looked after child. The DSL ensures the key person has the information, support, and training necessary to meet the looked after child's needs.
- The designated person and the key person liaise with other agencies, professionals and practitioners involved with the child and his or her family and ensure that appropriate information is gained and shared.
- The setting recognises the role of the local authority children's social care department and the key agency in determining what takes place with the child. Nothing changes, especially regarding the birth parent or foster carer's role in relation to the setting, without prior discussion and agreement with the child's social worker
- At the start of a placement there should be a professionals meeting to determine the objectives of the placement and draw up a care plan that incorporates the child's learning needs. The plan is reviewed after two weeks, six weeks and three months and at three to six monthly intervals thereafter.
- The care plan needs to consider issues for the child such as:
 - their emotional needs and how they are to be met.
 - how any emotional issues and problems that affect behaviour are to be managed.
 - their sense of self, culture, language, and identity, and how this is to be supported.
 - their need for sociability and friendship.
 - their interests and abilities and possible learning journey pathway.
 - how any special needs will be supported.
- In addition to the care plan, we will also consider:
 - how information will be shared with the foster carer and local authority as well as what information is shared with whom and how it will be recorded and stored in compliance with the GDPR (2018).
 - what contact the child has with his/her birth parents and what arrangements will be in place for supervised contact. If this is to be at the setting, when, where and what form the contact will take will be discussed and agreed.
 - what written reporting is required
 - that wherever possible and where the plan is for the child's return home, the birth parents should be involved in planning.
 - that with the social worker's agreement and as part of the plan, the birth parents should be involved in planning.
 - that with the social worker's agreement, and as part of the plan, the birth parent should be involved in the setting's activities that include parents, such as outings and fun days etc alongside the foster carer.
- The settling in process for the child should be the same as for any other child, with the foster carer taking the place of the parent, unless otherwise agreed. It is even more important that the proximity stage is followed until it is visible that the child has formed a sufficient relationship

with his or her key person for them to act as a 'secure base' to allow the gradual separation from the foster carer. This process may take longer in some cases, so time needs to be allowed for it to take place without causing further distress or anxiety to the child.

- In the first two weeks after settling in, the child's wellbeing is the focus of observation, their sociability, and their ability to manage their feelings with or without support.
- Further observations about communication, interests and abilities will be noted to form a picture of the whole child in relation to the EYFS prime and specific areas of learning and development.
- Concerns about the child will be noted in the child's file and discussed with the carer.
- If the concerns are about the foster carer's treatment of the child, or if abuse is suspected, they are recorded in the child's file and reported to the child's social care worker according to the setting's Safeguarding Children procedure.
- Regular contact should be maintained with the social worker through planned meetings that will include the foster carer.
- The transition to school should be handled sensitively. The designated person and/or the child's key person will liaise with the school, passing on relevant information and documentation with the agreement of the looked after child's birth parents.

Further guidance

- Guidance on the Education of Children and Young People in Public Care (DfEE, 2000)
- Who does what: How Social Workers and Carers can Support the Education of Looked After Children (DfES, 2005)
- Supporting Looked After Learners – a Practical Guide for School Governors (DfEE, 2006)

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2.4 Procedure for checking the identity of visitors

If a visitor is unknown to the setting, their credentials will be checked before allowing them to enter the setting. We ask for at least one form of identification and proof of which organisation they may work for.

Visitors must register themselves on our 'visitor track app' on the lobby iPad and inform the room staff when they need to work in their room, or they must be always with a nursery staff member.

We ensure that any visitor or prospective parent is supervised throughout their visit.

We have CCTV at the front door which allows us to view all visitors. We also have an intercom system to speak with visitors before they gain entry. This does not change the above policy but is used to enhance security.

January 2024

2.5 Late/uncollected child policy

Our nursery is open from 8am until 6pm, Monday to Friday. We ask that parents always have their children here by 10am. This is to ensure children's full participation in the nursery day.

If a child is not collected by an authorised adult at the end of the day, we put into practice agreed procedures. These ensure the child is cared for safely by an experienced and qualified practitioner known to the child.

Late children

We understand when there is a real one-off emergency, and parents cannot get here on time to collect their child. In these circumstances it is of huge importance for parents to inform the nursery if they are to be late and who will be coming instead to pick up their child. We must be informed through Famly with a photo of the collector included if possible.

Parents must keep us up to date with their contact details including their home, work, and mobile phone numbers as well as the number of anyone else who is authorised to collect their child. Staff at the setting need to know who to contact and in what order. It is also important to know from parents if there is anyone who is not authorised to collect their child. Parents are responsible for keeping us updated should any of these details change. Parents can make clear on Famly any person who can collect without authorisation.

If parents are unable to come to the setting and need to send someone else to collect their child, they should take the following actions:

- If a new person is coming to pick up their child, parents must leave a message on Famly in the morning. They can also include a photo on this software and if they do not do so they must contact the nursery and speak to a member of staff. They must give a full description of the person collecting and we will ask for a photo to be added on Famly to help with identification. We will not release children to anyone's care until we have spoken to the parents/emergency contacts.
- We will not accept calls to/from the collector's mobile phone; we must make contact.
- Two members of staff will remain with an uncollected child; at least one of these will be familiar to the child.
- The child should continue to be cared for as usual and every effort should be made to ensure the child is not upset by the situation.

If a child is not collected from the nursery by 6pm and where no alternative arrangements have been made, staff will follow this procedure:

- We will first attempt to reach the parents or carers by telephone.
- If unsuccessful, staff will then telephone the emergency numbers on the emergency contact card.
- At this stage one of the SLT needs to be contacted.
- If still unsuccessful, staff will telephone the children's social care emergency duty team on 0207 7226 0992 and inform Ofsted on 0300 1231231.

- Social services will advise staff on what further action to take. They will ask if any members of staff are able to continue caring for the child either at the setting or another safe place in order to limit distress to the child.
- Staff or other parents are not permitted to take a child home with them in a situation where the parents' carers cannot be contacted.
- Staff will record the details in an incident book. Records of any discussions with parent's practitioners and other professionals should also be kept.

This policy will be reviewed following any incident so that any lessons that have been learned can be integrated into our procedures.

The setting does not charge parents for being late as we do not expect parents to be late. If a child is not collected, Ofsted must be notified as this is a significant event.

Please also see Lockdown policy.

January 2024

2.6 Missing Child Policy

Children's safety is always maintained as the highest priority both on and off the premises. Every attempt is made in carrying out outings procedure to ensure the security of children is always maintained. In the unlikely event of a child going missing, our missing child procedure is followed.

Procedures

Child going missing on the premises:

- As soon as it is noticed that a child is missing the key person/staff alerts the most senior person on duty.
- This person will carry out a thorough search of the building and garden and ask for help as appropriate; all other staff must stay with the rest of the children.
- All other staff must stay calm and reassure the other children as necessary.
- The register is checked to ensure no other children are also missing.
- Doors and gates are checked to see if there has been a breach of security whereby a child could wander out.
- If the child is not found, the parent is contacted, and the missing child is reported to the police.
- The most senior person talks to the staff to find out when and where the child was last seen and records this.
- The most senior person contacts the chairperson and reports the incident.

Child going missing on an outing

This describes what to do when staff have taken a group on an outing. What to do when a child goes missing from a whole setting outing may be different, as parents may attend and are responsible for their own children.

- As soon as it is noticed that a child is missing, staff on the outing ask children to stand with their designated person and carry out a headcount to ensure no other child has gone missing. One staff member searches the immediate vicinity but does not search beyond that.
- The most senior person either on the outing or back at the setting is informed.
- This person contacts the staff and reports the child as missing.
- This person contacts the parents, who either make their way to the setting or outing venue as agreed. The setting is advised as the best place, as by the time the parent arrives, the child may have been returned to the setting.
- Staff take the remaining children back to the setting.
- In an indoor venue, the staff will contact the venue's security who will handle the search and contact the police if the child is not found.
- The most senior person contacts the chairperson and reports the incident; the nursery mobile will have all relevant contact numbers on it.
- The police may advise any variation of the above.

The investigation

- Staff keep calm and do not let the other children become anxious or worried.
- The most senior person on duty with the chairperson or representative from the committee will speak with the parents.
- The SLT will carry out a full investigation, taking written statements from all staff in the room or who were on the outing.
- The designated person allocated to the child writes an incident report detailing:
 1. the date and time of the report
 2. what staff and children were in the group

3. when the child was last seen in the group/outing
 4. what has taken place in the group or outing since the child went missing?
 5. the time it is estimated the child went missing.
- A conclusion is drawn as to how the breach of security happened.
 - If the incident warrants a police investigation, all staff cooperate fully. In this case the police will handle all aspects of the investigation, including interviewing staff. Children's social care may also be involved if it seems likely there is a child protection issue to address.
 - The incident is reported under RIDDOR arrangements; the local authority health and safety officer may want to investigate and will decide if there is a case for prosecution.
 - In the event of disciplinary action needing to be taken, Ofsted is informed.
 - The insurance provider is informed.

Managing people

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

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2.7 Separated Parents Policy

Purpose and Aims

Evidence shows that after separation¹ children do best when those around them cooperate, provide stability, and avoid conflict. We understand that this can be difficult and can direct you to further support services should we find this helpful. Our priority is always the needs of the child, and our aim is to work with all parties to promote positive family involvement. At Highbury Nursery we recognise that while some parents may be divorced or separated, both have a right to be informed of, and involved in, their child's educational progress.

This policy clarifies what is expected from separated parents and carers, the nursery, and its staff. The guidance in this policy will apply unless we are made aware of any Court Orders in place and have a copy of the documentation as confirmation. Parents may need to check on who has official parental responsibility and provide evidence of this. We will ask for sight of a child's full birth certificate on joining the nursery to confirm parental responsibility.

Definitions

1. Highbury Nursery has a legal responsibility to work in partnership with families and to involve all those with parental responsibility with their child's education.
2. The definition of a parent for nursery purposes is much wider than for any other situation. Section 576 of the Education Act 1996 defines a 'parent' as:
 - i. All natural parents, whether they are married or not.
 - ii. Any person who, although not a natural parent, has parental responsibility for a child or young person.
 - iii. Any person who, although not a natural parent, has care of a child or young person (a person with whom the child lives and who looks after the child)
3. Parents as defined above are entitled to share in the decisions that are made about their child and to be treated equally by nursery. These entitlements include: -
 - Receiving information about their child's progress e.g., having access to progress records, receiving copies of reports, newsletters, invitations to events, photographs relating to their child and information about trips.
 - Attending parent meetings/events
 - Being involved in meetings concerning the child
 - Giving consent (e.g. for trips)
4. Parents, as defined above, must be treated equally, unless there is a court order limiting an individual's exercise of parental responsibility. If we are unaware that such an order exists neither parent will have rights superior to the other.

Nursery Responsibilities

1. The nursery will ask parents or guardians for the names and addresses of all parents and those with parental responsibilities when they register a child at Highbury Nursery.
2. It is the nursery's duty to ensure that the names and addresses of all parents, where known, are included in the admission register and also in child's records and are available to the keypeople.
3. We will ensure that the names and addresses of all parents are forwarded to any school to which the child moves.
4. The nursery will ensure that details of the court orders are noted in the child's record.

Parental Responsibilities

1. Parents are responsible for informing the nursery when there is a change in family circumstances. We recognise the sensitivity of such situations, and we will maintain confidentiality requested by parents as far as possible. The nursery will also not make judgements about individual circumstances, and all parents will be treated equally.

2. Where there is a court mandated restraining order in place, a copy needs to be retained by the nursery, which will put measures in place to ensure the child is not released to those named in the court order.

3. Parents who have joint residency of the child are requested to keep the nursery informed, in writing, of any disputes they have with each other regarding the collection of children.

4. Children's welfare and safety are paramount. Where there are issues over access to children, the parent with whom the child resides should contact the nursery immediately.

Progress Reports and Pupil Records

1. Parents will have access to their child's records via the Family software, parents will have individual access to individual accounts, both of which will have their child's progress reports and journeys.
2. Disagreements between parents must be resolved between the parents and cannot be resolved by the nursery.
3. In extreme circumstances, if there is a belief that a possible abduction of the child may occur or if the parent is disruptive, the police will be notified immediately.

Collecting A Child from nursery

1. Where a separated parent has parental responsibility and requests to take the child during or at the end of the nursery day, we will endeavour to ascertain that parents are in agreement, providing a non-contact order is not in place.

2. The Lead Practitioner will use their discretion on whether to allow a child to leave the premises with a non-resident parent, where necessary.

Name Changes

1. Parents are responsible for resolving potential conflicts about the change of a child's surname. There must be consent from all those with parental responsibility for registering a change of name of a child. The nursery will need to ensure that the change in surname is supported by written evidence, e.g., deed poll.

2. A separated parent who has parental responsibility may refuse to consent to changing the child's surname. In such cases, the parent wishing to change the child's name would need to apply to the courts for permission to do so.

Obtaining consent

1. If parental consent is required for outings or activities, or for referrals to other agencies, the nursery will seek consent from the resident parent, unless the decision is likely to have a long-term and significant impact on the child or the non-resident parent has requested to be asked for consent in all such cases.

2. In cases where the nursery considers it necessary to seek consent from both parents, it is possible that one gives consent and the other withholds it. In such cases, the school will assume that parental consent has not been given.

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Useful Contacts:

1. Islington Family Information Service for information about a range of services to support children, young people and families:

<http://directory.islington.gov.uk/kb5/islington/directory/service.page?id=BsNZ36XvrPY>

2. For specific services which may offer advice and support around family:

http://directory.islington.gov.uk/kb5/islington/directory/results.page?familychannelnew=6_5

2.8 Keeping safe in the sun.

Sunshine can feel like a rare treat in the UK. Warm, dry days offer a great opportunity to get out and about and explore your local area, without the need for coats and boots. But while everyone is keen to enjoy the sun while it's here, we must remember to ensure that children are enjoying it safely. Not only can sunburn be painful and uncomfortable for children, but it can lead to more serious problems later in life.

Too much exposure to ultraviolet (UV) radiation from the sun causes sunburn, skin damage and increases the risk of skin cancer. Sun exposure in the first 15 years of life contribute significantly to the lifetime risk of skin cancer.

At Highbury Nursery we want all staff and children to enjoy the sun safely. We will work with staff, parents, and carers to achieve this through.

Education

- All children will be involved in a discussion, appropriate for their age and understanding, at the start of summer about sun protection and the risks.
- All staff will be educated in the importance of sun protection and the risks involved in not protecting both themselves and others.
- Parents and carers will be informed about our policy.

Sun safety will be promoted through working with parents, staff, and the wider community to improve our understanding and provision to avoid the harmful effects of too much exposure to UV. Staff should always act as a positive role model and set a good example by seeking shade whenever possible, wearing appropriate clothing, and applying sunscreen.

Protection

- The nursery garden has shade provided with canopies, huts, and trees.
- Children will be encouraged to use the shaded areas during playtimes when appropriate.

Clothing

- The children will be encouraged to wear clothes that provide good sun protection (sun hats etc)
- Parents/carers will be duly informed of the importance to provide the nursery with the appropriate clothing/headwear.
- Staff should wear hats when appropriate to act as a good role model and to also demonstrate drinking plenty of water. Staff will not wear sunglasses to ensure sufficient eye contact between children and practitioners.
- Children are encouraged to increase their water intake in hot weather and are encouraged to do so in outdoor areas also.
- Water will always be available to children throughout the day.

Sunscreen

- Parents should apply sun cream to their child at home in the morning and staff will assist the child in re-applying it during the day when necessary.
- Parents are asked to give written permission for sun cream to be applied to their children.
- The nursery will provide factor 50 for all our children, except in the cases where children have sensitive skin and parents will bring their own specific cream for their child.

January 2024

2.8.1 Adverse Weather Conditions

At Highbury Nursery our garden is an integral part of our learning environment, and all children are encouraged to be outdoors during their nursery day. As part of the nursery ethos all children will have the choice of where they wish to play this includes equal access to indoors and outdoors all year round. The safety of our children is our top priority. We may adapt our practices based on the severity of the weather and adverse weather conditions. The staff will make day to day decisions on outdoor play based on this.

During extremely cold conditions extra precautions will be in place and children may be encouraged to take indoor breaks and wear extra items of clothing.

During high winds/thunderstorms restrictions on outdoor play may be introduced.

In extreme heat extra precautions will be taken, in addition to our sun care routines (see section 2.8) extra shaded areas will be created, cooler indoor areas/indoor breaks may be encouraged, waterplay opportunities will be maximised, keeping children hydrated will be prioritised, physical activities will be reduced.

All staff working directly with the children are Paediatric First Aid trained and have knowledge of avoiding medical emergencies such as hypothermia and hyperthermia and treating these conditions if ever necessary.

2.9 Procedures for collection of children by an unknown adult

1. If parents phone to inform staff of an unknown adult collecting a child, staff should ask for them to add the information to Family with the adult's name, relationship to the child, a description, password and time of collection, If you are unsure as to whether it is the parent or not calling, collect information: ask where they are and phone them back to confirm, using the contact number on Family. When the person arrives introduce them to all staff.
2. If the person collecting the child is a regular person that has been given written permission originally, is well known to the staff and the parents have not told us that they cannot collect anymore, it is fine for that person to take the child.
3. If an unknown adult turns up to collect a child, ask who they are, ask for ID, check **Family**, and check with all other staff as to whether they have been informed. Ask the person to wait while you contact the parents for confirmation. If the parents are uncontactable phone the emergency contact numbers. If you are unable to contact the above, ask the person to stay on the premises and continue the above procedure.
4. If you are not fully satisfied that this person should collect a child, refuse them access.
5. If the situation becomes aggressive call for help, ask them to leave the premises and phone the police if necessary.
6. Other staff on duty should ensure the safety of the children and be attentive to the situation.

January 2024

2.10 Acceptable Use Policy (AUP)

The aims of this policy are to:

- safeguard children by promoting appropriate and acceptable use of information and communication technology (ICT)
- outline the roles and responsibilities of all individuals who are to have access to and/or be users of work-related ICT systems.
- ensure all ICT users have an acute awareness of risk, a clear understanding of what constitutes misuse and the sanctions that may be applied.

This policy will apply to all individuals who are to have access to and/or be users of work-related ICT systems. This will include children, parents/carers, early years practitioners, SLT, volunteers, students, committee members, visitors, contractors, and community users. This list is not to be considered exhaustive.

Parents/carers and where applicable will be notified of any incidents of inappropriate use of ICT that takes place on site and where known off site.

Early years practitioners and lead practitioners will ensure:

- the timely reporting of concerns in relation to alleged misuse or known incidents, subject to agreed procedures.
- that ICT equipment is checked before use and all relevant security systems judged to be operational.
- That awareness will be raised of any new or potential issues and any risks that could be encountered as a result.
- that children are supported and protected in their use of online technologies, enabling them to use ICT in a safe and responsible manner.
- that online safety information presented to children is appropriate for their age and stage of development.
- children know how to recognise and report a concern.
- that all relevant policies and procedures are always adhered to, and training undertaken as is required.
- that they sign the AUP form as part of their induction.

Children will be encouraged to:

- be active, independent and responsible learners, who will contribute as appropriate to policy and review.
- abide by the Acceptable Use Agreement, as to be approved by peers, early years practitioners, lead practitioners and parents/carers.
- tell a familiar adult about any access of inappropriate content, material that makes them feel uncomfortable or contact made with someone they don't know, straight away, without fear of reprimand (age and activity dependent).

Parents/carers:

- Parents/carers are encouraged to share responsibility for their actions and behaviours. This will ensure a consistent message is to be communicated by all.
- A copy of this policy will be available in the policies and procedures folder in the staff room, on the nursery website and in the safeguarding children booklet. This will be reviewed on an annual

basis. It will be an expectation that parents will explain and discuss this policy with their child to ensure it is clearly understood and agreed.

Acceptable use by early years practitioners and lead practitioners

Early years practitioners should be allowed to use work-based online technologies:

- to access age-appropriate resources for children
- for research and information purposes
- for study support

All early year's practitioners will be subject to authorised use as agreed by the DMS. Authorised users should enable their own passwords and are not to disclose them to any others unless required to by law or the DMS. All computers are to be stored on the top floor, with the lobby door locked when no adults are present, to prevent unauthorised access.

All staff must read and understand this policy. If they have any queries, it is their responsibility to discuss their questions with the DMS.

The use of personal technologies will be subject to the authorisation of the DMS, and such use will be open to scrutiny, monitoring and review.

Personal technologies are only to be used on the staff floor (top floor)

In the event of misuse by staff

Should it be alleged that a member of staff has misused any ICT resource in an abusive, inappropriate, or illegal manner, a report is to be made to the DMS and the registered person immediately. Should the allegation be made against the DMS, a report is to be made to the most senior person and the registered person. Procedures are to be followed in line with the ICT misuse procedure, safeguarding policy and disciplinary procedures. Should allegations relate to abuse or unlawful activity, the Local Authority Designated Person (LADO), Ofsted and/or police will be notified as applicable.

Acceptable use by children

This policy is to be used to inform children of the appropriate behaviours expected to ensure online safety. Children will also be informed of the behaviours which are deemed unacceptable. This will allow children to take some responsibility for their own actions.

In understanding this policy, children will become aware of the potential risks associated misuse and the sanctions which will applied, where necessary.

This policy will be shared and agreed with children and will be displayed as a reminder.

In the event of misuse by children

Should a child be found to inappropriately misuse ICT the following actions will be taken:

1. Should it be considered that a child has deliberately misused ICT by not adhering to this policy, a discussion will be had with the parents outlining the issue.
2. If there are further incidents of misuse, the child will be suspended from using the internet or other relevant technology for an increased period. The parent will be invited to discuss the incident in more detail with a senior manager and the most appropriate course of action will be agreed.

3. The sanctions for misuse can be escalated at any stage, should it be deemed necessary. If misuse is deemed to be of a serious nature, steps 1 and 2 can be omitted. Should a child be at risk of significant harm, the safeguarding policy must also be applied. Allegations of serious misuse will be reported to the most significant agency.

If a child should accidentally access inappropriate material, it must be reported to an adult immediately. Appropriate action is to be taken to hide or minimise the window. The computer must not be switched off nor the window closed as it may be necessary to refer to the site during the investigations to allow effective filters to be put in place to prevent further inadvertent access.

Acceptable use by parents/carers

Partnership working with parents/carers should be considered essential practice for promoting an agreed and consistent message which defines acceptable and unacceptable behaviours. Parents/carers are to be encouraged to contribute to this policy and should be advised to use it should their child access similar technologies at home.

Should parents or carers wish to use personal technologies, such as cameras, within the setting environment, authorisation must be obtained from the SDPS. Specific guidelines are available in the digital media policy.

Acceptable use by visitors and others

All individuals who affect or encounter the setting are to be expected to behave in an appropriate and respectful manner. No such individual will be permitted to have unsupervised contact with children. All guidelines in respect of acceptable use of technologies must be adhered to. The right to ask any individual to leave at any time is reserved.

January 2024

2.11 Information and communication technology (ICT) policy

The nursery recognises the rapidly changing world of ICT, and the role technology plays in our media-rich environment.

We believe ICT includes all current technologies in the world around young children today; it is therefore not just about computer use but includes everyday technologies such as answer phones and washing machines, programmable toys, and remote controls as well as other technological tools such as digital cameras, laminators and scanners.

By creating opportunities to investigate, try and experience technology in the classroom and outside environment, children will learn for themselves whilst being taught skills and knowledge to enable them to build on what they know. By carefully planning our play areas to reflect the world in which we live, children will, through play, gain experience and an understanding of ICT.

We believe that:

- ICT is a tool for learning.
- technology is part of children's worlds, and a relevant curriculum includes investigating technology as well as using technology to learn.
- working in partnership with parents is vital for enriching children's experiences with appropriate technology, both at home and at school. We believe this partnership is a two-way process that we can all learn from for the benefit of the children.
- ICT is more than computers and children's experiences of ICT in everyday life are used as a basis for learning.
- ICT is not an add-on to the curriculum but embedded across all areas of learning.
- children need to be in control and to use technology independently.
- technology needs to be appropriate and accessible for young children.
- children can be confident users of technology.
- children under two should have very minimal or no screen time while at nursery.

Our aims in teaching and providing opportunities for ICT are:

- that we build on each child's previous experience.
- to cultivate the skills that are essential for the children to gain access to developing technologies.
- to promote the children's enjoyment of ICT, building on their experience in everyday life as a basis for learning.
- to evaluate resources and update and add to them as necessary.
- to undertake ICT training and opportunities for all staff.
- to consider issues relating to inclusion and to allow for differentiation with pupils who need additional help to access learning.
- to be aware of current developments in ICT.
- to use initiatives from central and local government, authorities, and other bodies to support ICT in the nursery.
- to ensure the health and safety of pupils, staff and visitors when using ICT.
- to develop ICT capability in finding, selecting, and using information.
- to use ICT for effective and appropriate communication.
- to apply the children's ICT skills and knowledge to their learning in other areas of the curriculum.

- to develop the children's understanding of everyday uses of ICT.
- to develop technological literacy through a range of products which children will be familiar with, and which will be easily understood and accessed.
- to encourage children to work collaboratively, sharing knowledge, skills, and enjoyment.
- to develop a skills-based approach to computer use which puts the child in control of the equipment rather than the other way around.
- to encourage children and staff to use the Internet to gain knowledge and support learning.
- to use technology as a means of additional communication with families and the community.

To ensure our aims are met, the following strategies will be employed:

- Assessment of each child's experience and ability of ICT.
- Ongoing monitoring and recording of children's achievements and areas needing support and development.
- Thorough planning, following observations to ensure a broad and balanced approach to ICT.
- To have an environment in the Nursery which reflects our present technological world and where children can access equipment, computer and programmable toys with ease and confidence.
- Giving all children equal access to technological equipment regardless of gender, race, culture, ethnicity, disability, or class.
- Software availability will address language needs of pupils.
- ICT equipment will be used to record the progress of children, for example, the Nursery digital camera and video camera.
- ICT equipment will be used to display children's work and to enhance interactive displays.
- Development of staff skills so that they are confident about when to use ICT for effective learning.
- Use of ICT tools to improve efficiency of Nursery management and communication both within the Nursery and with external communities, for example, to use email to communicate with parents, the committee, and other professionals.
- Taking advantage of government and retail initiatives to improve nursery resources.
- Health and safety procedures regarding computer use and the use of all electrical equipment will be adhered to as set out in the health and safety policy, for example, regular testing of electrical equipment.
- The internet is available in Nursery with a policy and procedure in place to safely support its use.

Learning and teaching

We employ a range of strategies and use our professional judgment to decide on the most appropriate styles of teaching and learning. To enable the child to become a confident and independent user of ICT we use a balance of:

- demonstration, modelling, discussion, presenting and sensitive intervention.
- peer-to-peer teaching and collaboration.
- planned learning opportunities.
- A learning environment that encourages and enables children's spontaneous use of ICT.
- time for independent use with opportunities to experiment and explore.
- opportunities to play with all forms of appropriate technology.

Curriculum organisation

Technology adds another dimension to children's opportunities to learn. The staff and management team take responsibility for continually researching these opportunities by finding new resources, replacing resources and by finding ways in which we can extend the children's learning:

- ICT tools are resourced and planned for and are to be used across all areas of learning.
- ICT is used in indoor and outdoor learning.
- Children are encouraged towards independently choosing and using ICT appropriate for purpose.
- Through role play with ICT resources, children will begin to understand technology in the real world, for example, playing with non-functioning keyboards as 'rocket control panels', using a cardboard box as a pretend TV or playing with a till in the maths area.
- By operating real electrical devices, for example, using the cassette recorder to listen to stories, operating the laminator to protect a piece of special work.
- Through a planned programme of activities on the computer where the staff have placed emphasis on the development of ICT capability or on the area of learning which is being supported by ICT.
- Using programmable toys.
- Through walks in the local environment to encourage children to observe and talk about ICT, for example, looking at traffic lights or telephone boxes.
- Through computer use: children are able to choose from a core of planned software, they are able to access the software independently, their previous experience is recognised and built on, they are encouraged to work together sharing and helping each other, adults interact and scaffold children's use and learning at the computer. All areas of learning, as well as discrete ICT, are provided for through appropriate software. Children are encouraged to see and use the computer as a tool to support their learning and links are made with experiences away from the computer, for example, the computer may be used to design a bug to be made in play dough, or photos to add to their learning journeys.

Access to ICT

We aim to have:

- suitable PC games and DVDs.
- two children's digital cameras.
- programmable toys.
- CD player.
- non-functioning pieces of technology which children use for role play.
- Kindle fires for the over twos to enhance their ICT skills.
- Alexa to allow children to ask her questions.

Children will also have supervised access to a:

- microwave
- laminator
- photocopier
- Printer.

Equal opportunities

- All children should have equal access to ICT in order to develop their personal ICT capability and understanding.
- We will ensure ICT applications are free from violence and stereotyping.
- Our choice of ICT applications will reflect the world we live in, with our cultures and races.

Our learning and teaching assure that:

- through planned experiences, all children have equal access to ICT applications.
- individual needs are observed, monitored and planned for, providing appropriate access for all children.
- all groups of children will be monitored so that no one group misses opportunities. For example, ongoing monitoring ensures girls have the same opportunities as boys to use the computer.
- activities are planned which allow for different levels of achievement by children or that incorporate possibilities for extension work.
- gifted and talented children will have opportunities that will challenge them and allow for development. The SENCO advises on the IT support that can be provided to individual children with educational needs, including high ability children.

Observing and recording

We endeavour to ensure that not only do children acquire skills and are able to use computer programs, but they will increase their levels of confidence and independence. Both discrete ICT experiences as well as using ICT across areas of learning are available. These experiences are observed and evaluated.

The nursery recognises the need for ongoing training at a variety of levels and for a range of purposes. A record of each member of staff's training will be kept and updated on (office database). Individual training needs will be discussed at appraisal meetings.

Protection from online access

It is recognised that access to the Internet can enhance a child's development but that strict controls are necessary to deal with any undesirable material. To ensure these controls are in place, the following measures are taken:

- Access to screens is always in a visible area.
- Hardware should be switched off when staff are not monitoring the use of the PC.
- The use of the Internet should always be supervised.
- An information Ethics Policy will be developed.
- De-fragmentation and scan disc to be run when required.
- Virus protection up-dates are ongoing.
- A firewall is present to protect from unwanted materials.

Health and safety

We are aware of various health and safety issues with using computers with young children and the need to form good habits for the beginning:

- Computers need to be set at the right height so that the child can sit comfortably without putting strain on back, neck or arms.
- Chairs need to be adjusted to the right height so that the child looks at the monitor straight on.
- Backs should be supported and feet flat on the floor, or on a block.
- Children should hold their hands above the keyboard and in line with their wrists.
- Children should be encouraged to have short turns at the computer so that they are not staring at the monitor for too long. We can use sand timers to enable children to self-monitor their time and to take turns.

Additional safety issues that we are aware of are:

- locating computers so that air can circulate around.
- ensuring that children have clean hands when using the computer.

- taking care that no liquids or paints spill onto the keyboard.
- teaching awareness of electrical safety and keeping cables and sockets out of reach or covered.
- keeping magnets away from the computers.
- allowing only one child to hold the mouse and operate the keyboard at one time.

January 2024

2.12 ICT misuse policy

Aim

The ICT (Information and Communication Technology) Misuse policy aims to ensure that any allegation made in respect of the intentional or unintentional misuse of any online technologies is addressed in a responsible and calm manner. This includes any known or suspected breaches of the Acceptable Use policy, Camera and Image policy, Internet policy and Mobile Phone policy.

Allegations are to be dealt with promptly, sensitively, and fairly in line with agreed procedures. The ICT Misuse policy will also outline the sanctions that are to be applied should an incident occur.

The overall priority will always be to ensure the safety and wellbeing of children and young people. Should it be suspected at any stage that a child or young person may have been or is subject to abuse, the Safeguarding policy and procedures must be implemented with immediate effect. These procedures are also to be followed should an allegation of abuse be made against any employee, manager, volunteer, or student. The Safeguarding policy is to take precedence over all others, and referrals must be made to the appropriate agency as deemed necessary.

Scope

The ICT Misuse policy will apply to all individuals who are to have access to and/or are users of work-related ICT systems. This includes children and young people, parents and carers, early years practitioners and their managers, volunteers, students, committee members, visitors, contractors, and community users. This list is not to be considered exhaustive.

The policy will be implemented in respect of any potential breaches of the Acceptable Use policy, Camera and Image policy, Internet policy and Mobile Phone policy.

Responsibilities

The registered person and the DMS are responsible for ensuring that the procedures outlined herein will be followed. These procedures are to be considered should an allegation of misuse be made against a child, young person, or adult.

Policy statement

Clear and well-publicised policies and procedures which will influence practice, are to be considered the simplest and most effective way for the safe use of ICT to be upheld. Such policies and procedures should ensure the promotion of acceptable use and clearly define those behaviours which are not. The sanctions to be imposed in respect of any incidents of misuse should be identified.

It will be ensured that:

- relevant online safety policies and procedures are fully implemented, monitored, and reviewed. These policies and procedures are to be rigorous, manageable, and reflective of practice, and are to be shared with all ICT users. The DMS will be responsible for the management of such policies.
- all ICT users are made aware of possible signs of potential misuse. Adults will be responsible for observing practice and behaviours, so that any significant changes in such are to be identified at the earliest opportunity.
- all ICT users are made aware that the misuse of ICT and/or breaches of relevant policies and procedures are to be taken seriously. All ICT users are to be made aware of the potential sanctions that could be applied should such concerns be raised.
- effective reporting and whistleblowing procedures are in place and promoted.

It is to be acknowledged, however, that no system or procedure can be considered 100% safe, secure, and foolproof. It should therefore be accepted that the potential for ICT to be misused, whether intentionally or unintentionally, will remain. The aim of the online safety policies will therefore be to minimise such opportunities and risk.

Procedures

General

All incidents are to be dealt with on an individual case-by-case basis, and an escalating tariff of agreed sanctions are to be put in place.

The context, intention and impact of each incident are to determine the response and actions to be taken. This will allow for a degree of flexibility as to how sanctions are to be applied, subject to the need for other policies to be implemented. For example, a series of minor incidents by one individual is likely to be treated differently than should it be deemed a one-off occurrence; similarly, unintentional, and intentional access to inappropriate websites will instigate different levels of intervention and sanctions.

All online safety incidents should be recorded and monitored, and any potential patterns in behaviours should be identified, to enable such issues to be addressed proactively and for protection to be afforded.

Misuse is categorised under the three headings of minor incidents, significant incidents, and serious incidents.

Minor incidents

The following procedure is to be followed should an incident be considered minor:

- The incident should be reported to the DMS. A written incident record should be made, and the situation is to be monitored.
- The context, intention and impact of such misuse must also be considered. Where deemed necessary the incident is to be escalated to a 'significant' or 'serious' level.
- Sanctions should be applied in accordance with the Acceptable Use policy.

Significant incidents

There will always be the possibility that through access to the internet children and young people may gain unintentional access to inappropriate materials. Such material may not be illegal but is not to be considered suitable in a childcare environment and/or to be age appropriate.

An open reporting policy is to be in place which means that all inadvertent breaches and access to inappropriate materials must be reported. The non-reporting of such breaches will result in the concern being escalated.

The following procedure is to be followed should an incident be considered significant:

- The incident should be reported to the DMS. A written incident record is to be made.
- The context, intention and impact of such misuse must also be considered. Where deemed necessary, the incident is to be escalated to a 'serious' level.
- Appropriate action is to be agreed between the DMS and the registered person.
- If the incident relates to inadvertent access to an inappropriate website, it is to be added to the banned or restricted list and filters are to be applied, where relevant.
- Sanctions will be applied in accordance with the Acceptable Use policy.

- In respect to misuse by children and young people, parents and carers are to be informed of the alleged incident and are to be advised of any actions to be taken as a result.

Serious incidents

All serious incidents must be dealt with promptly and reported to the DMS and the registered person immediately. The context, intention and impact of the alleged misuse must be considered.

Appropriate action should be agreed between DMS and the registered person. All details are to be accurately and legibly recorded. The reason why any decision is made will also be noted.

Should it be considered at any stage that a child or young person is or has been subject to abuse of any form, the Safeguarding policy will be implemented with immediate effect. A referral will be made to children's social care and the police, where applicable.

Should the incident relate to an allegation made against an employee, manager, volunteer or student, and there is a suggestion that a child or young person has been subject to any form of abuse, the Safeguarding policy will again be implemented with immediate effect. The Local Authority Designated Officer must be contacted in the first instance in respect of any allegation made against an adult. The police and Ofsted must also be contacted.

It is to be ensured that no internal investigation or interviews are to be carried out in respect of any allegations, unless explicitly requested by an investigating agency.

It is to be fully recognised that should allegations of abuse be made, children's social care, the police and/or the Local Authority Designated Officer will be the investigative bodies. It must therefore be ensured that no action is to be taken which could compromise any such investigations.

Where applicable, any hardware implicated in any potential investigations of misuse is to be secured, so that evidence can be preserved. This may include mobile phones, laptops, computers, and portable media technology.

Internal disciplinary procedures must not be undertaken until investigations by the relevant agencies have been completed. Legal or human resources advice should be sought prior to carrying out any internal investigations and/or instigating high-level disciplinary procedures.

On completion of both internal and external investigations, or sooner where it is deemed appropriate, an online safety review is to be undertaken; policies and procedures should be amended and updated as necessary. A consultation on any proposed revisions will be held with all ICT users as appropriate. Revised policies and procedures will be circulated as applicable.

By nature, serious incidents will most often involve illegal materials and activities, including the viewing, possession, taking, making and distribution of indecent images; bullying or harassment using portable media devices, such as mobile phones; or grooming. In such situations, these incidents may be instigated by a child, young person, or adult.

The following incidents must always be reported to the police, children's social care, Local Authority Designated Officer, and Ofsted:

- discovery of indecent images of children and young people.
- behaviour considered to be grooming.
- sending of obscene materials.

It should be understood that by not reporting such incidents, an offence may be committed.

The seriousness of such allegations is to be fully recognised, and it must be ensured that all such incidents are reported to the police immediately. No attempt should be made to download, print, or send any materials found. Further offences could be committed by doing so.

Should potentially illegal material be discovered, as far as is reasonably practical, the equipment or materials found should not be touched. Computers or other devices should not be switched off unless authorised to do so by the police. The focus must be on preventing further access to the illegal content by keeping other individuals out of the immediate area. Where necessary the monitor should be turned off (but the computer remain on).

Illegal material and activities which must be reported to the Internet Watch Foundation

A report should be made to the Internet Watch Foundation should potentially illegal material, including images of child abuse, be discovered. If it is unclear whether the content is considered illegal or not, the concern will be reported as a matter of caution.

Should it be considered that materials are inappropriate but legal, such incidents will generally be dealt with through internal disciplinary procedures. Unless alleged criminal activity and/abuse is suspected, it will not normally be considered necessary to involve the police or other agencies.

Internet Watch Foundation <http://www.iwf.org.uk/reporting.htm>

Media attention

It must be recognised that should a serious incident occur it is likely to attract intense media interest and speculation. On such occasions, every possible attempt must be made to ensure that children, young people, parents, and carers are protected from such influences. An agreed media strategy will be implemented, and statements must only be released by authorised personnel, in accordance with information sharing procedures. In all instances, the prime concern will be the safeguarding and welfare of the children, young people, and their families. Advice will be taken from Services for Children and Young People where appropriate before any media engagement is undertaken.

January 2024

2.13 Lockdown policy (Non covid)

Aim

The Lockdown policy aims to ensure the safety of all children, staff, families, and other visitors to the setting in the event of a threat. The nursery aims to minimise the risk of harm or the exposure to danger to anyone on the premises through the implementation of this policy.

Implementation

Examples of critical incidents include:

- aggressive trespassers
- a local disaster
- unusual amounts of media attention

Initial notification

If an event takes place that requires a lockdown, the following should occur:

- 999 must be called immediately if the event requires the emergency services.
- The lead practitioner will determine the need for a lockdown and raise the appropriate alarm.

If there is a lockdown, the staff must not panic as to do so will cause anxiety to the children. They must ensure the children are reassured by all the adults present. Everyone in the room must stay in the room (unless it is the SLT), stay down low and out of external sight and try to remain as calm as possible.

SLT responsibilities

The SLT will:

- contact and liaise with emergency services and follow their instructions.
- check Family and check all the signed in children are present.
- get any children outside inside as quickly as possible.
- make efforts to seal and lock the doors and windows, turn off the lights and ensure children are kept below the window level, preferably under the furniture or down low or out of sight.
- ensure all children and individuals present remain in the locked areas until they give the all-clear signal.

We will endeavour to contact parents as soon as appropriate and communicate all information that is known, and we will advise on collection etc.

In the event of evacuation, we will escort the children to Olden Gardens if appropriate.

All clear signal

The SLT will give an all-clear signal by saying: "The lockdown has ended."

For full details please refer to 'emergency plan'

January 2024

2.14 Early years attendance and punctuality policy

‘Even when you’re very small, good attendance makes a big difference.’

Aim

To promote good attendance and partnership with parents and carers in early years, encouraging good habits early, so that children are life ready.

Rationale

Regular early years attendance is important for all children, even babies, as it is only through regular, consistent routines that children build up the secure attachments they need for healthy development.

Research shows that regular part-time attendance from the age of two in a good-quality early years setting has a lasting impact on children’s social development and intellectual attainment throughout school (research Brief RBF 15-03 The Effective Provision of Preschool Education Project: Findings from the Pre-school Period. Sylva et al, IOE, 2003).

Islington’s Early Years Foundation Stage profile results (2014) showed a clear correlation between children’s attendance and their attainment of the ‘good level of development’ national standard.

Regular attendance has a positive impact on all aspects of a young child’s learning and development. A regular routine supports the young child to feel settled and secure. Unsettled children have higher stress levels which, in turn, prevent them from being able to benefit fully from the learning opportunities available.

We do support families to go on holidays and spend time with their families at this crucial stage of their development, throughout the year. We ask that we are kept fully informed of such absences and encourage families to contribute to Family to encourage a holistic approach to holidays and valuable family time, allowing us to talk to the children about their time away.

Procedures

We promote good attendance and punctuality by:

- ensuring children attend for the expected hours.
- requesting that parents inform the setting if they are going to be late or absent.
- requesting that parents report sickness.
- communicating with parents and following up on non-notification of absences as part of promoting good attendance and punctuality.
- monitoring children’s attendance.
- consistently following up on poor attendance and punctuality.

Supporting families

We recognise that sometimes families may need extra support with attendance and punctuality, therefore good communication is essential between families and the key person. The nursery will work with you to support your child’s attendance and punctuality. Where children’s attendance is poor and not improving, the setting will talk to you about available support, for example implementing bedtime routines and parenting classes.

Safeguarding

We all have a duty to keep children safe and protect them from harm and very poor attendance can be an indication of neglect and be a safeguarding issue.

Withdrawing a place

We will make every effort to support good attendance and punctuality, as suggested above. However, if there are no other indicators of concern or vulnerability and your child has failed to attend for four to six consecutive weeks or more without a justifiable reason, we may withdraw your child's place. We will only do this once all other routes have been exhausted and the setting has provided evidence of this to and sought the approval of the Early Years Service.

The process for formally withdrawing a child's place is as follows:

- We will attempt to contact the family twice weekly to meet with them to seek a justifiable explanation (by telephone or home visit and followed up by email).
- The setting will send a recorded delivery letter during the fourth week to invite the parent to a meeting to discuss the situation and preparing them for the action that could be taken after six weeks.
- The setting will continue to attempt twice-weekly contact via phone and email.
- The setting will send a recorded delivery letter in the final week, explaining that the place will be withdrawn on a specific date.

Transition

If a family decides to move their child to another setting, they should inform us so that we can take them off our register.

We believe that:

- regular attendance and good punctuality are important for maximising achievement and obtaining the greatest benefit from education.
- good relationships with children and their families are vital in encouraging regular attendance and punctuality.
- children settle well and want to attend settings when they feel valued and have a sense of belonging.
- good habits of attendance and punctuality are key skills for later life.

January 2024

3.0 Suitable people

3.1 Safeguarding and safer recruitment policy

This policy is made available to all parents and staff of our nursery.

Introduction

This Safeguarding and Safer Recruitment policy applies to all aspects of our nursery including the Early Years Foundation Stage.

We are committed to providing the best possible care and education and promoting the welfare of children. We are also committed to providing a supportive and flexible working environment to all our members of staff. We recognise that, in order to achieve this, it is of fundamental importance to attract, recruit and retain staff of the highest calibre who share this commitment.

The aims of our Safer Recruitment policy are to:

- comply with all the relevant recommendations and guidance including the recommendations of the ISCB in Safeguarding Children: Safer Recruitment Guidelines, Keeping Children and Adults Safe from Harm.
- safeguard and promote the welfare of children by carrying out all necessary pre-employment checks.
- identify and reject applicants who are unsuitable to work with children.
- give clarity to all those applying for posts so that we can recruit the best possible staff based on merit, abilities, and suitability for the position.
- support our Equal Opportunities Policy by ensuring that all job applicants are considered equitably and consistently, so that no applicant is treated unfairly on any grounds, including race, colour, nationality, ethnic or national origins, religious belief, sex or sexual orientation, marital status, disability, or age.

Members of the selection committee are responsible for complying with the provisions of the policy. Whenever we are involved in the appointment procedure for any staff post, at least one member of the panel will hold a safer recruitment certificate.

Recruitment and selection procedure

Inviting applications

Advertisements for posts, whether in newspapers, journals or online will include the statement:

“We are committed to safeguarding and promoting the welfare of children. Successful candidates must be willing to undergo child protection screening, including checks with past employers and a clear enhanced DBS.”

Applicants for employment will be required to complete an application form/CV. Incomplete application forms will not be considered. Any gaps in CV's will be questioned fully in the interview.

Shortlisting and references

At least two members of staff will be involved in the scrutinising of CVs. Shortlisting of applicants will be against the person specification for the post. Information concerning age, medical history, disability, or criminal records disclosure will not be used to shortlist candidates.

Whenever possible, references will be taken up on shortlisted candidates prior to interview with the applicant's permission. All offers of employment will be subject to the receipt of a minimum of two satisfactory references, one of which must be from the applicant's current or most recent employer. If the current/most recent employment does/did not involve work with children, then the second referee should be from the employer with whom the applicant most recently worked with children.

Neither referee should be a relative or someone known to the applicant solely as a friend.

All referees will be sent a copy of the job description and person specification for the role for which the applicant has applied. They will also be asked to confirm:

- the applicant's dates of employment, job titles/duties, reason for leaving, performance, sickness, and disciplinary records.
- the applicant's suitability for the post in general.
- the applicant's suitability for working with children.
- whether the applicant has ever been the subject of disciplinary procedures, including warnings, involving issues related to the safety and welfare of children (including any for which the disciplinary sanction has expired).
- whether any allegations or concerns have been raised about the applicant that relate to the safety and welfare of children or behaviour towards children.

We will only accept references obtained directly from the referee on our official reference form with all sections completed. We will not accept references or testimonials provided by the applicant.

We will compare all references with any information given on the CV. Any discrepancies or inconsistencies in the information will be taken up with the applicant before any appointment is confirmed.

Where necessary, referees will be contacted by telephone or email in order to clarify any anomalies or discrepancies; a detailed written note will be kept of such exchanges.

Where necessary, previous employers who have not been named will be contacted in order to clarify any anomalies or discrepancies; a detailed written note will be kept of such exchanges.

Successful applicants will be invited to an interview.

Interviewing candidates

At least two members of the team will be involved in the interview process and at least one of these leaders will have successfully completed the safer recruitment training.

Shortlisted candidates will be invited to attend a formal, face-to-face/zoom initial interview, at which their relevant skills and experience will be discussed in more detail. Candidates will always be required to:

- explain any gaps in their employment history satisfactorily.
- explain any anomalies or discrepancies in the information available to the recruiters.
- declare any information that is likely to appear in the CRB disclosure.
- demonstrate their capacity to safeguard and protect the welfare of children.
- answer questions aimed at obtaining evidence of how the candidate meets the criteria listed on the person specification. The same areas of questioning will be covered for each candidate.

All candidates who are invited to an interview will be required to bring the following evidence of identification, address, and qualifications:

- current photograph driving licence and full passport OR current passport (where an applicant claims to have changed their name by deed poll or any other mechanism, he/she will be required to provide documentary evidence of the change).
- Utility bill or statement showing their name and address.
- documentation confirming their National Insurance number.
- original documents confirming any educational and professional qualifications referred to in their application form; if there is any doubt of authenticity, the relevant awarding body will be contacted.
- proof of eligibility to work in the United Kingdom.

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3.2 Whistleblowing policy and procedure

Background

1.1 Overall context

Highbury Community Nursery expects the highest standards of behaviour from all employees, management committee and contractors.

The whistleblowing procedure is intended to encourage employees and others who are listed below to report inappropriate action by any of the above which would not normally be revealed due to fears of victimisation or retribution.

The procedure provides a framework to ensure that the nursery and those who act on its behalf conduct themselves in a proper manner.

The procedure reassures staff that they will be protected from reprisals or victimisation for making reports of malpractice in good faith which they reasonably believe to be true.

1.2 Legal Context

This Disclosure Policy has been devised in accordance with the provisions of the Public Interest Disclosure Act 1998.

1.3 Scope of the procedure

The procedure applies to a report where it is the reasonable belief of the employee or other person making the report that it relates to:

- a criminal offence.
- a failure to comply with a legal obligation.
- a miscarriage of justice.
- a danger to the health and safety of an individual.
- damage to the environment.
- a failure to comply with the nursery's policies and procedures.
- any conduct which may damage the nurseries reputation.
- deliberate concealment of information relating to any of the above.

1.4 Matters outside the scope of this procedure

The procedure does not normally cover:

- matters that concern day-to-day issues relating to an employee's terms and conditions of employment or a complaint about another employee which can usually be referred to their line manager, or if necessary be pursued using the nursery's complaints procedure/grievance and disciplinary procedures.
- matters relating to child abuse which should be reported to the designated child protection officer.
- a member of staff who may have behaved in a way in their private life that may suggest they are unsuitable to work with children; follow the setting's safeguarding procedures in these cases.

1.5 Who is covered by the procedure?

All employees, contractors (and their staff) agency workers, consultants, students, and apprentices.

Making a whistleblowing report

2.1 Reporting a concern

In the first instance you should normally report any concerns to either your staff representative, room leader or lead practitioners.

Before raising your concern, you may wish to take advice on, or discuss your concerns with a colleague first. It is advisable that you report your concern as early as possible. A significant delay in reporting the matter may make subsequent investigation difficult to pursue.

In raising your concern in writing, you should give as much detail as possible i.e. the background, history, giving names and relevant dates and the reasons why you are particularly concerned about the situation.

If you feel hesitant about putting your concern in writing at this stage, you could ask the person to whom you wish to write the report to for a meeting. Do bear in mind you may be asked to put the details in writing later.

2.2 Reporting a concern to the management committee

You may make a report to the management committee if you:

- have previously raised an issue to internal leaders and feel that it was not dealt with properly.
- fear that you will be victimised if the matter is raised within our leadership structure.
- fear that relevant information may be concealed or destroyed if the matter is raised internally.
- are making a complaint about the SLT.

Investigation of the report

3.1 What will happen?

You will be informed if the referral is appropriate to this procedure.

Receipt of your report will be logged by the lead practitioner, following which you will normally be interviewed. You may be accompanied at the interview by a trade union representative, a colleague or a friend if you felt this would help. In most cases you will be asked to provide a written statement detailing the allegations following the interview.

You will receive a written acknowledgement of your report and will be informed of the progress of the investigation, unless the investigator considers that there is a risk of the investigation being prejudiced by disclosures of the process being taken. You may not receive full details of the progress or the outcome of the investigation if provision of details would be inconsistent with obligations of confidentiality in relation to others.

In some circumstances the matter may be referred to an external agency such as the police if crime is involved. Wherever possible, you will be advised of this beforehand.

3.2 Conclusion of investigation

If your allegation is not proven or there is insufficient evidence on which to base a conclusion, you will be advised accordingly. It will not be necessary in these cases for a report to be prepared as this could compromise your identity unnecessarily.

In cases where action is necessary as a result of your allegation, a report will usually be sent to the management committee. They will be responsible for implementing the recommendations of the report. You will be advised when the investigation is complete, but it may not always be possible to tell you the details of the findings as this may be confidential.

General provision

4.1 Anonymous reports

Whilst it is acceptable that anonymous allegations do not carry the same weight, any such reports received by the leaders or the management committee will be considered at their discretion and where such a decision is made, appropriate investigations made as far as possible into the circumstances. In exercising this discretion, account will be taken of the seriousness and credibility of the matters raised and the likelihood of confirming the allegation from the sources quoted.

4.2 Anonymity

During the initial stages of the investigation, if you so wish, the nursery guarantees that your identity will only be disclosed to those directly involved in investigating the allegation. We will do our best to maintain your anonymity throughout the enquiry, but this may not be possible as it may be obvious to those under investigation who has made this allegation or attempting to maintain your anonymity may hinder or frustrate the investigation. If we consider it is necessary to formally identify you, we will always discuss this with you in advance.

In cases where disciplinary action is taken, it may be necessary for you to provide witness evidence. We will try to gather evidence to support your allegation without requiring your attendance at the hearing, but this may not always be possible. We may also need to disclose your identity to other investigating agencies but will discuss this with you before doing so.

4.3 Statutory protections

The Public Interest Disclosure Act 1998 provides individuals with protection from victimisation, dismissal or any other detriment, provided they have reasonable belief that what they have reported is true and the report is in good faith.

4.4 Protections to employees

No action will be taken against you by the nursery if you make a report in good faith, even if it is not confirmed by the investigation.

The nursery will treat any victimisation or harassment of an employee who has made a report in good faith under this procedure as a serious disciplinary offence.

If you consider that you have been or are likely to be victimised, dismissed, made redundant or made to suffer any other detriment as a result of making a report under this procedure, you should report your concerns to the lead practitioner or management committee. The matter will then be dealt with as a new referral under this procedure.

Employees should not make reports which they do not reasonably believe to be true, or which are malicious. Disciplinary action may be taken against an employee who makes an allegation frivolously, maliciously or for personal gain.

If you already the subject of a disciplinary, capability or redundancy procedure, this will not normally be halted as a result of your report.

4.5 Reporting externally

This procedure is intended to provide you with an avenue within the nursery to raise concerns. The nursery hopes you will be satisfied with any actions taken. If you are not, and if you feel it is right to take the matter externally following completion of the process set out earlier in this procedure, the following are possible contact points:

- Ofsted.
- the Audit Commission.
- the Health and Safety Executive.
- The Environment Agency.
- The Charity Commission.
- other appropriate regulatory body.

A report made externally i.e. to the police, media or Member of Parliament will only be protected under the Public Interest Disclosure Act if:

- you honestly and reasonably believed the information and any allegation contained in it to be substantially true.
- the allegation has not been made for personal gain.
- the allegation has already been raised with the nursery, unless you reasonably believed you would be victimised or there may be a cover-up or that the matter is exceptionally serious.

4.6 Review of whistleblowing procedure

The procedure and reports made under it should be reviewed at least annually by the SLT.

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3.3 Dress Code policy

As a professional organisation it is of the utmost importance to have a professional appearance to parents and outside agencies. Clean tabards should be worn at all times.

The following guidelines must always be followed:

- no skirts higher than the knee.
- no shorts higher than the knee
- no cycle shorts
- no logos of any sort on clothes (trade labels are acceptable).
- T-shirts must be to the waist (no belly buttons showing).
- no stiletto heels/kitten heels.
- shoes and clothes must be of suitable standard of cleanliness and repair (no ripped jeans).
- shoulder length and longer hair should be tied back.
- no earrings except small studs/small sleepers.
- no low-cut tops – no cleavage showing.
- no off the shoulder tops.
- no strappy/halter neck tops.
- no long nails.

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3.4 Sickness and absence policy

A high level of absence within an organisation has many adverse effects. It is costly both to the individual organisation and the economy as a whole and affects efficiency, productivity, profitability and staff morale.

It is recognised that individuals have reasonable and legitimate reasons for needing to be absent from work.

We want sickness and absence control to be a coordinated effort between the staff and the employer.

Aim

To support the nursery and its staff to develop an environment which is conducive to good attendance and supportive of staff absence due to sickness. There is also a need, in the short term, to reduce the amount of frequent and prolonged absence due to sickness.

This framework has been put in place to improve efficiency and to support all staff. It is consistent with the Highbury Nursery contract of employment and conditions of service.

Procedures

The following procedure should be followed when a member of staff is going to be absent.

- The member of staff must phone in at 7.30am (only applicable on the first day of absence), messages left on Family are not acceptable or private messages to the SLT.
- The member of staff must speak directly to the SLT or most senior person on duty.
- It must be the member of staff who phones; a relative or friend is not acceptable, unless in exceptional circumstances such as hospitalisation.
- Staff must notify one of the SLT of probable duration of sickness at this time.
- Staff must keep the nursery informed daily for short term sickness; this must be done by 3pm each day.

The absence can be classed as unauthorised absence if all of the above is not done. This may lead to disciplinary sanctions being followed.

The member of staff must then phone each day prior to the day of absence/return to work, to inform one of the lead practitioners of their intentions for the next day. This must be done before 3 o'clock, to ensure cover for the next day. It is the staff member's responsibility to continue communication.

If a member of staff is absent for more than seven days (including weekends) they must produce an original doctor's certificate. If absence occurs regularly, we will ask your permission to speak to your GP regarding your condition and any advice they could give us to support you.

On return to work each member of staff will be spoken to individually regarding their absence. They must also fill in a return-to-work self certificate. These certificates will be filed and regularly reviewed to identify prolonged and frequent sickness or positive improvements in attendance. It is the staff member's responsibility to get this form from staff room computer, fill it in and return it to the SLT on the first day of return.

Staff taking medication which they believe may affect their ability to care for children should seek medical advice and only work directly with children if the advice is that the medication is unlikely to impair their ability to look after children.

If staff take more than their contracted sick leave in a year or take the maximum, we as an organisation may need to begin disciplinary procedures.

In the event of the above, we would like to seek a medical opinion for the staff member in order to support and assist them.

Lateness

Lateness also puts increased pressure on colleagues. Lateness is classed as unauthorised absence; please ensure you are in your allocated room ready for work at the time your shift begins. Lateness will be monitored and inquired into by SLT when staff arrive in the setting. Staff must phone to inform lead practitioners of any lateness and explain why they are late.

Please remember continued abuse of the sickness or lateness policy may put your job at risk.

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3.5 Supporting staff with financial aid

At Highbury Community Nursery we understand that on very rare occasions, staff may need extra financial support and as a reasonable employer we want to provide this support as much as we can.

Staff loans may be given when:

- application for the loan is requested in writing, including how the staff member intends to repay the loan and the period this will take to happen.
- the nursery is financially viable at time of request.
- A contract is set up, agreed, and signed by the lead practitioner and the borrower.

Loans will be applied via our payroll system as will the contracted payback. If the staff member leaves their employment during the repayment period, all monies owing to the setting must be repaid or repayment negotiated. Any balance left unpaid will be reclaimed via the small claims court, without exception, for which staff will be liable for any costs.

Reasons for needing financial support must be discussed with the lead practitioner for pastoral reasons, but further to this will be kept confidential.

Any loans over £2,000 must also be agreed by the management committee; the committee will also be informed of any loans given to staff.

Current rules are that an employer can give an employee an interest-free loan of up to £10,000. This is not reportable on a P11D form as it is not treated as a benefit in kind.

A director of a company can also have an interest-free loan but in this case, the loan has to be repaid within nine months of the year-end to prevent a S455 tax liability form.

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3.6 Staff with children policy

At Highbury Community Nursery, staff wellbeing is of great importance; we will do all we can to make your employment here a happy experience.

When staff have children of nursery age and would like them to attend our setting, the following guidelines have been put in place:

- A place for your child is not guaranteed and places will not be reserved for children of staff.
- Consideration for a place will only be given on successful completion of your probationary period.
- The nursery must adhere to Islington's admissions policy, especially regarding age and availability.
- Following maternity leave, staff must return to work at the agreed date and not according to a childcare place for your child.
- Settling your child into the nursery must not compromise your return-to-work date.
- If a place does become available for your child, the nursery will support you by charging at Band One.
- All policies and procedures of the nursery must be adhered to for all children; this includes behaviour management and equal opportunities.
- Your child will be allocated a key person and any discussions regarding your child must be done professionally and carried out in person. Email and written correspondence will not be accepted as a professional means of communication.
- All meetings regarding your child must be carried out outside of your working hours.
- During the day, there may be occasions when a member of staff may need to speak to your child regarding an incident. We ask that you disassociate yourself and make yourself available to speak to the member of staff later.
- Transitions to other rooms must be done with the key person.
- Training days are essential to the professional development of staff; staff must attend and have alternative care for their child on these days.
- The nursery will support you by allowing you to book your child in as an extra free of charge, but this must be authorised by a senior member of staff in advance and recorded in the diary and must be to enable you to carry out a nursery-related task.
- You must be mindful of boundaries ensuring that staff areas such as the staff room and staff personal time/quiet spaces are not compromised if you have your child with you at these times.
- If staff do not feel they can adhere to each guideline, they must speak to the SLT before accepting a place for their child.

Consideration must be given to individual needs, the wellbeing of other children, and the number of children of other staff members. Therefore, even when there are vacancies, whether it is appropriate for your child to attend the nursery is entirely at the discretion of the lead practitioner, and there is no right of appeal.

See also: Behaviour Management, Equal Opportunities, Confidentiality, Admissions, Fee Management, Attendance, Settling in, Key Person policies, Sick Child and Sickness and Absence policies.

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3.7 Family friendly policies

At Highbury Community Nursery we aim to support staff with families. We believe that parents have the right to flexible working hours and arrangements. However, it is important to recognise that staff do not have an automatic right to flexible working practices. Rather, the Employment Act provisions allow for a set procedure to be followed by the staff and the management of the nursery. The staff member must put in writing a request for flexible working hours allowing for discussion and hopefully agreement on changes to working arrangements.

Caring for a child

Staff have a right to request flexible working for the purpose of caring for a child. To qualify, you must be an employee with at least 26 weeks of service at the time of application, and a distance of 12 months between their present application and any previous application. You must also:

- be the mother, father, adopter, guardian, or foster parent of an eligible child; or
- be married to or be a partner of such a person and live with the eligible child.

In either case, you must have or expect to have responsibility for the upbringing of the child. An eligible child must be under 18, or over 18 with special needs.

Caring for an adult

Carers of adults are also able to request flexible working arrangements. To qualify, you must be an employee who is or expects to be caring for an adult who:

- is your spouse, civil partner, or partner; or
- is a parent, parent-in-law, adult child (including adoptive children), sibling (including in laws), uncle, aunt, grand parent, or step relative or
- falls into none of the above but lives with you.

Making an application

You must make your application in writing. This should:

- be signed and dated.
- state that it is an application to vary your hours.
- specify the changes you are applying for and the date on which they will become effective.
- explain what effect the changes applied for will have on your employer and how, in your opinion, any such effect might be dealt with.
- explain how you qualify for the right to make the application.

It is essential to recognise that, unless you negotiate with us for any variation to be temporary, any change agreed will be a permanent change to your contract.

Within 28 days of your application, we are required either to notify you of agreement to the variation or to hold a meeting with you. If a meeting is held, we must notify you either of our agreement or the grounds for refusal within 14 days. If the application is refused, you must also be told of the appeal procedure.

If your application is refused

If you appeal, you must do so within 14 days of having been informed of the refusal. Your appeal must be heard within 14 days of your written notice of appeal. Your employer must tell you of the outcome of your appeal within 14 days of this hearing.

You have the right to be accompanied at the meeting and the appeal, but the right extends only to help from one of your colleagues or a union representative.

You can go to an employment tribunal to challenge your employer, but only on two grounds: a failure to follow the proper procedures, or that the rejection of your application is based on incorrect facts. If the employer's refusal cannot be challenged at the tribunal, you will have to wait another 12 months before making another application.

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3.8 Professional code of conduct

The staff of Highbury Community Nursery believe that the following principles contribute to high standards.

In working with children and their families, we:

- are respectful towards families' values, beliefs, culture, and ethnicity. We communicate with each family as unique and individual.
- do not have 'favourite' children or families.
- are able to contain our own emotions about our work with families. If this is proving difficult, we will discuss this with leaders.
- are able to adopt a uniform approach to our work. We see it as our role to establish the ground rules with families and to make sure they are kept to.
- are able to keep professional boundaries in place with children and families. We see ourselves as 'friendly but not a friend'. This includes not accepting current or past parents or families as friends on social networking sites such as Facebook or Twitter; we do not hold, accept, or exchange telephone numbers with parents.
- consistent and reliable. We inform families of any changes to appointment dates or times.
- are able to set realistic goals with the families and to work alongside them in achieving them.
- aware of ourselves as positive role models for children and their families; we do not eat, drink, or smoke with families.
- open, honest, transparent, and non-judgemental in our work with children and their families
- clear in our responsibility to work within our established policies and procedures.
- careful to consider how much personal information is disclosed to families. We do not offload our own problems or impose our own views or opinions.
- mindful not to allow children or their families to become too dependent on us or to come in between a child and their parent.
- are able to challenge families confidently, particularly in relation to safeguarding concerns.
- do not work for families privately either during our employment i.e. babysitting or after our employment with the setting i.e. accepting nannying positions with current or past families.
- pronounce all children's names as their parents ask us to.
- do not use slang words, such as 'mate' or 'buddy'. We all speak standard English, to support all children's learning of English and we all have a responsibility to ensure that professional language is always used.
- understand that the language and accents that are used outside of work are different; we have an expectation that inside the setting your language is professional and can be understood by all nursery users.

In working as part of a team, including as part of a team around a child, with other professionals we are:

- aware of our responsibilities to share information as appropriate with other professional, but do not breach confidentiality.
- mindful not to put ourselves in vulnerable situations.
- able to request help or assistance from colleagues when they believe that a family is getting too familiar or over-involved with them.

- aware of their responsibility to challenge poor professional practice or un-boundaried practice in others.
- supportive to each other in noticing if our own professional problems are getting in the way of effective work with families.
- mindful of not taking on the professional responsibilities of other professionals.
- clear in their responsibilities to keep the work with children and families specific, focused, measurable and 'in step' with other professionals.
- respectful in making challenges to other professionals, including within the team, in an appropriate and professional way.
- aware of everyone's belief systems and our need to respect individuals' choices; any open discussions should be balanced and not promote one belief system over another, so we all feel comfortable with this diversity.

In working to guidance, supervision, and management, we are:

- mutually respectful with managers, including in their different understandings and approaches to things, i.e. confident to challenge and be challenged.
- prepared for supervision/appraisal and appreciative of the opportunity to reflect on our work with children and their families, including re-directing work if it is going off course.
- able to maintain clear boundaries, including the right to confidentiality and privacy.
- able to use the supervision/appraisal/peer-to-peer process in an open and honest way and to reflect on professional development.
- able to explore both positive aspects of work and those areas that have not been successful, accepting positive criticism and learning from it, without taking it personally.
- able to use supervision to accept support and guidance, to assist in keeping our work on track and our emotions in check.
- Available to write references, but only from the SLT as due to confidentiality they are the only people with full access to personnel files.

In presenting ourselves for work, our physical appearance, behaviour, and attitudes are:

- sensitive to the family's circumstances, i.e. we think about the impact our presentation may have on families (e.g. dress, jewellery, excessive make up, tattoos and piercings).
- open; we actively listen and are respectful of what others have to say. We challenge in a confident and assertive ways, as appropriate.
- professionally appropriate; we do not flirt, use inappropriate language, or enter into overfamiliar relationships.
- careful to ensure our records are a factual representation of what was observed, said, and done.
- mindful in containing our personal problems outside of work, ensuring that this does not 'spill over' into work with families, including comments on social networking sites such as Facebook or Twitter.
- respectful of difference in values, beliefs, and opinions and responsible in identifying personal stereotypes and prejudices.

We always keep our personal belongings in our lockers or in the staff room to completely ensure all contents are out of the children's reach.

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3.9 Staff behaviour policy

(in conjunction with the behaviour management policy and the code of conduct, the code of practice and the achieving positive behaviour policy)

At Highbury Community Nursery we want everyone to feel included – adults and children. To ensure this happens, we all must adhere to professional conduct within the setting at all times. To enable this to happen we must always be aware of ourselves and our surroundings. We use these guidelines to support this.

Our expectations of adults

- All staff must always be professional on the premises.
- Everything that adults do while with the children should be about the children, i.e. no discussions with colleagues that are unnecessary or inappropriate.
- Working with the children and extending on their interests always.
- To be active listeners with the adults as well as the children.
- To use positive words always.
- To always use appropriate physical contact with children e.g. we hold children's hands and very young babies will be carried in an appropriate fashion, not under our arms. Physical intervention should only be used to manage a child's behaviour if it is to prevent serious damage to property or what would reasonably be regarded as exceptional circumstances. Any occasion of physical intervention being used to manage the behaviour should be recorded and parents should be informed about it on the same day (see Physical Handling policy).
- To pronounce children's names correctly, not shortened, unless explicitly authorised by the parents.
- To use Standard English always; this is to ensure children and adults with an additional language can understand and support their learning of English.
- To limit the use of words such as 'no' and 'don't'; we don't feel these words are productive and should only be used as a matter of health and safety.
- Staff will refrain from using negative language/criticism or labelling, shouting, or raising their voices in a threatening, humiliating, frightening, discriminating way or using any form of corporal punishment to the children, adults or in front of the children, other adults, parents/carers (please see Code of Conduct) This maintains the child's self-esteem whilst dealing with the behaviour.
- We will support children learning to empathise with others, understanding they have feelings too and that their actions have an impact on other feelings. Insisting on a child saying 'sorry' is not developmentally appropriate and not productive. Staff will use every opportunity to discuss positive behaviour and respect for each other and will be good role models of this.
- Staff do not use slang words such as 'mate' to the children or to each other, again because many of our children are learning English and we want them to understand standard English which they can use outside of nursery.
- Not allowing other staff to interrupt your work with a child e.g. a staff from another room coming to say hello.
- Ensuring the best outcomes for all the children, not just our key children.
- Being in the correct place in the rooms as well as the garden, spread around with adults not clumped together, ensuring support for all the children.
- Taking responsibility for all the children in your area, especially regarding their safety and education.

- We do not gossip or talk behind our colleagues' backs; we support and care for each other professionally.
- We only use English in the staff area to ensure all staff feel included (unless on the phone).
- We use a 'talking' volume when indoors and do not shout across the rooms or up/downstairs and encourage the children to do the same.
- We ensure professional body language at all times, ensuring we are not 'rolling our eyes' etc.
- We do not lie down on sofas or at sleep time (even if feeling unwell) in rooms or the staff room.

January 2024

3.10 Student placements

The member of staff responsible for students is Erika Bastidas.

Our setting recognises that qualifications and training make an important contribution to the quality of the care and education provided by early years settings. As part of our commitment to quality, we offer placements to students undertaking early years qualifications and training or other applicable qualifications/training.

For students on placement with us, we aim to provide experiences that contribute to the successful completion of their studies and that provide examples of quality practice in their years and education.

Procedures

- We require students on qualification courses to meet the 'suitable person' requirements of Ofsted and have DBS checks carried out before they commence their placement and have this in writing.
- We require students in our setting to have a sufficient understanding and use of English to contribute to the wellbeing of children in our care.
- We require schools placing students under the age of 17 years with the setting to vouch for their good character.
- We supervise students under the age of 17 years at all times and do not allow them to have unsupervised access to children.
- Students undertaking qualification courses who are placed in our setting on a short-term basis are not counted in our staffing ratios.
- Trainee staff employed by the setting and students over the age of 17 may be included in the ratios if they are deemed competent and responsible and are on long term placements.
- We take out employers' liability insurance and public liability insurance, which covers trainees.
- We require students to keep to our confidentiality policy.
- We cooperate with students tutors in order to help students to fulfil the requirements of their course of study.
- We provide students with a short induction on our setting, our policies and procedures and health and safety awareness.
- We communicate a positive message to students about the value of qualifications and training.
- We make the needs of the children paramount by not admitting students in numbers that hinder the essential work of the setting.
- We ensure that trainees and students placed with us are engaged in proper early years training, which provides the necessary background understanding of children's development and activities.

January 2024

3.11 Adverse weather policy for staff

Unless the nursery is closed, staff are expected to come to work. This is to ensure staff to children's ratios are maintained.

Extreme weather conditions

During the winter months, extreme weather may seriously delay or prevent you from attending work. Whilst we expect each other to make all reasonable effort to attend, there may be some occasions where this is not possible. This may be due to road closures or a lack of public transport due to prevailing weather conditions.

During severe weather, you have no automatic legal entitlement to remain at home on full pay. If you choose to stay at home, you may have to use a day of leave or lose a day of pay, **working from home may not be appropriate to your post.**

Call-in procedure

All staff are expected to telephone the SLT to let them know if they are going to be delayed, or in extreme circumstances, unable to attend work. This should be done by 7.30am. You should also be prepared to explain what efforts you have made to get to work or why you anticipate being unable to reach the nursery.

The SLT will use their discretion in releasing staff and may allow staff who travel long distances to nursery to leave early.

January 2024

3.12 Annual leave policy

At Highbury Community Nursery we want to ensure that annual leave is managed fairly and consistently across the staff team and to inform all members of staff of the procedure that must be followed when applying for annual leave. This policy applies to all staff working under a contract of employment.

Entitlement

All staff are entitled to 28 days holiday per year. For staff that work part time, this is pro rata of 28 days. This does not include public holidays which are in addition to this leave.

Annual leave runs from April 1 to March 31 inclusive. All annual leave for the year must be taken within this period. No payment in lieu will be made for any annual leave not taken. Annual leave may not be carried over, unless prior discussion and agreement with the lead practitioner has taken place.

Leave application procedure

Vanisha Patel (SLT) must approve all annual leave in advance.

To request annual leave, you must complete a request on Famly. This will then be considered and verified. This will be updated on Famly, should it be confirmed. You should only commit to your leave plans on receipt of confirmation and authorisation of your request. Do not book flights/holidays etc until leave has been approved, the nursery will not take responsibility for lost bookings etc.

The following rules for annual leave apply:

- 1 out of 2 basement staff off at any one time (Chris, Agnes and Bozica)
- 2 out of 4 office staff at any one time (Ann, Cathy, Vanisha and Kay)
- Up to 3 childcare staff

Please do not request leave that is against the rules above, as it will not be approved. This will be managed in conjunction with the operational needs of the nursery.

If leave is required, staff are expected to organise this themselves with their colleagues, i.e. private arrangements/ swaps etc; the lead practitioner does need to be informed and it does need to be written on the calendar on Famly.

Staff must never write their own leave on Famly or make any alterations to leave; this will only be done by Vanisha.

Taking leave in advance of accrual

Leave accrues monthly in advance, at the rate of 1/12th of your annual leave entitlement. It is for Vanisha (SLT) to decide whether to authorise this leave in advance of accrual.

Carrying forward annual leave

You may not carry forward unused leave from one year to the next unless you obtain prior approval from Vanisha.

You may only carry over a maximum of five days of unused leave; additional days will be forfeited.

Any such leave carried over must be taken by the end of the following February after the end of the annual leave year to which unused holiday relates.

New members of staff

If you join part way through the annual leave year, your entitlement to annual leave will be proportionate to the amount of time left in the annual leave year. During the first year, the amount of annual leave you may take is limited to the amount accrued at that time. Notwithstanding the rules of accrual, every effort will be made to meet your needs in respect of commitments to holidays already arranged.

Religious holidays

If you wish to observe cultural/religious holidays which do not coincide with public holidays in England, you may take an additional cultural day. This must still comply with all previous rules.

Sickness during annual leave

Annual leave may only be reclaimed by staff where their sickness is confirmed by receipt of a GP or a hospital medical certificate.

If you are ill during a period of annual leave you may be able to reclaim the time as sick if you:

- follow the sickness/absence policy i.e. phoning on the first morning and each subsequent afternoon to inform us of your wellbeing.
- provide a medical certificate (regardless of the length of absence).
- Put a written request in on your return.

Late return from annual leave

If for any reason you know that you will be returning late from annual leave, you must notify the SLT of the late return as soon as possible and discuss and agree revised arrangements i.e. additional leave, unpaid or other arrangements. We will expect you to set your own arrangements in place. Failure to do so will render you liable to disciplinary action for unauthorised absence.

Termination of contract of employment

If you are working out your notice period, you will only be guaranteed annual leave during that time if either:

- the annual leave was booked prior to the start of the notice period, or
- the notice period runs between two annual leave calendar years, and you have not taken your minimum statutory entitlement the current year.

Unused annual leave which has accrued but has not been taken will be paid with your final salary, or your leaving date will be changed to reflect leave. Where annual leave taken exceeds the number of days accrued at the date of termination, we will deduct the appropriate, corresponding sum from your final salary.

We insist that all staff always comply with this policy, and any queries should be discussed with Vanisha (SLT) at an appropriate time out of staff work hours, e.g. lunch time or prior to start of shift etc. All staff are responsible for their leave and for keeping a tally of what they have taken.

January 2024

3.13 Staff Wellbeing Policy

At Highbury Nursery we want to support staff in as many ways as we can, one of the ways we do this, is through our Wellbeing approach. We want to look after the staff's mental health and support all staff to be healthy and well.

The SLT lead on wellbeing.

We provide the following:

- Drop-in wellness sessions where we have 20 minutes of meditation and mindfulness on a monthly basis on a Tuesday from 12.30, any staff can join in.
- Booked sessions with the SLT on monthly Tuesday and Thursdays with 1:1 discussion sessions and support for work and non-work-related issues.
- Monthly dates are posted on Famly and on the calendar.
- Any staff feeling they need support with their mental health are encouraged to complete a WAP form, available on Famly and send it to the SLT, this starts a process of sessions and support and can lead to CBT from a trained therapist paid for by the nursery, if required.

January 2024

3.14 Staff Retention initiatives

At Highbury nursery we want to support the staff as much as we can, we do this in the following ways:

- All staff are paid London Living Wage (reviewed in April each year)
- We support flexible working hours in line with the needs of the nursery, any written request will be thoroughly investigated.

- We charge staff with children on Band 1.
- We provide wellness groups and Mental health to support as per our wellness policy.
- We have a Curriculum Mentor employed to support staff in their professional development, all further studies are encouraged and can be financially supported, this includes linked training such as baby massage/yoga etc.
- We provide Room leader training for interested staff on a rolling scheme.
- Staff have supervision regularly with the curriculum mentor, appraisals once a year with the SLT and booked meetings with the SLT.
- A kitchen is provided specifically for staff with a microwave, toaster etc with refreshments provided free for all staff.

January 2024

4.0 Staff qualifications, training, support, and skills

4.1 Staff induction procedure

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

We have a written induction plan for all new staff, which includes the following:

- introductions to staff and parents.
- familiarisation with the building, health and safety and fire and evacuation procedures.
- ensuring all the policies and procedures have been read and are carried out.
- We discuss at length the procedures for safeguarding and the DMS and their role in the setting, we ensure all staff understand their responsibilities in terms of safeguarding children.
- introduction to parents, especially parents of allocated key children where appropriate.
- familiarising themselves with confidential information where applicable in relation to any key children.
- details of the task and daily routines to be completed.

The induction period lasts at least one week. The new staff will get a chance to work in each of the rooms, gaining experience and the work routines of each room, spending time with the children and the room leader, understanding the routine.

During the induction period, the individual must demonstrate understanding of and compliance with policies, procedures, tasks, and routines.

Successful completion of the induction forms part of the probationary period.

A staff handbook along with the policies and procedures are available in the staff room these should be studied and known by all staff; any questions will be answered by any of the senior staff.

A meeting will be held with the new employee where a full induction check list will be completed. This new employee will be introduced to the staff representative who will be available to support them throughout their probationary period.

Probationary meetings will be held at one month, three months and a final meeting at six months. The probationary period may need to be extended at the SLT's discretion, should outcomes still need to be met.

Staff will be supervised for the first month and until all documentation, DBS and references checks have been received.

January 2024

4.2 Expectations of staff working with children in our nursery (in conjunction with professional code of conduct)

1. In order to provide the best practice and an environment which is positive towards children and supports and respects children as individuals:
 - Adults need to be hands-on with children, at their level physically and emotionally and responding sensitively to what children are saying verbally and non-verbally.
 - Adults always need to be observing children, even if not directly involved in their play. They are therefore ready to step into help them with situations they find difficult.
 - Adults need to recognise and if appropriate use any opportunities that arise to extend children's learning.
 - Adults need to respect children's choices and allow them space to explore and learn at their own pace.
 - Adults need to be consistent when managing challenging behaviour, giving clear instructions using a level voice. Remember to bend or sit down to talk with children at their height and with eye contact. Use children's names, pronouncing them correctly, so they are aware who is being spoken to.
 - If children need to be removed from a situation, give simple and clear instructions as to why they are being asked to leave and what is now expected of them. Stay near the child. Whenever possible, the same member of staff should see the whole situation through, ensuring the timescale is not too long.

2. Helping with routines

Adults need to encourage children to take part and help with all routines and to use the learning opportunities that arise from them. Children enjoy helping and being valued is good for their self-esteem. Also, if children are engaged with adults during these times, adult: child ratios in the room stay consistent.

Here are some ideas for encouraging children to help with day-to-day routines:

Fetching the trolley

Talk about what you are doing, where you are going and what you are fetching. Who works in the kitchen? What happens in the kitchen? What's for dinner? Encourage steering the trolley, pulling/pushing, and teamwork to manoeuvre the trolley.

Putting out the beds

Who's in today? Who needs a bed? This activity provides opportunities to use memory and recall as well as to listen to, and follow, instructions, to be able to keep on task, to feel valued as a helper and to use and develop physical skills.

Tidying up

Children learn to value and look after their environment and the objects they play with. They also learn life skills like seeing that if objects have a place to go, they can be found again when needed. They also learn to use matching skills for a purpose.

Stripping the beds for washing

This helps with learning life skills (Why do we wash things? Why is it important to keep things clean?) as well as opportunities to listen and follow instructions.

Wiping tables

This activity encourages learning of life skills: we clean up after ourselves. Children have opportunities to learn new physical skills like how to squeeze excess water out of a cloth and the need to rinse out dirt in order to clean. It also provides opportunities for children to listen to and follow instructions.

A) Care routines

Here we are concerned with children's care routines such as changing, toileting, washing hands, blowing noses, and changing clothes.

Adults need to be able to respond sensitively to individual children's needs, letting them know what is about to take place and to give warning time if a child is immersed in play. Perhaps a nappy change could be left till later, for instance.

If a child requests that a particular adult performs their care routines, this should be respected whenever possible.

Children need to be encouraged to participate in their own care routines as much as their stage of development allows them to.

Children need to be talked to and involved during these times, so that they are not just being 'done to'.

B) Group times and focus activities

Activities will be discussed at room meetings so staff can give input into appropriate activities for the children.

Practitioners need to be prepared and ready to start on time. While being aware of the learning intentions for the children involved in the activity, practitioners need to be able to adapt to follow the children's lead if the need arises.

Practitioners are responsible for cleaning up after themselves and making sure any props are put away.

Other staff will support in order to make sure these activities work well for the children.

Staff shall share observations with other room staff to support objectives.

Outdoor play

Staff should encourage all children to take part in outdoor play and make sure that all is set up outdoors. There should be appropriate learning opportunities available which both challenge and meet a range of developmental needs.

Children should be encouraged to wear waterproof suits when the weather is wet and aprons when completing creative activities.

Snow is a huge learning experience for the children and adults should encourage this fully.

January 2024

4.3 First aid, accidents, and emergencies

The staff member responsible for first aid is Cathy Antink.

Nursery staff are bound by the terms and conditions of the nursery to act in place of the parents for the child, and in the case of illness, accident, or emergency, to take such action as lead practitioners think fit, including hospitalisation if necessary.

First aid

As a nursery who are part of Millie's Mark, all our staff have first aid training. This is refreshed every year. Our first aid lead continually updates staff on first aid advancements at staff meetings and through regular emails and will often randomly question the staff on first aid matters, often with scenarios and role play. Any staff found not to be fully alert to emergencies with attend refreshers at the lead's discretion.

First aid boxes are checked and renewed regularly. One first aid box will be located on each floor, as follows:

Basement: in the Utility Room (containing all first aid supplies needed for the kitchen) and a separate eye care box.

Garden: in the bathroom cupboard by the back door.

Office: on the shelf.

Rainbow Unit Ground Floor x2: in the cupboard marked first aid in the dry room and on the shelf in the wet room.

Rainbow Unit First Floor: in the wet room, in the cupboard marked first aid.

Sunshine Unit: in the wet room, in the cupboard marked first aid.

Staff room: in the under the sink cupboard (containing all first aid supplies needed for the kitchen area and a separate eye care box).

Accident log

In the event of an accident, staff shall administer minor first aid as necessary. The nursery maintains an accident record on Famly, in which all accidents at the nursery are recorded together with the steps taken and body map. This must also be acknowledged by the parent/carer of the child who has been involved in the accident and the SLT should be notified of any accident. All head/facial injuries need to be reported to the parents by telephone, along with the Famly record. The head injury sheet must also be attached to the record for the parents' information. The staff member responsible for risk assessments should regularly check the accident book to ensure that equipment or areas are not causing accidents.

Accident books/**electronic records** must be kept for 21 years.

Emergency procedure

Emergency treatment can commence immediately as all staff are first aid trained; every possible effort will be made to contact parents/carers.

Staff will report to the SLT and a first aid lead. If the child or adult needs hospital attention, staff will:

- i. dial 999 to call an ambulance.
- ii. contact the parent/carer or emergency contact.
- iii. in the absence of the parent/carer or emergency contact, the key person or another member of staff/key person will accompany the child to the hospital taking any available records.
- iv. continue phoning parent/carer or emergency contact until family is reached.

January 2024

4.4 Staff development and training policy

At Highbury Community Nursery we highly value our staff team. It is in the interest of the nursery, the children, their families, and the individual, for each staff member to be given the opportunity to develop their skills and broaden their knowledge and skills in caring for children.

Personal and professional development is essential for maintaining the delivery of high quality and learning for children in the early years. It underpins all aspects of positive interactions and activities planned for children.

We always ensure 75% of our staff are qualified to level 3 (or equivalent) or above in childcare and education. Other staff must have early year's experience and be prepared to undertake qualifications in early years.

We strongly promote continuous professional development, and all staff are encouraged to enhance their skills and expertise. This could be in areas such as baby massage, yoga or Makaton as well as degrees and/or post graduate qualifications.

We have a training and development plan which we review annually. We also have a training budget which is set and reviewed to ensure the team gain external support and training where needed.

To facilitate the development of staff, we:

- coach, lead and offer encouragement and support to achieve a high level of morale and motivation.
- have a curriculum mentor on staff, who will support the pursuit of qualifications, further training, personal and professional development.
- promote teamwork through ongoing communication, involvement and a no blame culture to enhance nursery practice.
- provide opportunities for delegation based on skills and knowledge to offer recognition and stimulate staff.
- encourage staff to contribute ideas for change within the nursery and hold regular staff meetings and team meetings to develop these ideas. Regular meetings are also held to discuss strategy, policy and activity planning.
- encourage staff to further their experience and knowledge by attending relevant external training courses.
- encourage staff to pass on their knowledge to those less experienced and share knowledge from external training through staff meetings and workshops.
- provide regular inset days relevant to the needs of our nursery and staff.
- carry out regular supervisions with all staff. These provide opportunities for staff to discuss any issues, identify solutions to address issues as they may arise and relieve coaching to improve their personal effectiveness. Staff appraisals are carried out annually where objectives and action plans are set out, whilst also identifying training needs according to their individual needs.
- develop a training plan addressing both qualifications and continuous professional development needs of the nursery and individual staff.
- carry out training needs analyses for all staff, the team as a whole and for the nursery every year.
- promote a positive learning culture within the nursery.
- carry out evaluations of training events and use these to evaluate the training against the aims set to enable the development of future training programmes to improve effectiveness and staff learning.
- provide inductions to welcome all staff and assign the 'buddy' to coach and support new staff.

- offer ongoing guidance and support.
- offer varied information sources including Educational Family updates, membership to Early Education and the NDNA, Noodle now resources, publications, and literature.

January 2024

4.5 Supervision/appraisal policy

Supervision is a framework to provide direction and guidance to individual staff members on a regular basis. Effective supervision provides support, coaching and training for the practitioner and promotes the interests of the children. Our supervision framework fosters a culture of mutual support, teamwork and continuous improvement that encourages confidential discussion of sensitive issues. (3.10 EYFS, 2012).

We must put appropriate arrangements in place for the supervision of staff who have contact with children and families, in line with the statutory framework of the EYFS. We must ensure that all members of staff have appropriate supervision and a clear understanding of their roles and responsibilities.

Supervision provides opportunities for staff to:

- discuss any issues concerning children's development or well-being.
- identify solutions to address issues that they have.
- receive coaching to improve their personal effectiveness and practice.
- receive feedback on their performance.
- clarify roles and responsibilities.
- discuss career progression.
- have a documented record of their individual progress.

The benefits for the setting are:

- improved communication with and between the staff
- problems are identified at the earliest opportunity.
- Faster, more effective solutions to any problems and concerns.
- written records of supervision meetings and the actions taken to improve outcomes for children.

SLT responsibilities

The Curriculum Mentor and SLT will be responsible for staff supervision and appraisal.

Supervision and appraisals should help to ensure practice is soundly based and consistent with the London Safeguarding Children Board (LSCB) and nursery procedures.

The aim of supervision and appraisals is to enable the supervisee to raise any concerns in confidence. Sessions are also to support the supervisee and to encourage reflective practice and development. Supervision is also for discussion of personal development plans and communicating to the supervisees about CPD requirements.

Sessions

Supervision/appraisal practice should include:

- scrutinising and evaluating the work carried out by members of the nursery staff, roles and responsibilities and practice.
- assessing their strengths and weakness; feedback on the implementation of the role, identification of training needs
- reviewing achievement and monitoring progress of key children
- provision of coaching, development, resources, and personal support relating to key children or personal practice

- issues and concerns, specifically in relation to the safeguarding duty and discussing concerns regarding the behaviours of both colleagues and parents. This section can include issues in relation to attitude to work, relationships with others, communication skills, personal issues etc.
- issues recorded by the supervisee about any child.
- the nursery policies and procedures.

January 2024

5.0 Key person

5.1 Role of the key person and settling in

Role of the key person

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

We want children to feel safe, stimulated, and happy in the setting and to feel secure and comfortable with staff. We also want parents to have confidence in both their children's wellbeing and their role as active partners with the setting.

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

The key person role is set out in the safeguarding and welfare requirements of the EYFS. Each child must have a key person and a comfortable relationship with all room staff should emergency staff absences occur.

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

Settling in procedure

The nursery realises the importance of involving parents and carers as partners in the care and education of their children. It is recognised that such involvement brings great benefit to children and parents and carers alike. We want to make the transition from home to nursery a positive experience that focuses on the individual needs of your child and family.

We want to:

- support your child in the transition from home, family, and familiar people into the new community of the nursery.
- help your child make a strong attachment to their key person.
- help your child feel secure and confident in the nursery.
- work closely with you as a family.
- work with you and your child with any difficulties that might arise.

After your child's key person has made a home visit, they will arrange settling in sessions for your child at nursery, where they can visit the nursery to get to know their key person, other staff, children, and the nursery routines. The key person will also take an hour out with the parent in the first week to talk through the child profile and other registration forms. The child's key person will be responsible for the development and learning record.

The specifics of the settling in procedures are in the Separation Anxiety procedure.

Please be reassured and try not to worry if your child experiences difficulties; it is a normal part of a child's development to be anxious or nervous about starting nursery. We also recognise that many parents will find this a difficult and sometimes upsetting process. We hope that we can use our experience to support you and your child in every way we can.

The key person system

A key person system operates within the nursery to help establish and build relationships with the parent/carer and child to help ease the transition from home to nursery.

Each child is assigned one member of staff (his or her 'key person') whose special duty it will be to follow the welfare of that child whilst at the nursery. The assigned key person may change as a child moves from one group room to another or as staff are relocated.

The key person will be available to spend time with parent/carer and child during the settling in procedure, with time set aside for the key person and parent/carer to discuss the child's needs.

Monthly zoom catch up's will be offered to the families to discuss the child's progress

This policy is a guide; all children are individual, and while some will settle with ease, others may need more reassurance. Whatever the case, please be assured that staff will support your child and family when joining the nursery.

January 2024

5.2 Separation anxiety and settling procedure

At Highbury Community Nursery, we recognise the importance of attachment. We understand the anxiety for both parents and children when the time comes to go back to work and leave your children in our care. We believe in encouraging children to form new attachments within the nursery, initially with their key person; we don't just wait for children to get over their distress when their parent leaves them at nursery.

The way in which children adjust to new settings varies enormously. Some children appear to glide effortlessly into their new environment, while others, especially younger children, show signs of great anxiety when the time comes for their parents to leave. To help support children through the settling in period, we all understand the importance of attachments in young children's lives.

What is an attachment?

The term attachment is used by psychologists to describe an emotional tie or relationship that a child has to another person. The need for babies and children to form attachments appears to be instinctive, with early ties forming the template for children's later relationships.

The process of forming attachment begins shortly after birth. Babies show preferences for human faces and voices by around six weeks. By three months, most babies show recognition and pleasure when they see their principal carers while still accepting unfamiliar faces. This changes at seven or eight months, when babies have formed specific attachments and will actively protest by crying or turning away if a stranger approaches them.

Is anxiety instinctive?

The fear of strangers marks the start of a period in which babies and toddlers show great anxiety when their parents or carers leave. Research suggests that strong separation anxiety peaks at around 18 months, before falling off at around three years. Many psychologists believe that this fear of strangers is instinctive and was originally intended by nature to prevent babies and young children from wandering off into potential danger. It is interesting to note that it begins at around the time most babies are learning to become mobile.

The early signs of separation anxiety are hard to miss, as the child protests by crying and often showing anger. The key to avoiding separation anxiety is to ensure that a child has developed an attachment in the nursery before the parent leaves the child alone. This is the basis of the key person system, whereby one person within the setting is meant to take on particular responsibility for the child. Problems tend to occur when the attachment is not strong enough and the child does not feel confident in the care of their key person. Settling in without tears therefore requires that parents are gradually able to distance themselves to allow the key person to form an attachment, while the key person needs to be active in gaining the child's trust.

Puppets, books and special treasures are useful tools in helping children to enjoy being with a newfound friend. To help children build relationships with their key person, it is advisable that they make short visits to the setting, with the purpose to 'wean' the child away from the parent. Encouraging parents simply to play with their child during initial visits is not always a good idea because there is a danger that the child learns to associate the setting with having a good time in the company of their parent rather than having a good time with their key person.

During the first few sessions away from their parents, children will rely heavily on their key person, but as children quickly go on to form further attachments to other members of staff and children, this becomes less of an issue.

We have a system of steps that we ask all families to complete when settling their child, called the proximity steps. For this to be successful we ask parents to support and encourage these steps.

Step 1: Child plays with the key person – parent alongside (should happen on day one)

Step 2: Child plays with key person – parent moves across the room to cubby or peg and back to child, stays in line of vision (should happen on day two)

Step 3: Child plays with key person – parent pops out of the room to collect an object (one-minute absence - could also happen on day two)

Step 4: Child plays with key person – parent pops out for agreed time (from day three onwards)

Observe to see how child is coping. Certain steps may need to be repeated. Some children need practice at learning that parents go and then do return.

These steps should also be used to help move from an old keyperson to a new keyperson when the child is transitioning from room to room.

The one-hour meeting should happen after Step 4 has been successful. The key person will set up an activity for the child that will involve lots of activities or equipment that the child enjoys.

January 2024

6.0 Staff: child ratios

6.1 Staffing/structure

We provide staffing in line with the safeguarding and welfare requirements of the EYFS to ensure children have enough individual attention and to guarantee care and education of a high quality. Our staff are appropriately qualified, and we carry out DBS checks in accordance with the statutory requirements.

The nursery is registered to provide care for an average of 60 children per day. Some places are shared (i.e. part time places attended by one child at the beginning of the week and another at the end of the week).

The nursery has three floors, grouping children according to age. The number of children on each floor may vary slightly from day to day but will not exceed the maximum capacity for each floor (given below).

Group rooms

- Rainbow Unit cares for children from six months to approximately two and a half years.
- Sunshine Unit cares for children from approximately two and a half years until they go to school.

Staff: child ratios

There must be one adult to three children or one to four depending on the children's age in Rainbow Unit, and one adult to eight children in the Sunshine Unit. With the children over three, staff that have an appropriate level 6 qualification can have a ratio of 1:13 (EYT, EYPS, QTS) whilst they are working directly with the children.

Each term we complete a ratio audit to ensure evidence of compliance. The staff member in the lobby in the morning and evening should take responsibility for the ratios through the day and assign it in the morning on the Family morning post. Our Family software also shows us how ratios are met through the day.

Staff must also sign a 'deployment' form which guides them in deployment but also ensures responsibility for ratios is up to every member of staff to comply with.

January 2024

7.0 Health

7.1 Administering medicines

This policy is for the protection of:

1. the child for whom the medication is prescribed, and
2. the staff who are administering the medication.

Only staff with relevant training may administer Autoinjectors.

Medication given at Highbury Community Nursery is strictly controlled and will be given only as follows:

1. Medication will only be administered with the written permission of the parent/carer. The nursery's form must be completed. We will work in partnership with parents regarding the administering of medication to their child, whether it is on a short- or long-term basis. We will do this through open communication. It is the primary responsibility of the parent/ carer to share and update this information.
2. Only medication prescribed by a doctor, dentist, pharmacist, or nurse practitioner will be given. Medication must be in the original container with the chemist's label stating the child's name, date of prescription and the dosage to be given. Only current prescriptions (within one month) will be given.
3. Calpol is the only non-prescribed medication permitted and will only be administered for extremely high temperatures, where there may be a possibility of a febrile convulsion. We must already have discussed this with parents/ carers, and they must be on their way to collect their child.
4. Antibiotics will only be given after 24 hours' administration at home (this is to ensure the child does not react to medication at nursery) and if the child is well enough to attend nursery. Only current prescriptions (within two weeks) will be given.
5. For creams and lotions, if prescribed, fill in the medication form, if not, creams must be checked, to not include steroid and anaesthetic ingredients, or they must be prescribed. For long term medicines, points 1 and 2 apply. Only current prescriptions (according to the expiry date on the container) will be given. Containers with no expiry date will require the express written authority of the parent/carer before it can be administered. Staff will always wear disposable gloves.

Medication administered will be recorded in the child's medication wallet situated in a Family folder, which must be electronically signed by the parent/carer and the member of staff who administers it. The DMS will review medication wallets regularly to ensure there are no irregularities and safeguarding concerns.

Medication will be stored in the fridge in the Rainbow ground floor room or the fridge in the main kitchen, staff room or office, or cupboard according to requirements.

Staff have the authority to refuse to administer any medication, with the agreement of the lead practitioner.

Procedures for managing prescription medicines on trips and outings

At Highbury Community Nursery we will ensure that all children are safe and secure when participating in outings. We will:

- undertake a risk assessment and record it.
- put in place additional adult support on the day of the trip, i.e. parents or volunteers.
- bring all medicines required by the children and adhere to their administration protocols.
- pack a mobile phone with emergency numbers already stored.

We at Highbury Community Nursery will only administer prescribed medication. Under no circumstance would we administer non prescribed medication to the children (with the exception of point 3) (for further information, please see 'Managing Medicines in Schools and Early Years Settings, 2005, p. 9).

Children with long term and complex medical needs

At Highbury Community Nursery we will endeavour to provide a broad and balanced learning curriculum that supports children with long term and complex medical needs. We will do this through:

- Individual Education Plans (IEPs).
- daily consultation with parents and children.
- regular advice from other agencies involved with the family.

Every effort is made to gather as much information as possible about the child's condition to ensure that adequate support is in place. A care plan will be developed, if necessary, through liaising with parents, carers, and health professionals with an understanding of the child's health needs.

Safe storage of medicines

We store medicines in accordance with the written instructions on their packaging. All medication is kept out of reach of the children in a secure location. Emergency medicines such as asthma inhalers and EpiPens are easily accessible to staff.

Calpol emergency procedure

Emergency procedures for administering unprescribed Calpol will be followed only on the advice of the most senior person or staff member present after every effort has been made to contact the parents and the emergency contacts and where the child's condition poses an adverse threat to their health.

Access to setting's emergency procedures

A full outline of our emergency procedure is kept with the First Aid policy.

If a child requires medical attention that is beyond that which can be given by our trained first aiders, these procedures will be followed:

- One member of staff will contact the ambulance service and the child's parent/carer.
- One member of staff will stay with the child to comfort the child and monitor their condition.

- The child will be accompanied in the ambulance by a member of staff. Any necessary medical records, medicines and health care plans will also be taken, including the emergency contact card with parent/carers' permission to administer emergency treatment. The accompanying member of staff must be able to provide any necessary information about how the child became unwell.

Risk assessment and management procedures

It is the responsibility of the Senior staff to carry out a risk management of how children's medical needs are met. We ensure that all staff are supported and trained where necessary in meeting the needs of the children in their care who have medical needs.

All parents are aware of the medicines policy and procedures.

All medicines and needles are disposed of properly.

A risk assessment has been undertaken to ensure that any possible risk to others in the setting is minimised.

January 2024

7.2 Managing children who are sick, infectious or with allergies

It is the responsibility of the nursery to promote the good health and wellbeing of all the children in the setting. We must take appropriate steps to prevent the spread of infection and to ensure a sick child is cared for in the appropriate environment, this will keep them more comfortable and help them recover more quickly.

If a child has an infectious illness, the exclusion time must be adhered to, please see the infectious illness sheet.

If a child is deemed to be unwell by the nursery, the following guidelines will also be adhered to:

- A member of staff (key person if possible) will contact the parents/carers, to inform them of their child's condition using a calm demeanour, giving clear factual and full information, including temperature.
- The parents/carers will be asked to decide for their child to be collected and a timescale will be asked for.
- If the parents are uncontactable, the member of staff will try all the numbers available for both parents, leaving messages as appropriate.
- After a reasonable length of time (and depending on the child's condition) we will contact the designated emergency contacts the family have provided us with and leave this information for the parents.
- This will then be recorded in the accident folder on Family.
- Unprescribed anti pyretic will only be given as per the medication policy.
- The full list of excludable diseases and current exclusion times is obtainable from https://www.publichealth.hscni.net/sites/default/files/Guidance_on_infection_control_in%20schools_poster.pdf and includes common illnesses such as measles.

Children and staff with vomiting and diarrhoea should not return to nursery until they have been free from symptoms for 48 hours.

Under the Public Health (infectious diseases) regulations 1988, certain diseases must be reported to the local authority (see notifiable diseases attached) and children must not attend nursery for the recommended period. In some cases, a doctor's note stating that the child is fit to return may also be required.

Please see also 'Guidance on Infection Control and Communicable Diseases in Schools, Nurseries and Other Childcare Settings' (Public Health England).

HIV/AIDS/Hepatitis procedure

- The HIV virus, like other viruses such as hepatitis A, B and C, is spread through bodily fluids. Hygiene precautions for dealing with bodily fluids are the same for all children and adults.
- Single use vinyl gloves and aprons are worn when children's nappies, pants and clothing are soiled with blood, urine, faeces, and vomit.
- Protective rubber gloves are used for cleaning clothing after changing.
- Soiled clothes are rinsed and bagged for parent to collect from their pegs.

- Spills of blood, urine, faeces, or vomit are cleared using mild disinfectant solution and mops, any cloths used are disposed of with clinical waste.
- Tables and other furniture, furnishings or toys affected by bodily fluids are cleaned with a disinfectant.
- Children do not share toothbrushes.

Nits and head lice

Nits and head lice are not an excludable condition, although in exceptional cases a parent may be asked to keep the child away until the infestation has cleared.

On identifying cases of head lice, parents are informed and asked to treat their child and all the family if they are found to have head lice before returning to nursery.

Procedures for children with allergies

- When children start at the nursery, parents are asked about their child's allergies; this is recorded in the child profile.
- If a child has an allergy with medication, a long-term medication form is completed with the key person.
- This form is kept with the medication folder and is available for all to see.
- Children's medication is kept in a Tupperware container with the child's name visible on the front.
- Training should happen for any medication that may need to be administered (such as an EpiPen).
- Generally, no nuts or nut products are used within the setting.
- Parents are made aware so that no nut or nut products are accidentally brought in, for example in a cake.
- See Anaphylaxis Policy.

At all times the administration of medication must be compliant with the safeguarding and welfare requirements of the EYFS and follow procedures based on advice given in Managing Medicines in Schools and Early Years settings (DfES, 2005)

Oral medication

Asthma inhalers are now regarded as oral medication.

- Oral medications must be prescribed by a GP and have clear instructions written on them.
- The setting must be provided with clear written instructions on how to administer such medication.
- All risk assessment procedures need to be adhered to for the correct storage and administration of the medication.
- The setting must have the parents/carers' written consent. This consent must be kept in the medication folder.

Lifesaving medication and invasive treatments

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

The provider must have:

- a letter from the GP/consultant stating the child's condition and what medication if any is to be administered.
- written consent from the parent allowing staff to administer medication.
- training for the appropriate adults to administer such medication.
- key person for special needs children – children requiring assistance with tubes to help them with everyday living e.g. breathing apparatus, to take nourishment, colostomy bags etc.

Prior written consent must be obtained from the child's parent to give treatment and/or medication prescribed by the child's GP.

The key person must have the relevant training/experience, which may lead those who have received appropriate instructions from parents or who have qualifications.

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7.2.1 Infectious disease policy

Procedures to implement to prevent the spread of infections:

- Handwashing - hand sanitiser (alcohol-based) is available in reception and a notice displayed to encourage its use when entering the premises.
- Handwashing throughout the day is encouraged and monitored by practitioners. Children are taught the importance of handwashing and practitioners role model handwashing.
- Other good practice guidelines are in place such as the use of tissues: catch it, bin it, kill it.
- The nursery will only follow government/Department for Education/NHS guidelines to ensure that we are all fully versed with the most accurate up to date information.

Staff illness

The above guidelines will be followed with any specific outbreak.

Corona virus: NHS confirmed symptoms as follows; fever, cough, breathing difficulties, or any updated symptoms.

Staff phoning in will be asked about symptoms and if they fall into the guidelines of a specific outbreak will be advised to follow the steps. (such as phoning 111 and following instructions).

Staff becoming ill on premises

Staff displaying any of the outbreak symptoms will be asked to contact 111 and follow instructions. Onsite thermometers will be used to confirm temperatures.

Child sickness

Any child presenting with a fever will be sent home as per standard policy. The public health guidance agency information will be followed for all exclusion periods.

Increased deep cleaning will be implemented throughout the nursery.

Corona virus: the NHS symptoms will be monitored and 111 will be contacted and instructions followed.

7.2.2 Anaphylaxis policy

- **What is Anaphylaxis?**

Anaphylaxis is a severe and often sudden allergic reaction which may be life-threatening and must be treated immediately. Allergic reactions occur when a person's immune system responds inappropriately to a food or substance that it wrongly perceives as a threat.

- **What causes Anaphylaxis?**

Causes of allergy among children include:

- Peanuts
- Fish/seafood
- Milk
- Egg
- Tree nuts (such as almonds, walnuts, cashew nuts, brazil nuts)
- Wheat
- Kiwifruit
- Less commonly, other foods.

Non-food causes include wasp or bee stings, natural latex (rubber), penicillin or any other medicines.

- **Symptoms of Allergy**

The symptoms of an allergy can come on rapidly. You may notice that the child has itchy nettle rash (otherwise known as hives or urticaria) anywhere on the body. The child may complain of a funny feeling in the mouth (itching or tingling). Those symptoms are not serious in themselves and can be treated with antihistamine, but a close watch should be kept on the child in case more severe symptoms start to appear.

Symptoms of Anaphylaxis include:

- Swelling in the throat and/or mouth
- Difficulty breathing
- Wheezing (like an asthma attack)
- In extreme cases there could be a dramatic fall in blood pressure (anaphylactic shock).
- The child may become weak and floppy and may become unconscious.
- If the child has recurrent wheeze/asthma as well as allergies, this should be noted, and the asthma should be kept well-controlled using preventer medication from the doctor. A tendency towards wheezing may increase the risk of a more severe allergic reaction (Uguz et al 2005)

- **How do we manage Anaphylaxis at Highbury Community Nursery?**

- All parents are asked for information about their child's medical needs prior to settling (during Home Visit/initial Zoom contact meeting) including allergies and dietary requirements.
- A copy of the child's individual Care Plan should be given to the Nursery for the child, in consultation with the parents and the child's doctor or allergy specialist for the Nursery to follow.
- The child's medication will be safely stored in a clear box, with the child's name and photo on. A copy of the Care Plan will be kept in this box and will also be kept in the Medication Information on the Notes section of Family.
- The child's medication box is stored safely in the child's base room and is always accessible to staff.

- The Medicines and Healthcare Products Regulatory Agency (MHRA) has issued guidance for the prescribing and use of adrenaline auto-injectors.

In summary: People who have been prescribed an Adrenaline Auto-Injector (AAI) because of the risk of anaphylaxis should carry **two with them at all times** for emergency on the spot use. The Anaphylaxis Campaign welcomes this statement from the MHRA. We actively campaign for people to be prescribed two AAIs and firmly recommend that once prescribed they should always be kept with the patient, so they have access to them at all times. The reasoning behind two devices always being available is in case one is broken or misfires, or a second injection is needed before emergency help arrives.

- Following this guidance, we would advise parents to request 2 autoinjectors to be prescribed to be kept at Nursery to treat Anaphylaxis for the reasons outlined above by the Anaphylaxis Campaign and MHRA.

- ***Treating Anaphylaxis***

- Children at risk of Anaphylaxis are prescribed pre-loaded adrenaline auto-injectors (AAIs) e.g. EpiPen, Emerade or Jext.
- AAIs are designed to be easy to administer, and all members of staff at Highbury Community Nursery are trained to administer them in an emergency.
- All staff at Highbury Community Nursery are trained in either the 6-hour Emergency Paediatric First Aid or the full 12-hour Paediatric First Aid. We have been awarded the Millie's Mark Award for our 100% Paediatric training and constant updating of knowledge.
- Regular training in Anaphylaxis and all areas of First Aid is given to ensure correct techniques, along with updated knowledge and research shared with all staff.
- Oral antihistamines may also be prescribed and these can be used to treat mild to moderate reactions but are not effective against Anaphylaxis.
- It is the parents' responsibility to ensure that medication is within its use-by date, and they are advised to check dates regularly. The keyperson will work closely with parents to ensure that medication does not expire.
- As the child becomes older, the parent and Nursery may consider whether it is appropriate to educate other children about allergies within the group.

- ***Taking precautions to reduce the risk of an allergic reaction.***

- Communication between staff and parents is vital. A thorough understanding of the allergic child's specific needs (what to avoid and what substitutions, if any, can be made) is important.
- A commitment to reading food labels and maintaining vigilance is essential.
- Regular cleaning of surfaces and hand washing (using standard food hygiene measures) are also important to reduce the risk from allergens to allergic children.
- To ensure the safety of allergic children, the Nursery has a No Nut & Kiwi Fruit Policy.
- For further information regarding kitchen precautions see below:

Policy – Kitchen

Preparation of Food for children with allergies

Factors that should be considered include allergen separation in storage and elimination of cross contamination risks during preparation of foods for children or staff with allergies.

- Food for children with allergies should be prepared on the separate allergy and vegetarian work surface, with clean utensils and cookware to eliminate cross-contamination risks.

- Prepared food for children with allergies should be stored separately in the dining room to prevent cross-contamination.
- Raw foods that are an allergy risk should be stored separately in a Tupperware container with a lid and marked clearly with a sticker to show the child's name to eliminate cross-contamination risks.
- Hygiene and hand washing procedures must be adhered to and maintained at all times. If gloves are necessary, they should be changed regularly and at the appropriate times to prevent cross-contamination.
- All staff must be aware of the children and staff with allergies (using the allergy charts/information displayed) and how a safe environment is to be ensured and maintained.

For further information regarding Anaphylaxis, please follow the NHS link below:

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

January 2024

7.3 Conjunctivitis policy

Conjunctivitis is an inflammation of the outer lining of the eye and eyelid causing an itchy red eye with a sticky or watery discharge. It can be caused by bacteria or viruses or due to an allergy.

Conjunctivitis can be caused by bacteria or a virus and is treated with eye drops. Spread is by direct or indirect contact with discharge from the eyes. Prompt treatment and good handwashing helps to prevent spread especially after contact with infectious secretions.

Symptoms

The eye(s) becomes reddened and swollen and there may be a sticky yellow or green discharge. Eyes usually feel itchy and 'gritty'.

Treatment

- There is no exclusion period from nursery for conjunctivitis unless the child is feeling unwell. Parents are advised to seek advice.
- Most cases of infective conjunctivitis are viral and self-limiting and will clear up without treatment within a few days. Those that are not viral are caused by a bacterial infection. Up to 65% of bacterial cases resolve without antibiotic treatment by day five. Antibiotic eye drops or ointment are therefore only occasionally required to treat severe cases.
- Children over two years: to determine if treatment is necessary, we recommend that parents seek advice from a pharmacist. Parents do not need to book an appointment to see a pharmacist. Pharmacists will be able to advise parents and where appropriate recommend treatment or if necessary, refer on to the GP. Treatment for conjunctivitis can be purchased over the counter from pharmacies without the need for a prescription for children over the age of two.
- Children under two years: a GP appointment will be necessary. While advice from a pharmacist can be sought for children under the age of two, if treatment is deemed appropriate then they would need to be referred to their GP for a prescription.
- Following the advice of Public Health England, this particular over-the-counter medication can be administered to a child in an educational establishment with parental consent. A doctor's prescription is not required before administering this medication to a child for conjunctivitis over two years. The nursery medication form needs to be completed by the parent to consent to the medication being administered to their child. Rather than completing 'prescribed date' on the form, the parent must add the date that the medication was opened, so as not to exceed the expiry date. A sticker will be added to the medication showing the child's full name and the date that the medication was opened.
- Staff will clean children's eyes frequently throughout the day with a moist warm cotton wool pad. These pads are single use, one per wipe of the eye (from inner to outer eye) and then placed in the bin. Staff are encouraged to wear gloves during cleaning of the eyes.
- Cases can be managed by implementing some simple infection control measures:
 - Encourage children not to rub their eyes and to wash their hands frequently.
 - Avoid sharing towels, flannels, or pillows.
 - Regular cleaning of items handled by children such as toys, pens etc.

- However, we are advised to contact our local Public Health England Health Protection Team if an outbreak or cluster occurs. If the number of cases exceed and the cases of conjunctivitis are not isolated, the nursery may have no option but to revise this policy following the advice given by Public Health England.

(Information taken from Public Health England)

January 2024

7.4 Recording and reporting of accidents and incidents

All accidents and cases of work-related ill health are to be recorded in the Family accident section.

Ann Reid is responsible for reporting accidents, diseases, and dangerous occurrences to Ofsted, including:

- food poisoning affecting two or more children.
- a serious accident or injury, or serious illness of a child in our care and the action we take in response and
- the death of a child in our care.

Local child protection agencies are informed of any serious accident or injury to a child, or the death of a child while in our care, and we act on any guidance given by these agencies.

Any food poisoning affecting two or more children is reported to the local environmental department.

We meet our legal requirements in respect of the safety of our employees and the public by complying with RIDDOR (the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations). We report to the Health and Safety Executive:

- any work-related accident leading to an injury of a child or adult, for which they are taken to hospital.
- any work-related injury to a member of staff, which results in them being unable to work for seven consecutive days.
- when a member of staff suffers from a reportable work-related disease or illness.
- any death of a child or adult, that occurs in connection with activities relating to our work and
- any dangerous occurrences. This may be an event that causes injury or fatalities or an event that does not cause an accident but could have done such as a gas leak.

Premises incident book

We have ready access to emergency numbers for emergency services.

We keep a premises incident book for recording major incidents, including those that are reportable to the Health and Safety Executive as above.

These incidents include:

- a break-in, burglary, or theft of personal or the setting's property.
- an intruder gaining unauthorised access to the premises.
- a fire, flood, gas leak or electrical failure.
- an attack on a member of staff or parent on the premises or nearby.
- any racist incident involving staff or family on the setting premises.
- a notifiable disease or illness, or an outbreak of food poisoning affecting two or more children looked after on the premises.
- the death of a child or adult.
- a terrorist attack, or threat of one.

In the incident book we record the date and time of the incident, nature of the event, who was affected, what was done about it or if it was reported to the police, and if so, the crime number. Any follow up or insurance claim was made, is also recorded.

In the unlikely event of a terrorist attack, we follow the advice of the emergency services about evacuation, medical aid and contacting children's families. Our standard Fire Safety and Emergency Evacuation policy will be followed, and staff will take charge of their room children. The incident is recorded once the threat is averted.

In the unlikely event of a child dying on the premises, for example through cot death in the case of a baby, the emergency services are called, and the advice of the services are followed.

Monitoring

To check our working conditions and ensuring our safe working practices are being followed, we will:

- review this policy every year.
- review risk assessments every six months or when activities change.
- update necessary training regularly.
- review the accident book every month.
- review staff sickness absence regularly.

Ann Reid is responsible for investigating accidents.

The SLT is responsible for investigating work-related causes of sickness absence.

The SLT is responsible for acting on investigation findings to prevent a reoccurrence.

Emergency procedures – fire and evacuation

- Natalie Ludlow is responsible for ensuring the fire risk assessment is undertaken and implemented.
- Escape routes are checked by Natalie Ludlow every month.
- Fire extinguishers are maintained and checked by G and V and subcontracted to a registered fire safety company every year.
- Alarms are tested by Natalie Ludlow every month.
- Emergency evacuation will be tested every month, in compliance with Covid guidelines.

January 2024

7.5 Personal and intimate care policy

We take our duty of care very seriously and recognise our responsibility at all times to secure the welfare and safeguarding of all the children and adults in the setting and to enable children to participate as fully as possible in all aspects of nursery life. Meeting a child's personal or intimate care needs is one aspect of safeguarding.

Aims

To provide a framework and guidance to ensure:

- the rights and responsibilities of everyone involved in providing intimate or personal care.
- safeguarding of children and staff.
- consistency of approach.
- sensitivity to individual needs.
- appropriate hygiene, health, and safety considerations.
- appropriate facilities and equipment are available wherever needed.
- all children can participate as fully as possible in all aspects of nursery life.

In addition to care, safety and hygiene, the procedures must have due regard for dignity and privacy and consider age, gender, culture, and physical and development needs.

Staff will work in close partnership with parents/carers to share information and provide continuity of care.

Definition

Intimate care and personal assistance involve helping people with aspects of their personal care. It also applies to physical presence or observation during such activities.

There are several circumstances where such care may be implemented and will usually be in the context of assisting with the needs of very young children or children with short, longer term or permanent needs due to SEN and disability, medical needs, or a temporary impairment.

Circumstances where children are unable to independently manage their own care needs may include assisting a child with:

- nappy changing
- toileting
- dressing
- feeding
- first aid
- application of medical treatment/creams
- sun cream
- specific medical procedures
- sleep/resting times.

Safeguarding

We recognise that intimate care carries with it risks. It will not be possible to eliminate all risks, but the balance should be on the side of safety. Every individual is entitled to maximum safety and maximum privacy.

All child protection matters must be reported to the DMS. All staff are responsible for ensuring they know and implement the general health and safety guidelines and that any appropriate risk assessments have been carried out and are followed.

Adults with responsibility for carrying out care

All adults participating in any activities including intimate/close personal contact or toileting will have undergone statutory checks and be employees of the nursery who have responsibility for such care as part of their duties.

Students, volunteers, and parents:

- must not assist with nappy changing or toileting.
- must not assist with any feeding requiring training or allergy awareness.
- may assist in changing clothes but under strict supervision of staff.
- may assist at the dining table in general situations.
- must be supervised and not put in a situation where they are alone with children except in extreme/emergency circumstances.

Guidelines

Nappy changing policy

No child is excluded from participating in our setting who may, for any reason, not yet be toilet trained and who may be still wearing nappies or equivalent. We work with parents towards toilet training unless there are medical or other developmental reasons why this may not be appropriate.

We will make necessary adjustments to our bathroom provision and hygiene practice in order to accommodate children who are not yet toilet trained.

We see toilet training as a self-care skill that children can learn with the full support and non-judgemental concern of the adults.

Nursery covers the cost of creams and supply nappies unless parents prefer to use their own. Wipes are not covered by Nursery fees and can be provided by parents if preferred.

This policy is linked to safeguarding policies. Only persons with a suitable DBS clearance will be allowed to change or toilet children.

Children's dignity and modesty MUST always be respected.

Procedures

- Key persons are fully aware of any personalised care necessary for their key children in respect of nappy changing or toilet training and will always use the preferred procedures for each individual child and keep other members of staff up to date with any changes.
- Staff must inform each other prior to taking a child to be changed or to use the toilet.

- Changing areas are warm and there are safe areas to lay young children if they need to have their bottoms cleaned.
- Gloves are put on before changing starts and the areas are prepared, nappy changers are disinfected before and after changing.
- Gloves must always be worn when changing nappies, dealing with toileting accidents, clearing up vomit or dealing with blood. This is for staff's own protection as well as for the children.
- All staff are familiar with the hygiene procedures and carry these out when changing nappies.
- In addition, practitioners ensure that nappy changing is relaxed and a time to promote independence in young children.
- Young children are encouraged to take an interest in using the toilet; they may just want to sit on it and talk to a friend who is also using the toilet.
- They should be encouraged to wash their hands and have soap and paper towels to hand. They should be allowed time for some play as they explore the water and soap.
- practitioners are gentle when changing; they avoid pulling faces and making negative comments about nappy contents.
- practitioners do not make negative comments about young children's genitals when changing their nappies.
- Older children access the toilet when they have the need to and are encouraged to be independent.
- Toilet seats are regularly checked, and seats wiped with antibacterial regularly.
- Nappies and pull ups are disposed of hygienically in the yellow bag. Cloth nappies, trainer pants and ordinary pants that have been wet or soiled are rinsed and bagged for the parents to take home.
- NB if young children are left in wet or soiled nappies, pants or pull ups in the setting, this may constitute neglect and will be a disciplinary matter.
- Settings have a duty of care towards children's personal needs.

Rest and sleep policy and procedures

Throughout the day children will be given the opportunity to rest and sleep appropriate to their age and stage of development and their individual needs. The individual sleep and rest pattern of children will be discussed and agreed with parents and met as far as possible within the daily routine.

Rest times

- Comfortable areas and an appropriate environment will be provided to allow children to rest as and when they wish to throughout the day.
- Opportunities will be given for children to sit quietly, listen to music, look at books and be read or sung to.

Sleep times

- Staff will recognise that children have individual needs when being settled to sleep.

- Comfort items such as blankets, toys from home etc will be used in line with parents' wishes and never used as a punishment or bribe.
- Staff will ensure that children are clean and comfortable before being settled to sleep.

An appropriate environment will be provided to encourage children to settle to sleep such as:

- drawn blinds/curtains to darken the room.
- enough room between beds and cots to prevent disturbance.
- relaxing music played.
- children who are not sleeping or are unable to settle may be taken to another area to prevent disruption.

In order to ensure that children sleep safely:

- children will be provided with bed/mat for their use at nursery.
- bedding will be provided which is clean and in good condition.
- babies will be slept in line with the most up to date guidance on safe practice from relevant bodies such as the Department of Health
- babies who are sleeping will be checked at a minimum of 10-minute intervals.
- older children will always be supervised when sleeping.

Staff will help children to settle to sleep by:

- rocking them
- comforting them
- rubbing their back or hair
- singing to them
- reading to them.

Physical restraint will never be used when settling a child to sleep. If a child does not settle after a period, they will be allowed to get up and play in another room.

Wake up time

- Children will be allowed to wake up naturally, unless otherwise specified by parents, but children must be allowed to sleep for the minimum of an hour before being awoken.
- Wake up time will also be a calm; relaxing time and the children will not be rushed.

Feeding/eating

The following must be taken into consideration:

- As far as possible, maintain social interaction at eating times.
- Take account of individual likes and dislikes and normal routine.
- Follow hygiene procedures.
- Perform first aid should any issues occur.

Physical assistance

The following must be taken into consideration:

- Give verbal prompts or instructions before touching, moving, or handling.
- Always use equipment recommended.

Applying sun cream

- Give the youngest children verbal prompts to let them know they are having sun cream applied.
- Ensure only the areas exposed to the sun are sun creamed.
- Ensure all areas exposed to the sun are covered.
- Encourage older children to apply their own sun cream with little physical assistance.
- Discuss while applying cream where and why you are applying cream in these areas.
- Ensure children are effectively protected from the sun, e.g. sunhats.
- Ask parents to apply the first coat of sun cream before nursery and then top ups will be done by staff throughout the day.

(see also protecting children in the sun)

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7.6 Nutrition policy

At Highbury Community Nursery we strive to be a nut-free zone.

We are part of Healthy Early Years London, a London programme where we are regularly visited to ensure we meet HEY standards of healthy food, healthy options and effective physical activities and areas. We have recently received our Gold standard for this.

The sharing of refreshments plays an important part in the social life of the nursery as well as reinforcing children's understanding of the importance of healthy eating. We aim to provide nutritious food, which meets the children's individual dietary needs.

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

- Before a child starts to attend the setting, we ask their parents about their dietary requirements, including any allergies.
- Information regarding the child's needs will be recorded in the child profile and the 'all about me' which will be passed to our cook.
- We regularly consult with parents to ensure this record is kept up to date, but it is parents' responsibility to keep us up to date.
- We display current information about individual children's dietary needs so that all staff are fully informed about it.
- We implement systems to ensure that children receive only food and drink that is consistent with their dietary needs.
- We plan menus in advance, involving the children and staff in the planning.
- We display the menus for parents to view.
- We provide nutritious food for all meals and snacks, avoiding large quantities of saturated fat, sugar, salt and artificial additives, preservatives, and colourings.
- We include a variety of foods in the four main food groups:
 - meat, fish, and protein alternatives
 - dairy foods
 - grains, cereals, and starchy vegetables
 - fruit and vegetables

Our menus are adjusted to meet the Voluntary Food and Drinks Guidelines for Early Years as recommended.

- We include foods from the diet of each of the children's cultural backgrounds, providing children with familiar foods and introducing them to new ones.
- We are especially vigilant where we have a child who has a known allergy to nuts.
- Through discussion with the parents and research reading by staff, we obtain information about the dietary rules of the religious groups to which our families belong, and of vegetarians and vegans, as well as about food allergies. We take account of this information in the provision of food and drinks.
- We provide a vegetarian alternative on days when meat or fish are offered. We make the substitute meal as similar as we possibly can to the main meal, so children don't feel different or excluded.

- We require staff to show sensitivity in providing for children's diets and allergies. Staff do not use a child's diet or allergy as a label for the child, or make a child feel singled out because of their diet or allergies.
- We organise meal and snack times as social occasions, to encourage discussion and information regarding what the children are eating as well as general conversation in which both children and staff participate; we do this with all the children.
- We use meal and snack times to help children to develop independence through making choices, serving food and drink, and feeding themselves as much as possible.
- We provide utensils that are appropriate to their age and stage of development and that take account of the eating practices of their cultures.
- We have fresh drinking water available constantly and children have free access to have a drink when they choose to.
- In accordance with parents' wishes, we offer breakfast first thing in the morning.
- We inform parents who provide food for their children about the storage facilities available in the setting.
- For young children who drink milk, we provide whole pasteurised milk. We slowly introduce semi-skimmed milk from the age of two, firstly into meals and dishes before being offered as a drink so the transition is gradual.
- Children's understanding of the importance of healthy eating will be reinforced at nursery.
- The nursery is committed to providing a varied, balanced, nutritious diet, using fresh and wholesome foods, wherever possible containing no additives or artificial colourings.
- All food is prepared and cooked on the nursery premises.
- Once a year (normally March) we ensure stocks run low in order to replenish afresh and ensure no overstock or unused stock.

Recipes

Parents are encouraged to contribute ideas and practical help. Parents are welcome to participate in cooking activities with the children.

Qualifications

The cook and several members of staff have food and hygiene certificates which are updated as necessary. Staff must not enter the kitchen or do cooking activities with the children without the level 2 food handling certificate.

Inspections

Food and hygiene inspections are carried out and any recommendations implemented.

Special events

Children and parents enjoy celebrating special occasions and sharing food with their friends. For children's birthdays we encourage parents/carers to provide savoury foods or cake by prior arrangement with their key person. We choose to promote healthy eating habits. All cakes must adhere to nursery dietary requirements and parents/carers must inform us of all ingredients. This 'party' forms part of the children's regular teatime.

At mealtimes:

- adults will sit with the children in small groups to promote a family atmosphere.
- children will be encouraged to follow good hygiene practices, such as washing hands before and after eating and not talking with their mouths full.
- staff will praise and encourage the children to give them a sense of achievement and encouragement.
- children will not be made to eat against their wishes, they will however be encouraged to try their food.
- refusal to eat will not be punished.
- parents will be informed of their child's eating habits and staff will work with them to address any issues and develop an appropriate plan for them both to work to, ensuring consistency at home and nursery.
- we will aim to accommodate parents' wishes when appropriate for the child's stage of development and within our healthy eating guidelines and manageability.

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7.7 Food, cleaning, and hygiene procedures

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

- snacks
- meals

We maintain the highest possible food hygiene around the purchase, storage, preparation and serving of food. We are registered as a food provider with the local authority Environmental Health department.

Procedures

- All staff follow the guidelines of safer food, better business.
- All staff involved in the preparation and handling of food have received training in food hygiene.
- The person responsible for food preparation and serving carries out daily opening and closing checks on the kitchen to ensure standards are met consistently.
- Cleaning rotas must be completed and supervised by the food and hygiene coordinator.
- We use reliable suppliers for the food we purchase.
- Food is stored at the correct temperature and is checked to ensure it is in date and not subject to contamination by pests, rodents, or moulds.

Fridge temperature

- Fridge temperature should be recorded each day am and pm.
- It is essential that the temperature is within the range 1 to 6. If the temperature is not within this range the fridge must be adjusted and checked two hours later and the food removed and stored in another fridge.

Freezer temperature

- Freezer temperature must be recorded each day am & pm.
- It is essential that the minimum temperature is -18 . If not, the freezer must be adjusted and checked two hours later, and the food removed and stored in another freezer.
- Food preparation areas are cleaned before as well as after use.
- We recycle waste as much as possible; we have a compost bin for peelings and a recycling bin for plastics etc.
- There are separate facilities for handwashing and for washing up.
- All surfaces are clean and non-porous.
- All utensils, crockery etc are cleaned and stored appropriately.
- Waste food is disposed of daily.
- Cleaning materials and other dangerous materials are stored out of children's reach.
- We store a minimum of cleaning products in the building to ensure children's safety and to minimise fire hazards.
- Children do not have access to the kitchen at any time.
- When children take part in cookery activities, they
 - are always supervised.

- understand the importance of handwashing and simple hygiene rules.
- are kept safe from hot surfaces and hot water and
- do not have unsupervised access to electrical equipment, such as blenders etc.

Reporting of food poisoning

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

When children and/or adults have been diagnosed by a GP or a hospital doctor to be suffering from food poisoning and where it seems possible that the source of the outbreak is within the setting, the manager will contact the EHD to report the outbreak and will comply with any investigation.

Any confirmed cases of food poisoning affecting two or more children looked after on the premises are notified to Ofsted as soon as reasonably possible and within 14 days of the incident.

Cleanliness of the building

The nursery should be cleaned daily, including disinfecting toilets, hand basins, dining areas and table or surface areas which children touch; vacuuming all carpets; cleaning all vinyl or tiled floors; and removing all rubbish.

Changing tables should be disinfected after each nappy is removed. Soiled nappies must always be disposed of in the container provided and disposable gloves used.

Flannels and towels should be used once only and placed in covered bucket and washed on a hot setting.

Soiled clothes should be rinsed in the laundry room and sealed in a plastic bag or washed before returning to families.

Once a year (normally March) we ensure stocks run low in order to replenish afresh and ensure no overstock or unused stock.

Personal hygiene

We seek information from the Health Protection Agency to ensure that we keep up to date with the latest recommendations.

Our daily routines encourage the children to learn about personal hygiene.

We have a daily cleaning routine in each room that the staff sign off at the end of each day.

Staff and children must wash their hands after using the toilet and before meals. The toilet area has a high standard of hygiene, including handwashing and drying facilities and disposable facilities for nappies.

Staff must wash their hands before preparing or serving food. Staff preparing food must have an up-to-date food and hygiene certificate.

All children will have their own beds or sleeping mats and own bed linen (provided by the nursery and washed weekly).

We implement good hygiene practices by:

- cleaning tables between activities.
- cleaning and checking toilets regularly.
- wearing protective clothing (such as aprons and disposable gloves) as appropriate.

- having spare clothes available for the children if necessary.
- providing tissues.
- ensuring individual use of flannels, towels, and toothbrushes.

Kitchen

Cleanliness and hygiene in all aspects must be closely observed, for example checking temperatures of the fridge and freezer, and dates of food whether tinned or fresh.

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7.7.1 Additional kitchen policies

Preparation of food for children with allergies

Factors that should be considered include allergen separation in storage and elimination of cross-contamination risks during preparation of foods for children or staff with allergies.

- Food for children with allergies should be prepared on the separate allergy and vegetarian work surface, with clean utensils and cookware to eliminate cross-contamination risks.
- Prepared food for children with allergies should be stored separately in the dining room to prevent cross-contamination.
- Raw foods that are an allergy risk should be stored separately in a Tupperware container with a lid and marked clearly with a sticker to show the child's name to eliminate cross-contamination risks.
- Hygiene and hand washing procedures must be adhered to and maintained at all times. If gloves are necessary, they should be changed regularly and at the appropriate times to prevent cross-contamination.
- All staff must be aware of the children and staff with allergies (using the allergy charts/information displayed) and how a safe environment is to be ensured and maintained.

Stock rotation and maintenance

The use-by date and manufacturers' additional instructions pertaining to consumption is a critical point and limit which should be adhered to as a control measure. A key principle in stock control measures is 'first in, first out' to ensure foods are used within date.

- Prior to the weekly deliveries, all food should be checked for the use-by date. Stock rotation should be completed at this time using 'first in, first out' to ensure that foods are used within date. This also saves any food wastage.
- All foods placed into the freezer must show an in-house date label showing the following:
 - Food to be frozen must show the date that product was placed into the freezer and the date to be used.
 - Purchased frozen food must show the date of placement into the freezer and the new use-by date in accordance with the manufacturers' storage instructions.
- All food placed in the freezer must be used within one month of being placed in the freezer.

Cooling Procedures

Cooked foods that are to be held or served chilled must be cooled as quickly as possible to eliminate the risk of these foods passing into the temperature range called 'danger zone' that will trigger rapid multiplication of any microbes that may get into the food after cooking and during cooling. There is an increased risk for foods that have a high protein content and are also pH neutralised by cooking e.g. scrambled egg and spaghetti bolognaise.

- Cooked foods that are held and served chilled must be cooled as quickly as possible.
- Foods left to cool but intended to be reheated for consumption must be heated to above 75°C for at least 30 seconds.
- Use rapid cooling methods to enable food to reach temperatures at or below 8°C, as quickly as possible.

- The guidelines on the time limit for cooling of foods is a maximum of 90 minutes (1.5 hours).
- Rapid cooling methods include:
 - cool in metal containers.
 - place metal containers in ice water.
 - cut into smaller portions or decant into smaller containers.
 - Fans.
 - place food in the coolest part of the premises. Optimal room temperature of 10°C or below.
- The afternoon tea menu will only include low risk food such as hard-boiled eggs, vegetable soup and sandwiches.

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7.8 Lunch box policy

At Highbury Community Nursery we provide food for the children throughout the day, except when we go on full day outings which include a lunchtime. The food served is governed by legislation and embraces the Every Child Matters agenda, the right of every child to:

- stay safe.
- be healthy.
- enjoy and achieve.
- make a positive contribution.
- achieve economic wellbeing.

Good nutrition in childhood can help prevent a variety of health problems, both in the short term and later in life. There is increasing concern that many children are consuming too much fat, sugar and salt and too little fibre, fruit, and vegetables.

This policy applies to:

- all packed lunches brought from home for outings or other exceptional circumstances at nursery.
- all staff eating food brought from home within nursery or on an outing in the presence of the children.

We aim to ensure that all lunch boxes include:

- at least one portion of fruit
- at least one portion of vegetables
- meat/fish or other non-dairy protein (e.g. chicken, ham, chickpeas, hummus)
- a starchy food such as bread, pasta, or other types of cereal (pitta bread, tortilla wrap, oat cakes)
- dairy food such as milk, cheese, or yoghurt
- drinks which should be water, fruit juice, semi skimmed milk, milk drinks or smoothies.

We aim to avoid:

- snacks such as crisps
- confectionery such as chocolate bars and sweets (alternatives include small cakes, shortbread, flapjacks)
- drinks with added sugar or sweeteners.

What is not allowed:

- fizzy drinks and drinks in glass bottles or ring pull cans.
- chocolate or sweets.
- anything containing nuts.
- kiwi fruit.

Diets and allergies

We recognise that some children may require special diets for medical, ethical, or religious reasons that do not allow the standard to be met exactly. In these cases, parents and carers are responsible for ensuring the food from home is specific for the child's needs.

We do not allow swapping of food items as there is potential for an adverse reaction for children with food allergies.

Waste and disposal

We will as much as possible send any uneaten food items home. The rationale for this is that parents can also monitor what their child has consumed during the day and then raise any concerns over their child's food intake during their day out.

Implementation of the policy

We will:

- ensure that all staff are informed of the policy and support its implementation.
- train staff as required to implement the policy.
- share ideas for a healthy packed lunch using resources such as:

<https://www.nhs.uk/Change4Life/Pages/healthy-lunchbox-picnic.aspx>

<https://www.bda.uk.com/foodfacts/PackedLunches.pdf>

www.schoolfoodtrust.org.uk

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See also: Food policy, Outings policy.

7.9 Food play policy

Encouraging children to eat and enjoy a healthy, varied diet and to develop positive nutritional behaviours is fundamental to their development. Many factors including increasing costs, the rise in the availability of processed foods, reduced cooking skills and busy lifestyles have all impacted on children's diets and ultimately their future wellbeing. Early years settings and schools have a significant role to play in shaping children's food preferences and developing behaviours around food choices and mealtimes. An ideal medium for children's learning is food play.

Food play provides an opportunity to expose children to foods they may not be familiar with, providing new tastes and textures. As children learn through their own experiences, planning opportunities for them to play and experiment with healthy foods can implicitly develop their understanding of the choices that are better for them.

Food play can be planned for a specific purpose, such as preparing a snack or lunch or it can simply be an opportunity for child-led learning as they explore through role play, food handling, songs, and stories.

Some opportunities to plan

Sensory play

Children can increase their familiarity with different foods and develop their ability to identify them, increasing their awareness of textures, smells, and colours. This could include homemade playdough, bread dough, whole fruits and vegetables, herbs and spices and cooking equipment such as whisks, mixing bowls and spoons.

Role play

The play environment could include a shop, café, or kitchen, providing an opportunity to develop imaginative play and model behaviours. Including real foods can enhance the experience and develop vocabulary. Teaching children how to prepare meals helps shape their food preferences.

Cookery

Preparing food for a purpose can be an ideal opportunity to develop habits around food choices. Therefore, planning variety is key to helping children develop a range of food preferences. This provides a great opportunity to wash, cut, mix, and mash foods and can be linked to snacks or lunchtime, such as cutting up soft fruits or making a sandwich.

Food art

Food can be used to create a piece of art that can be eaten, such as soft berry butterflies or banana flowers. It can also be used as a printing/mark making tool. Vegetables such as potatoes, broccoli, corn on the cob and mushrooms can be used to make interesting patterns and shapes.

Stories and songs

Choose songs about food to engage children further and embed healthy choices. The internet is a great resource for finding new songs and include old favourites such as Five Little Peas, One Potato, Two Potato and Pat-a-cake.

Themes

There are many opportunities to widen food experience throughout the year linked to different seasons, festivals, and celebrations. Many of these include certain foods and traditions that children find fascinating. Your parent body may also contribute by preparing dishes, cookery sessions, stories and songs.

Parents

Involving parents is key to supporting children. One innovative approach is to flip learning, where the children learn at home and then share the outcomes with their teacher and peers at nursery. Cooking at home can be a great opportunity for flip learning as children can bring their cooking into nursery to share with their peers which develops communication, model learning, self-esteem, and parental relations.

Exposure to a variety of foods through play can be highly valuable for children in developing their nutritional behaviours and is interwoven into the Statutory Framework for the Early Years Foundation Stage within the three prime areas of communication and language, physical development, and personal, social and emotional development.

Food allergies in play

Children with any kind of food allergy will be brought to staff meeting to discuss any procedures to ensure their safety around these foods; this will also include any food play. Children with food allergies and dietary requirements are also clearly shown on the boards in the dining areas of the nursery. All staff members have a responsibility to ensure that when food is being used for play, these children are protected from any food they may have an adverse reaction to.

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8.0 Managing behaviour

8.1 Achieving positive behaviour

At Highbury Community Nursery we are committed to establishing a learning environment that promotes positive behaviour and relationships, where children are treated with care and respect, and adults are warm and friendly. We have an inclusive setting that supports all children as they take increasing responsibility for themselves and their actions and consider the welfare and wellbeing of others. We believe that children and adults flourish best in an established routine and environment, where they know what is expected of them, where children can play freely and learn without fear of being hurt or hindered by others, and where we have clear and developmentally appropriate expectations for their behaviour.

The named person for behaviour management is Cathy Antink. Her role is to:

- keep the rest of the team up to date on any good practice or legislation changes.
- hold behaviour management workshops for parents and staff.
- attend regular training on any aspect of behaviour management.
- act as an advisor for parents and staff.
- access relevant sources of expertise on promoting positive behaviour within our setting for supporting personal, social, and emotional development.

Our ethos and a statement for procedures for promoting positive behaviour

- Promoting positive behaviour is an essential part of our curriculum. Parents, carers and children have a need to feel safe and secure in the setting.
- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of, and respect, those used by members of the setting.
- All staff are required to provide a positive model of behaviour by treating children, parents and one another with friendliness, care, and courtesy.
- We familiarise new staff and students with the setting's policy and its guidelines for behaviour.
- We expect all members of our setting to keep to the guidelines, requiring these to be applied consistency. This includes parents when on the premises.
- Staff are supported by a policy.
- The development of personal social emotional skills is a core element of our curriculum.
- We aim to work in partnership with parents and carers in supporting children's development in this area. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address recurring inconsiderate behaviour, using Family (observation records) to help us understand jointly how to respond appropriately, with the use of an IDA (individual development area) which will be updated regularly on Family.
- Children, staff, and parents have an entitlement to be in an environment in which they feel safe and cared for and free from bullying.
- The staff will work with other agencies where appropriate, for example community charge psychologist, early years inclusion team.
- That staff will attend relevant training, either central or Inset training.

Expectations

This section includes our expectations of the behaviour within the setting and includes our strategies for supporting and modelling positive behaviour. These include:

- adults modelling positive behaviour.
- praising positive behaviour and efforts and ensuring children develop a sense of belonging in our group so that they feel valued and welcome.
- establishing routines around certain activities e.g. story time, mealtimes, tidying up, getting ready to go out, sharing toys.
- providing children with interesting and stimulating activities and resources within a child-friendly environment thus preventing children from becoming bored and irritable.
- ensuring we have enough popular toys, resources and activities, so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- observing children closely and using planning in the moment to provide for their individual needs.
- working closely with parents to support children's exploration of appropriate and inappropriate behaviour.
- following the Highbury Community Nursery ABC to Conflict Resolution at all times for consistency, enabling individual children to follow this with confidence and independence and sharing this with parents for continuity in the home environment.
- prompting children to follow expectations then gradually reducing prompts.
- using stories and songs as a strategy for encouraging and supporting positive behaviour
- ensuring that expectations for behaviour are appropriate to the age and development stage of individual children.
- considering how our provision may affect behaviour for example are there enough resources so the two-year-olds do not have to share toys.
- providing children with strategies to negotiate with others and to stand up for themselves.
- display a range of positive images and objects that reveal people in non-stereotypical roles.

We also have expectations for children which are as follows:

- to help their friends
- to look after their toys
- to be gentle
- to be kind
- to be calm
- to remember to care and share
- to listen.

As a nursery, staff will emphasise that they disapprove of the behaviour not the child. If a child's behaviour affects another child, they will always be called and encouraged to comfort and make amends by asking to get a tissue or providing a comforting cuddle.

If necessary, these are the methods we are prepared to use in response to inappropriate behaviour:

- We will remove a child from the group activity in a warm and friendly manner if behaviour is distracting other children or threatening their safety.
- Children should first be given a clear understanding what may happen if they continue with the behaviour.
- Consequences for young children must be immediate and relatively short: no more than a few minutes.
- Methods of dealing with behaviour must be applied consistently from all staff to all children. There will never be any form of physical, emotional, or nutritional punishment.
- We will use our observations to try to pinpoint trigger points and to improve our environment if appropriate.
- We help children who find it difficult to get on with others by showing them how to play and be friendly with other children.
- We give the child more one to one time in which they may be able to explain why they are behaving in this way.
- We believe that the child is not 'naughty' or 'bad', but it is the behaviour that is unacceptable we aim to teach the children the values of what is right and wrong.
- At Highbury Community Nursery our ethos focuses on supporting children to develop an understanding of social awareness. We do not demand children to act in a particular way or say a particular word, it's the understanding that has a lasting effect. When children do show remorse or etiquette it is valued and respected. Please be reassured that role modeling is constantly in operation and that the children are learning the value of social responsibility.

De-escalation techniques

Sometimes normal nursery plans alone are insufficient and a different approach is needed to manage behaviour. Underpinning the success of managing diverse needs is the skill of the practitioner in intervening early to de-escalate situations calmly when they arise. Remaining calm and professionally detached is not natural and therefore needs to be practised. Our aim should be to reduce the child's level of agitation so discussion can then become an option and a better outcome is achieved.

De-escalation techniques are most successful when used early, before physical aggression. You must be able to spot the early signs such as:

- balled fists
- fidgeting
- shaking
- 'eyeballing' another child
- clenched jaw
- speech becoming rapid or high pitched.

These signs should never be ignored in the hope that the child will naturally calm down.

Pacing is a cycle of feeding off someone's emotions and escalating. If the child can make you as angry as them, it gives them permission to become even angrier and the child can justify their own hostility. You may not always know what you are going to do but keep in your head what you are not going to do. When the child has least control, it is time for the practitioner to have most control over themselves.

Calm can be just as contagious as fear and must be communicated to the child. Approximately 55% of what we communicate of what we communicate is through physiology, 38% is through the tone of our voice and just 7% is through the words that we use. Ensure you are modelling the behaviour you want the child to emulate.

Techniques include the following:

- Appear calm and self-assured. Make sure you are not displaying the same signs of agitation that can be seen in the child.
- Do not hold eye contact and avoid standing square to the child.
- Maintain a neutral facial expression.
- Allow space.
- Control your breathing.

Verbal strategies

- Lower your voice and keep your tone even.
- Distraction and diversion are extremely useful; perhaps change the subject or comment on something that is happening around them.
- Give choices; repeat these using the broken record technique if necessary and do not get drawn into secondary behaviours such as arguing back, which are designed to distract or upset you.
- Acknowledging the child's feelings shows that you have listened to them, and can be crucial when defusing a situation, for example: 'It must be really difficult for you...thank you for letting me know'.

Use words and phrases that de-escalate, such as:

- "I wonder if..."
- "Let's try..."
- "It seems like..."
- "Maybe we can..."

Tell the child what you want them to do, not what you do not want them to do; for example: 'I want you to sit down' rather than 'Stop arguing with me.'

Give the child take-up time following any direction and avoid backing them into a corner, either verbally or physically.

Things to avoid:

- Do not make threats you cannot carry out.
- Do not be defensive or take it personally.
- Do not use humour unless you are sure it will help, and you have a very good relationship with the child.
- Do not use sarcasm or humiliate the child.

Sometimes no matter how carefully and skilfully you try to de-escalate a situation a situation, it may still reach crisis point. Please see Physical Handling policy, Code of Conduct policy.

Always make time to debrief, repair and rebuild, or the relationship will flounder and continue to deteriorate. Problem-solve the situation and teach new behaviours where necessary. Ensure any sanctions are appropriate to what has happened and remember that it is certainty that behaviour is challenged that is important rather than the severity of what happens. Resolving conflicts is one of the most important skills to model.

The Highbury Nursery **ABC** to Conflict Resolution

Assess through observation if intervention is necessary.

Be calm when approaching at the child's level, stopping any harmful actions.

Children's feelings must be acknowledged.

Decide what has happened in a non-judgmental way.

Explain your understanding of the problem.

Facilitate a solution together / provide suggestions (gentle hands, using words etc) and choose a strategy together.

Go back to follow up and repeat steps if necessary.

Our expectations of adults

- to be an active listener.
- to use positive words.
- to always use appropriate physical contact with children i.e. we hold children's hands, very young babies will be carried in an appropriate fashion not under our arms. Physical intervention should only be used to manage child's behaviour if it is to prevent serious damage to property or what would reasonably be regarded as exceptional circumstances. Any occasion of physical intervention used to manage the behaviour should be recorded and parents should be informed about it on the same day.
- to pronounce children's names correctly.
- to use Standard English.
- to limit the use of words such as 'no' and 'don't'.
- The staff will refrain from using negative language/criticism or labelling, shouting, or raising their voices in a threatening, humiliating, frightening, discriminating way or using any form of corporal punishment to the children, adults or in front of the children, other adults, parents/carers. (please see Code of Conduct) This maintains the child's self-esteem whilst dealing with the behaviour.
- We will support children's learning to empathise with others, understanding they have feelings too and that their actions have an impact on others' feelings. Insisting on a child saying 'sorry' is not developmentally appropriate and not productive. Staff will use every opportunity to discuss positive behaviour and respect for each other.

Partnership with parents and carers

For the policy to be successful in promoting positive behaviour the nursery and parents / carers must work in partnership.

If a child's behaviour causes concern the nursery will contact parents and work together to establish an individual plan to support their child's development. Parents/carers are encouraged to contact the nursery with any concerns or worries relating to the children's development in the area of personal social and emotional development.

All matters will be dealt with following confidentiality policy.

Monitoring and evaluation of policy and procedures for promoting positive behaviour

The policy will be viewed regularly, and amendments made when deemed necessary.

Monitoring and evaluation will be undertaken through ongoing observations of groups and individuals to analyse the use of praise and sanctions from parents/ carers and other members of the local community.

Biting (children over two)

Many children go through a stage of biting other children and adults. We understand this is an emotive subject and when this occurs, particularly if a child bites regularly, the following procedure will be followed:

- The child will be comforted by their key person and any required treatment will be given.
- The other child will be taken away from the area and spoken to, in a manner appropriate to their age and stage of development, that the behaviour is unacceptable.
- Only one adult, preferably the key person, should deal with this.
- The incident should be reported in the accident book.
- Parents of both children will be informed.
- Parents of the victim will not be told the name of the other child.

The new EYFS has placed children's behaviour under Personal, social, and emotional development (PSED) within its Early Learning Goals (ELG's)

ELG: Self-regulation.

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.

- Explain the reasons for rules, know right from wrong and try to behave accordingly, -
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

ELG: Building relationships.

Children at the expected level of development will:

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others needs.

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8.2 Anti-bullying policy

This document should be read in conjunction with the nursery's Child Protection policy and Behaviour Management policy. The nursery is committed to train staff on a regular basis to manage all aspects related to all policies.

Around the age of five years, children begin to understand that others can be vulnerable, have feelings and can be upset and hurt by their actions.

Physical or verbal abuse of pupils is not acceptable at the nursery, and it is everyone's moral and legal (Children's Act 1989) duty to prevent it from happening. Bullying is taken seriously, and any incidents are recorded, and appropriate action taken. Parents are encouraged to support the work of the nursery and the children are regularly reminded of their responsibilities for the happiness of those around them. If, in the early years, children experience success in achieving their objectives through intimidation of others, the reaction of key adults around them will determine whether they continue to use these strategies.

In order to work towards the aim of a bullying-free environment, the following guidelines are laid down.

Basic principles

- Prevention of bullying concentrates on raising the self-esteem of all the children and creating an atmosphere of mutual respect.
- If bullying occurs, both children must receive support.
- Recording and review of incidents must occur to detect patterns where they exist.
- Monitoring should include both formal and informal discussion of all sections of the nursery community.
- We show the children who have been bullied that we are able to listen to their concerns and act upon them.
- We make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviours.
- We will never label any child.
- We recognise that children who bully may be experiencing bullying themselves or be subject to abuse or other circumstances causing them to express their anger in negative ways towards others.
- We recognise that children who bully can find it difficult to empathise with others and for this reason we do not insist that they say sorry unless it is clear they feel genuine remorse for what they have done. Empty apologies are just as hurtful to the bullied child as the original behaviour.
- We share what has happened with both parents individually and work out a best fit plan for both.
- Whilst generally addressing bullying between children, the nursery recognises its responsibilities to ensure that no member of the community (including any adult) suffers any form of abuse or discrimination.

Bullying can include but is not limited to:

- verbal abuse i.e. name calling or teasing.
- physical attack.
- threats.
- psychological abuse e.g. isolating or spreading rumours.
- extortions of money or property.

- targeting perceived weaknesses.
- use of technology to perpetrate any of the above.

The responsibility of the nursery

- The ethos of the nursery encourages and supports an atmosphere of mutual respect and understanding.
- Children are encouraged to develop positive strategies and to be assertive without using threats or violence. The process is ongoing.
- Children are assured that adults will listen to their version of events.
- Systems are in place to allow staff to report concerns about children to the lead practitioners.

Staff responsibilities

- Strategies are in place and known in order that a common policy is operating, staff will follow the following guidelines.
- Incidents need to be resolved, not just smoothed over.
- There is not always a need to establish blame.
- Levels of tolerance vary enormously from one child to another.

Please see all other safeguarding policies.

January 2024

8.3 Procedure for shadowing

What is shadowing and why do we do it?

We shadow individual children who are demonstrating unwanted behaviours, such as regular biting, hitting, and pushing, by interacting with them on an individual basis during their day at the nursery. Shadowing ensures the safety of all children including the child demonstrating unwanted behaviour and protects children who are continuously having unwanted behaviour shown to them.

What do practitioners need to do for effective shadowing?

- Identify the need for an individual child to be shadowed and the types of behaviour that are being demonstrated.
- One practitioner will shadow the individual child at any one time.
- Individual children who are being shadowed must be clearly handed over to another practitioner when the child moves to a different area, or the practitioner is leaving the room/garden.
- Practitioners should use distraction techniques and strategies when a distinctive cause of unwanted behaviour is identified.
- Practitioners must interact with the child and not just follow the child.
- Practitioners must communicate effectively and share information with other practitioners regarding what has and has not worked previously for continuity.
- Be consistent: practitioners should use the same wording so as not to give the child mixed messages.
- All practitioners should follow the nursery Behaviour Management policy. For further guidance and support regarding behaviour management speak to Cathy.
- Reinforce and promote positive behaviour, self-control and independence using effective behaviour management strategies and take every opportunity to praise examples of positive behaviour.
- Promote children's rights, equality, inclusion, and anti-disciplinary practice by ensuring that the child being shadowed is treated fairly and included in all aspects of the nursery day with the practitioner's support.
- Feedback should be given by the key person to the parent/carer where necessary.

January 2024

8.4 Physical handling policy

Background

All staff within our setting aim to help children take responsibility for their own behaviour. This policy is in conjunction with the Achieving Positive Behaviour policy (de-escalating techniques). This can be done through a combination of approaches which include:

- positive role modelling
- planning a range of interesting and challenging activities
- setting and enforcing appropriate boundaries and expectations
- providing positive feedback
- de-escalation techniques
- ABC conflict resolution

However, there are very occasionally times when a child's behaviour presents challenges that may require physical handling.

Definitions

There are three main types of physical handling.

1. Positive handling

The positive use of touch is a normal part of human interaction. Touching may be appropriate in a range of situations such as:

- giving guidance to children (such as how to hold a paintbrush or when climbing)
- providing emotional support (such as cuddles, handholding)
- physical care (such as first aid or toileting)

Our staff exercise appropriate care when using touch.

2. Physical intervention

Physical intervention can include mechanical and environmental means such as highchairs, these are appropriate ways of ensuring the child's safety.

3. Restrictive physical intervention

This is when a member of staff uses physical force intentionally to restrict a child's movement against his or her will. In most cases this will be using the staff's body as opposed to mechanical or environmental means.

This policy is based on the national guidance.

Principles for the use of restrictive physical intervention

Restrictive physical handling will be used in the context of positive behaviour management approaches. Our setting will only use restrictive intervention in extreme circumstances. It is not the preferred way of managing children's behaviour and will only be used in the context of a well-established and well-implemented positive framework. This positive framework is described in more detail in the behaviour management policy.

We will do all we can in order to avoid using restrictive physical intervention.

Restrictive physical intervention will only be used when staff believe its use is in the child's best interests: their needs are paramount.

When children are in danger of hurting themselves, others or causing significant damage, staff have a responsibility to intervene.

When restrictive physical intervention is used, it is used within the principle of reasonable minimal force in proportion to the circumstances. Our staff will use as little restrictive force in order to maintain safety. Staff will use this for a short period as possible.

When can restrictive physical intervention be used?

- when someone is injuring themselves or others
- when someone is damaging property
- when there is suspicion that although injury, damage has not yet happened, it is about to happen.

The aim of using physical restrictive intervention is to restore safety, both for the child and those around him or her.

Who can use restrictive physical intervention?

A member of staff who know as the child well; this person is most likely to be able to use other methods to support the child and keep them safe without using restrictive physical intervention. In an emergency all staff can do it.

What type of restrictive physical intervention can and cannot be used?

Any use of restrictive physical intervention in our setting is consistent with the principle of reasonable minimum force.

Our staff will:

- aim for side-by-side contact with the child.
- aim for no gap between child and adult body.
- aim to keep the adults back as straight as possible.
- hold children by long bones i.e. avoid grasping at joints where the pain is more likely.
- avoid lifting children.

Planning

In an emergency, staff will do their best within their duty of care and use minimal force. After an emergency it is reviewed and plans for an appropriate future response are made.

We have a shadowing policy which may be necessary for individual children to minimise restrictive physical intervention; parents will be advised if this is put into place.

Recording and reporting

We will record any use of restrictive physical intervention within 24 hours of the incident.

Supporting and reviewing

It is distressing to be involved in a restrictive physical intervention, whether as the adult or the child or an observer. Support will be given to all those involved.

Monitoring of the use of restrictive physical intervention will be done through keeping records and ongoing discussion.

Complaints

Where anyone has a concern, this should be dealt with through the setting's usual complaints procedure.

Please see all other safeguarding policies.

January 2024

9.0 Safety and suitability of premises, environment and equipment

9.1 Health and general standards

This is the Health and Safety policy statement of Highbury Community Nursery.

We believe that the health and safety of children is of paramount importance. We make our premises a safe and healthy place for all. We display the necessary health and safety poster in the hallway of the building. We hold appropriate insurance which is displayed on the office floor.

Our statement of general policy is:

- to provide adequate control of the health and safety risks arising from our work activities.
- to consult with our employees on matters affecting their Health and safety.
- to ensure safe handling and use of substances.
- to provide information and instruction and supervision for employees.
- to ensure all employees are competent to do their tasks and to give them adequate training.
- to prevent accidents and cases of work-related ill health.
- to maintain safe and healthy working conditions.
- to review and revise the policy as necessary and at regular intervals.

Responsibilities

Overall and final responsibility for health and safety is that of Ann Reid.

Day to day responsibility for ensuring the policy is put into practice is delegated to Ann Reid.

To ensure health and safety standards are maintained and improved, the following people have responsibility in the following areas:

Name	Responsibility
Natalie Ludlow	Risk assessment
Natalie Ludlow	Monthly health and safety check
Agnes Lynch	Recycling
Vanisha Patel/Agnes Lynch	Building maintenance
Ann Reid	Garden maintenance
Cathy Antink	Food and hygiene
Natalie Ludlow	Fire safety
Vanisha Patel/Bhavika Surti	Safeguarding
Cathy Antink	First aid

All the above staff have regular and appropriate training in their areas.

This policy is available to all parents as requested.

All employees must:

- cooperate with senior staff on health and safety matters.
- report any accidents they have on the accident record on Family.
- ensure there are clear warning signs for any hazards.
- not interfere with anything provided to safeguard their health and safety.
- report all health and safety concerns to the appropriate person (as detailed above).

Any contractors working on the premises have responsibility for their own health and safety.

Health and safety risks arising from our work activities

- Risk assessments will be undertaken by Natalie Ludlow.
- The findings of the risk assessments will be reported to Ann Reid.
- Natalie Ludlow will be responsible for ensuring the action required is implemented.
- Natalie Ludlow will check that the implemented actions have removed/reduced the risks.
- Assessments will be reviewed every six months or when the work activity changes, whichever is soonest.
- Fire drills are performed monthly, recorded and any issues arising are dealt with by Natalie Ludlow. Any work needed or done from fire drills must be logged in the fire logbook located in the main office.
- All electrical equipment is PAT tested annually by Natalie Ludlow
- All gas equipment is checked by a qualified gas safe contractor annually.

Risk assessments are carried out for the specific areas listed below. Controls are in place to reduce identified risks in these areas.

- children's safety (e.g., DBS checks, supervision of children, staff ratios)
- premises, general standards, and maintenance
- security
- outdoor area
- new equipment
- activities
- outings and visits
- fire safety
- records.

Consultation with employees

The employee representative is Erika Bastidas. Consultation with employees is provided by the SLT. All staff will go through an induction process that includes full health and safety awareness for this building. We operate a no smoking policy.

Safe handling and use of substances

- Natalie Ludlow will be responsible for identifying all substances which need a COSHH assessment.
- Ann Reid/Natalie Ludlow will be responsible for undertaking risk assessments.
- Natalie Ludlow will be responsible for ensuring that all actions identified in the assessments are implemented.
- Ann Reid will be responsible for ensuring that all relevant employees are informed about the COSHH assessments.
- Natalie Ludlow will check that new substances can be used safely before they are purchased.
- Minimal cleaning and COSHH stock will be stored on the premises.
- Assessments will be reviewed every six months or when the work activity changes, whichever is soonest.

Information, instruction, and supervision

- The health and safety law poster is displayed at the front door.
- Supervision of new members of staff will be arranged/undertaken/monitored by Ann Reid.
- Supervision of new students will be arranged/undertaken/ monitored by Erika Bastidas.
- Ann Reid is responsible for ensuring that our employees working at locations under the control of other employees are given health and safety information.

Competency of tasks and training

Induction training will be provided for all employees by Ann Reid. Training will be identified through regular supervision and appraisals and arranged and monitored by the SLT and Curriculum Mentor.

Accidents, first aid and work-related ill health

- Health declarations will be completed by all staff.
- Health declarations will be updated every year.
- Health declarations will be monitored by the SLT.
- The first aid boxes are kept in the 3 individual Rainbow rooms, Sunshine unit, the laundry room, office, back bathroom, and staff floor.

The appointed first aid lead is Cathy Antink.

Activities and resources

- Before purchase we ensure the equipment is safe for the ages and stages of the children attending the setting.
- The layout of play equipment allows adults and children to move freely and safely between activities.
- All equipment is regularly checked for cleanliness and safety and any broken items are either repaired or disposed of.
- All materials, including paint and glue, are non-toxic.
- Sand is clean and suitable for children's use.
- Physical play is constantly supervised.
- Children are taught to handle and store tools safely.
- Children who are sleeping are never left alone and are checked regularly.

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9.2 Maintaining children's safety and security on premises

Children's personal safety

We ensure all employed staff have been checked for criminal records via an enhanced disclosure. There must always be at least two staff on the premises to receive children and when children are going home.

All children are always supervised by staff.

We carry out risk assessments to ensure children are not made vulnerable within any part of our premises, nor by any activity.

Security

We generally have a staff member situated in the lobby in the morning before 10 and after 4pm. They supervise children entering and leaving and ensure security. These systems are in place for the safe arrival and departure of children. The times of the children's arrivals and departures are recorded. The arrival times of staff, students and visitors is recorded.

Our systems prevent unauthorised access into our building and prevent children from leaving our premises unnoticed.

The personal possessions of staff and students are stored away during sessions, out of the rooms and the children's reach.

Equipment safety

- Dangerous equipment such as adult scissors, knives, breakables, household cleaners and chemicals must be stored in locked cupboards.
- Staff must be observant of any faults or defects, always paying attention to equipment or furniture which is damaged or unsafe.
- Electrical plugs should be out of reach of children.
- Leads to portable equipment must be kept well above child level.
- The gas cooker is to be serviced yearly.
- An annual check of installations and equipment must be arranged with electrical contractors.
- Fire extinguishers/blankets are checked annually.
- No adult medication will be allowed in any of the children's rooms, these will be kept in the office and staff room only.

Child safety

- Staff should be aware of the age group and play equipment being offered to the child, ensuring appropriate materials are being used for the age and development of the child (e.g. small objects should be kept out of the reach of babies and toddlers).
- Toys must be checked to see that they conform to the British Standards of Safety.
- Staff should be extra vigilant of safety when children are using outdoor equipment (e.g. climbing frames, slides).
- Children are not allowed in the kitchen.
- Bottles, cans, and plastic bags must not be left around the nursery.

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OFFICIAL: FOR USE BY HIGHBURY COMMUNITY NURSERY ONLY

9.3 Supervision of children on outings and visits

Guidelines for safe practice on outings (for staff and parents/carers)

Rationale

Children benefit from being taken out of the setting to go on trips to the local parks or other suitable venues for activities which enhance their learning experiences. We must ensure:

1. The safety of the children in our care.
2. The protection of staff and parents/carers taking responsibility for the care of the children.

Firstly, it is important to understand that the primary reason for parents accompanying the nursery on an outing is to ensure the children's safety. Enjoyment of a day out or an event with your child is important too but is a secondary aim. The purpose of the nursery required ratios of 1 adult: 2 children for under-fives is to achieve this primary aim.

Outings are an important part of our cross-curricular provision designed to enable children to reach their full potential in all areas of learning and development (see the EYFS framework). We hope you find the following points helpful and that they will enable you to successfully join in the nursery outings:

1. Prior to any outing, a risk assessment will always be carried out and recorded. Most venues will have their own risk assessments and will make these available.
2. Parents will be able to sign an agreement regarding their child participating in small outings/walks in the local community. This is included in the child's confidential record, which is to be filled in prior to child starting nursery.
3. On larger outings parents will be given an outings letter to complete, which includes information on the mode of transport etc.
4. Outings will be recorded on Family; this will record the date, time of the outing, venue, time of return, mode of transport, names of the children and adults.
5. Photos of the children will be taken prior to leaving the nursery, in case of emergency.
6. On outings we uphold a 1:2 ratio, on short outings this may be extended to 1:3 for older children. We may need parental support to fulfil these ratios, but we will give as much notice of this as possible. If a parent has a child allocated to them, they must take full responsibility for the child in their care. Make sure your attention is always on that child or children; do not let yourself become distracted. (You may be tempted to allow your own child 'free rein' as you do when on family outings, but please be more firm than usual.)
7. Always accept group/community responsibility for all the children.
8. Make yourself aware of which children are with which adult and encourage them to stay with that adult at all times.
9. It is better that the group stays together on route, although not essential on major outings where smaller groups may be formed. On public transport staff should avoid being on their own with children, in the case where the group may become separated for example if the whole party cannot board a train together at least two staff members should be in each group to travel together. The leader of the group

will phone the nursery to inform the SLT (if they are not in the party) in this instance at the earliest opportunity.

10. If you do have to pass a child to another staff temporarily (e.g. for a toilet visit), make sure that:
 - i. you explicitly tell that adult that he/she is responsible for that child until your point of return.
 - ii. he/she has clearly accepted that responsibility.
11. If there are any other problems, please inform the group leader immediately.
12. First aid supplies will be taken, and all staff are qualified first aiders.
13. Staff will have supplies of tissues, spare clothing, and nappies appropriate to the children allocated to them. There will also be a main mobile phone for everyone to use; this number will be given to you on departure.
14. All adults will be informed who the group leader is, and they will carry the nursery's mobile in case of emergency.
15. Smoking is prohibited on all nursery outings
16. Hot drinks are prohibited on all nursery outings
17. In the unlikely event that a child should become lost, our lost child procedure will be followed.
18. Hold hands as much as possible but always on footpaths, near roads and when crossing roads.

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9.4 Risk assessment policy

Highbury Community Nursery uses its risk assessment systems to ensure that the nursery is a safe and secure place for children and staff. All staff are expected to undertake risk assessments as part of their routine tasks.

In line with current health and safety legislation (The Health and Safety at Work Act 1974) and the EYFS safeguarding and welfare requirements (2012), we will carry out regular risk assessments and take appropriate action to deal with any hazards or risks identified. It is the responsibility of the health and safety manager(s) (Natalie Ludlow/Ann Reid) to ensure that risk assessments are conducted, monitored and acted upon.

Risk assessments will be carried out:

- monthly initially
- whenever there is a change to equipment
- when/if there is a change to the premises
- when the needs of a child/staff/family member necessitate this
- before the nursery goes on an outing to a new place.

Note that not all risk assessments need to be written down; staff will decide in consultation with the health and safety managers which risk assessments are at which level (high, medium, or low risk) and which will need to be formally recorded.

If changes are required to the nursery's policies and procedures as a result of the risk assessment, the SLT will ensure that the relevant documents are updated and that all staff are informed.

Daily checks

We will carry out a visual inspection of the whole premises (indoors and out) daily before any children arrive. During the day, staff will remain alert to any potential risks to health and safety.

If a member of staff discovers a hazard during the session, they will make the area safe and notify Natalie or Ann. They will ensure that any actions needed to mitigate the immediate hazard have been taken and will implement measures to prevent the accident from recurring.

Recording dangerous events

Natalie/Ann will record all accidents and dangerous events in the incident or accident books as soon as possible after the incident. If the incident affected a child, the record will be kept on the child's file. Natalie/Ann will monitor these records to see whether any pattern to the occurrences can be identified.

Related policies

Fire Safety and Risk Assessment, Health and Safety, Manual Handling.

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9.5 Fire policy and emergency evacuation

We ensure our premises presents no risk of fire ensuring the highest possible standards of fire precautions. The staff are familiar with the current legal requirements. Where necessary we seek the advice of a competent person, such as the fire marshal (Natalie Ludlow) or our local fire department.

- There are fire drill procedures on display in the group rooms, the kitchen, the corridor, and the staff room.
- All staff and students should be aware of and familiar with the policy and the procedures.
- The named fire safety person is Natalie Ludlow.
- The designated fire safety person will carry out fire drills out once a month.
- The complete fire system is serviced yearly, and a log completed in the fire logbook situated in the main office.
- The nursery fire alarms are tested monthly.
- All staff have the responsibility to report burning and gas smells to the designated fire safety person/lead practitioners.
- All extinguishers, fire blankets etc are checked yearly and conform to fire regulations.
- Smoke detectors are situated in high-risk areas such as the kitchen and all floors. They conform to the BS EN standards.
- Records of fire drills are kept and discussed at staff meetings if necessary.
- The children are familiar with the sound of the smoke alarm and are aware they need to follow the adults' instructions should they hear it; we regularly use both the inside and outside stairs when practising during fire drills.

Procedure

In the event of the alarms sounding all staff and students must vacate the building in accordance with the procedures:

- Personal belongings will not be picked up.
- All staff will assist with their group room children.
- The designated fire safety person will collect the register if possible (if not the lead practitioners will do it).
- Any extra staff must help with the babies.
- The member of kitchen staff will assist where necessary, prioritising the babies.
- All members of staff (or students) on breaks will return to group room children to follow procedures.
- Staff will calmly collect the children and escort them out of the building from the nearest exit, closing the door behind them.
- Staff will take the children to the assembly point located at the rear of the garden.
- Once the children are assembled the designated fire safety person will do a roll call of all the names on the 'Family' app (including staff) to ensure everyone has safely vacated the premises. (In the event of the designated person being absent, the lead practitioners will carry out the roll call).
- The designated person will complete a report detailing the date, time, duration, number of children, number of adults and any additional information.

- The designated person will review the drill at the staff meeting to improve future drills.

See also Health and Safety policy.

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9.6 Animals in the setting

Children learn about the natural world, its animals and other living creatures as part of the learning and development requirements of the EYFS. This may include contact with animals or other living creatures, either in the setting or on visits. We aim to ensure that this is in accordance with sensible hygiene and safety controls.

Procedures

Animals in the setting as pets

- We take account of the views of parents and children when selecting an animal or creatures to keep as a pet in the setting.
- We carry out a risk assessment with a knowledgeable person accounting for any hygiene or safety risks posed by the animal or creature.
- We provide suitable housing for the animal or creature and ensure this is cleaned out regularly and is kept safely.
- We ensure the correct food is offered at the correct time.
- We decide on weekend and holiday care for the animal or creature.
- We register with the local vet and take out appropriate pet care health insurance.
- We make sure all vaccinations and other regular health measures, such as de-worming, are up to date and recorded.
- Children are taught correct handling and care of the animal or creature will be supervised.
- Children wash their hands after handling the animal or creature and do not have contact with animal soil or soiled bedding.
- Staff wear disposable gloves when cleaning housing or handling soiled bedding.
- If animals or creatures are brought in by visitors to show the children, they are the responsibility of the owner.
- The owner carries out a risk assessment, detailing how the animal or creature is to be handled and how any safety or hygiene issues will be addresses.

Visits to farms

- Before a visit to a farm, a risk assessment is carried out; this may take account of safety factors listed in the farm's own risk assessment which should be viewed.
- The outings procedure is followed.
- Children wash their hands after contact with animals.
- Outdoor footwear worn to visit farms is cleaned of mud and debris and should not be worn indoors.

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9.7 Hot drinks, alcohol, and other substances

Hot drinks

Hot drinks can burn and scar the body. Under-fives are particularly vulnerable to burns. For this reason, the following guidelines will be followed:

- Hot drinks will only be allowed in the room during periods when children are not there.
- Hot drinks are not allowed in the garden or the garden vicinity.
- Staff shouldn't carry hot drinks/food around the building, this includes coffee shop coffee when coming on shift.
- Coffee cups will not be allowed past reception and there will be no exception to whether it is deemed cooler by the time of entry.

Alcohol/other substances

- Staff must not be under the influence of alcohol or any other substance which may affect their ability to care for children.
- We reserve the right to drug- or alcohol-test staff should there be evidence that misuse has occurred at the setting.

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9.8 Smoke-free policy

1. Introduction

It is estimated that 21% of adults in Islington smoke, many of whom have young families (Islington Evidence Hub, 2012). Children are at a greater risk from second-hand smoke because they breathe more rapidly than adults and inhale more pollutants for their body weight than adults. Exposing children to second-hand smoke can increase their risk of chest infections, asthma, cot death and ear infections (Islington Evidence Hub, 2012). Islington residents have a variety of ways to access quit support. This policy outlines the role of the centre in supporting parents to quit smoking and have smoke free homes, including ideas for raising the issue.

This policy applies to all staff and visitors to our nursery, as well as those families with a child attending stay and plays, baby massage or sign and learn. Advice on supporting families (section 3) also applies to parents or children having home visits from nursery staff.

This policy is in line with our safeguarding, confidentiality and health and safety policies and is kept in the staff room and online at highburynursery.co.uk. It is in line with the Islington Smoke Free Guide.

2. Role of the nursery

All staff and parents at our nursery are made aware of the setting's no smoking policy. We display no smoking signs, and this policy is stated in the information brochure for parents. We actively encourage not smoking by having information for parents and staff about where to get help to stop smoking.

All our staff are familiar with the safeguarding policy, and all have a responsibility for safeguarding children and maintaining confidentiality. Parents are made aware that if staff make a referral on their behalf to smoking cessation services, their details will be shared with the relevant agencies.

Staff who smoke are only permitted to do so when they are on a break and off the premises. Staff who smoke during their break make every effort to reduce the effect of the odour and lingering effects of second-hand smoke for children and colleagues in the centre. Staff should ensure they:

- wear a jacket whilst smoking and remove it once they re-enter the building.
- wash their hands after smoking.
- wait 10 minutes after smoking before meeting children.

Ann Reid has overall responsibility for reporting incidents that take place in the nursery, including overseeing that the policy is implemented.

Cathy Antink leads on support to parents in relation to healthier lifestyles and smoking awareness.

3. Supporting families

3.1 Universal approach (health promotion):

Our centre displays information on stop smoking support and the specialist agencies in the lobby. When parents first register with the nursery, they are asked if they would like more information on support for stopping smoking. Within our nursery, we actively raise awareness of smoking cessation with campaigns. We also promote and encourage all our families to have smoke-free homes and cars.

3.2 Targeted approach (support with smoking cessation and smoke free homes)

Staff feel confident to support pregnant women to stop smoking. They are aware that women are asked their smoking status at the point of booking by midwifery colleagues and can follow this up with parents.

Staff are aware of the services and support offered by Smoke Free Islington for parents, such as individual support from a stop smoking advisor (either at a drop-in clinic or by appointment) or at a stop smoking group. Staff are also aware of which of the local GP surgeries and pharmacies offer stop smoking support. Staff understand the referral process to local pharmacies, GP and Smoke Free Islington and they are confident in making referrals. Our centre has clear protocols in place to effectively work with other agencies to support individuals and their families and to monitor the support provided.

4. Electronic cigarettes

Electronic or e-cigarettes have increased in popularity in recent years. The Camden and Islington Department of Public Health have stated that:

‘Electronic cigarettes are not covered by the Smoke Free legislation which prohibits smoking in enclosed public places. However, Public Health supports the inclusion of electronic cigarettes in smoke free policies in order to restrict or prohibit their use.’

The Islington Smoke Free Guide states that:

‘Islington Council have decided that e-cigarettes are banned within 50 metres of the perimeter of any council building. The e-cigarettes are banned within Islington council buildings due to:

- insufficient evidence in relation to the health risks that they may pose to individuals using them and those in proximity.
- e-cigarettes look like real cigarettes particularly from a distance which makes a smoking ban difficult to enforce and creating an impression for visitors, customers, or other employees that it is acceptable to smoke.

The nursery will follow these guidelines and enforce it with all staff and parents on site. Staff and parents will be aware that they are role models for children and in the interest of promoting a healthy lifestyle, they should not smoke actual or electronic cigarettes in view of children while in the centre or taking part in centre activities.

5. Working in homes of families

The Islington Smoke Free Guide states that:

‘If you must visit a home where a member of their family smokes it will be up to you to make a quick assessment of the risk when you have entered the premises. You may consider that the risk is enough to warrant deferring your visit. You will however be expected to make a reasonable attempt to undertake your duties by adoption of one or more of the following strategies:

- When care is offered to service users in their own home, it is essential that a request be made to provide a smoke-free environment whilst the visit is taking place.
- This request should be made in the text of the appointment letter wherever possible, as part of the arrangement of receiving care in service users’ own home.
- A verbal request can also be made at the time of the visit and the service user should be respectfully asked not to smoke whilst you are working within that environment.

- If the service user continues to smoke, then the request not to smoke should be made at least twice so that there is no confusion about the requirement for a smoke- free environment during the visit.
- If the service user still refuses to refrain from smoking, you may consider withdrawing from the meeting.

January 2024

9.9 Kitchen safety policy

Policy

This policy was established to keep employees safe while using the facilities deemed appropriate for the preparation and storage of food and related items. These are basic guidelines for the safety and utilisation of these facilities. Any staff in the kitchen must have a valid food handling certificate.

Procedures

- A. Microwave usage
 - 1. Exercise caution when operating the microwave.
 - a. Never leave the microwave unattended when operating.
 - b. Make sure to remove any remaining cook time after usage.
 - 2. Clean up during and after using.
 - a. Clean up any spills immediately, especially those on or inside the microwave.
 - b. Clean the microwave and surrounding area after each usage.

- B. Refrigerator usage
 - 1. Make sure that all stored items have a tight-fitting lid and/or wrapper to prevent spills or leaks.
 - 2. Do not leave perishables in the refrigerator for extended periods of time.
 - 3. Close refrigerator doors tightly to prevent air leakage.
 - 4. Remove or reposition any items that may keep the refrigerator doors from closing properly.

- C. Can openers, toasters, and other appliances.
 - 1. Exercise caution when operating
 - 2. Unplug appliances when not in use and make sure the cord is secure.
 - a. Don't overload outlets.
 - b. Don't force three pronged cords into two pronged outlets.
 - c. Don't use equipment with a frayed cord into pronged outlets.
 - d. Don't use equipment that smokes, sparks, or otherwise appears suspicious.
 - 3. Appliances and kitchen equipment may only be used in dedicated kitchen areas.

- D. Sink and countertop usage.
 - 1. Exercise caution when utilising the sink and countertops.
 - 2. Do not leave dishes in the sink or on the countertop.
 - 3. Thoroughly rinse sink clean of debris after use.

- E. Obey any posted notice as to operation of equipment or clean up procedures.

F. Failure to comply with the above policy and any posted standards may result in the loss of kitchen privileges and/or disciplinary action.

We strive to have a nut-free environment.

See also Health and Safety policy.

January 2024

9.10 Knife safety policy

- Keep knives sharp. If your knife is sharp, it will slide easily through what you are cutting, with little force involved. If the knife is blunt, you must force it and if you slip there is real danger of cuts.
- Point away. When you are using a knife, don't cut toward you or your fingers. Pay a lot of attention to where the edge of your sharp blade is pointing, and make sure it cannot get you if you slip a bit.
- Don't leave sharp knives loose in a drawer. Banging around in a drawer ruin the good sharp edge on your knives and can be dangerous if someone reaches into the drawer.
- Never take a knife outside of the kitchen area, at any time for any reason.
- Do not try and catch dropped knives. If you are working with or handling a knife and you drop it, step back and let it fall, don't try to catch it. This sounds elementary, but the instinct is to try and catch it, and that can be dangerous.
- Do not put knives in the sink. If you have a dirty knife, don't put it in the dishwasher as it will not be visible and will cause cuts. Wash the knives separately.
- Put knives down safely. When you are working with a knife, and you lay it down, don't lay it down with the blade pointing up and make sure it is away from the surface edge.
- Put broken glass in a safe container. Broken glass is sharp and dangerous. Clean it up carefully, preferably with a brush, and put it in a separate metal container, making sure you don't leave pieces of it in the sponge or cloth. Don't put broken glass in the rubbish bag; wrap it in old newspaper and put it in a box or something similar and warn all concerned.

January 2024

9.11 Stair safety policy

At Highbury Community Nursery we are lucky enough to be based in a four-storey Victorian house. This allows the children to feel at home in a less institutionalised setting; we like to think of ourselves as a home away from home. However, what goes along with this is the importance of safety on the stairs. We have situated the children through the nursery comparable to their physical age: the babies are on the ground floor, the toddlers on the first floor and the older children on the second floor. The adults (staff and parents) are allocated the third floor.

The safety policy for the individual age groups are as follows:

Under twos

Generally, one member of staff goes down to the basement with two children; only one child would be non-walking. That staff member would then stay in the area for preparation. The next staff member would come down with two more, and then this person and any further staff would keep returning with more children. Students would always move with other staff with only one child at any time, normally a carried child.

When moving back upstairs, it is acceptable to have three children, although only one would be carried.

Toddlers

Children descend in groups of four with one adult. Normally there is a gap between groups to ensure there is no build-up of children coming down the stairs. All children must hold on to the brown handrail; this is discussed with the children in a positive and fun way, often with songs and praise. The procedure is the same for ascending the stairs.

Over threes

The over threes come down the stairs together, with one adult at the front and one at the back. If there is a third member of staff they will be situated in the middle. If one adult walks with the children, they will stay behind the group if going up the stairs and in front of the group if coming down the stairs. The children are positively encouraged to take one step at a time; they will be praised and there will be lots of chat such as "What you think we are having for lunch today?" This will happen as the children descend, including discussion of the importance of safety on the stairs. The children must always walk on the right side of the stairs and use the brown handrail. Songs are also used frequently.

The behaviour management policy is always adhered to. If there is an ongoing situation with the stairs it will be discussed at meetings and the above policy may be altered to take the individual needs of the children into account. Children will never have to walk down the stairs if they are upset or ill; staff will negotiate with the child and adapt to situations. Children would never be made to go back upstairs to "walk down again properly."

January 2024

9.12 Lone working policy

At Highbury Nursery we aim to ensure that no member of staff is left alone working on a floor or within the building at any time. However, there may be times when this isn't always possible due to:

- toilet breaks.
- lunch cover.
- nappy changes.
- comforting an unwell child.
- following a child's interest, as this may lead staff away with a child to explore an area.
- supporting children that may have had an accident.
- the duties some team members have, such as opening and closing the building, cleaning the building, contractors or staff working outside normal hours.

We always ensure staff: child ratios are adhered to.

It is the responsibility of both the employee and the SLT to identify hazards and minimise the risk of working alone.

Considerations when deciding on lone working include how lone workers manage with a variety of tasks, such as talking to parents and supervising activities whilst maintaining the safety and welfare of children and ensuring that each member of staff required to work alone has the training and/or skills for the role: first aid, safeguarding training and competency, food hygiene and a relevant qualification.

Public liability insurance for lone working will be sought if applicable.

Employees/lead practitioners' responsibilities when left on a floor alone are to ensure that:

- to complete a risk assessment for staff working alone.
- ratios are maintained.
- there is someone to call on in an emergency if required.
- they understand the internal phone system and how to use it.
- the member of staff and children are always safeguarded (relating to additional policies as above).

Employees' responsibilities when left in the building alone are:

- to make a member of the management team aware of when they are working and to make plans to check in at the expected time of completion of their work.
- to ensure they always have access to a telephone in order to call for help if they need it, or for the lead practitioners to check their safety if they are concerned.
- to ensure that the building remains locked, so no one can walk in unidentified.
- to report any concerns for working alone to the SLT as soon as it is practically possible.

Lead practitioners' responsibilities when left in the building alone are:

- to ensure staff working alone are competent and confident to carry out any safety procedures e.g. fire evacuation.
- to ensure that the employee can contact them or a member of the team, if they are lone working outside normal working hours (i.e. access to a phone, contact numbers of someone they can call)
- to check that the employee has someone they can contact in the event of an emergency, and the numbers to call.
- to ensure that employees can access a telephone whilst lone working.

Risk assessments are also completed for these occasions including hazards and risks and how these are controlled.

January 2024

9.13 Environment policy

At Highbury Community Nursery, we are planning and preparing our future generation and we believe whatever we are doing will leave a footprint. We want to be proud of the footprint we leave.

We want children to grow up with an understanding of how to look after our planet and in turn go on and influence others with their behaviour. The earlier we teach these principles the better.

How we will aim to be more sustainable

1. Recycling

Recycling can help us save a lot of waste; it also gets children to think about what waste should go where. We have separate bins in each room, one for recycling, and we talk to the children about what bin is for what. The children also understand which outdoor bins our recycling goes into.

2. Reuse and repurpose

We don't throw away any materials that could be used for play, e.g. yoghurt pots make great binoculars. We avoid single-use items such as plastic cutlery and straws as much as possible, although there are exceptions to this on occasions such as the Christmas party, which doesn't take place at nursery, and when we have a special picnic, to ensure health and safety and allergies are adhered to. We advise children that the materials we use aren't just something to throw away, to make them more mindful when using things in the future.

We love junk modelling, using lots of pre-used materials. We also upcycle any old plastic already in the nursery, for example old drinking cups and old wellies become great plant pots and can be used for many more seasons.

3. Use less paper

We are moving all our old paperwork onto our electronic software called Family. This incorporates registers, calendars, children's journals, family finances etc. We make sure we are environmentally sensitive in our communications.

We do use paper to encourage the children to mark make (as well as other mediums such as chalk, sand, cornflour etc). These are either sent home with the child or recycled.

We also recycle non-clinical hand towels and tissues.

4. Purchases

Now that the setting is ready and full of all our non-plastic equipment, we ask parents to support our replenishment with conkers, pinecones, kitchen roll insides etc, and the children learn to use them respectfully.

We also use facilities such as the SCRAP project to upcycle materials and we have links to our local charity shops where we mutually support each other.

When we do buy, we buy sustainable equipment such as wooden toys and tables rather than bad quality plastic which will have to be replaced.

5. Make use of the outdoors

We are very lucky to have such an amazing and huge back garden; we have specific areas to grow fruit and vegetables. We also grow plants from seed with the children in their rooms.

The front garden is for our decorative plants which the children learn how to water, weed, and take off. We also have a composter, in which we dump all our compostable materials. The children learn how and what to do and what it can be used for in the future.

6. Water conservation

With water being such a precious resource, teaching children to use it wisely is vital. Just by leaving our water butt out, we can use it to water our plants, introducing the concept that water can be reused in a sustainable way.

Together with the children and parents, we are striving to be as environmentally progressive as we can be.

January 2024

10.0 Equal opportunities

10.1 Valuing diversity and promoting equality

The designated person for this role is Xanthippe Kokedima. Her role is to keep all the staff up to date on any changes in legislation or good practice. She will provide workshops to new staff and parents and ensure good practice throughout the setting at all times.

Our value statements

We aim to provide a learning environment with a curriculum which reflects and builds on the child's cultural and linguistic backgrounds. We also encourage parents to participate fully in all activities of the nursery and involve them in sharing the care of the children with the staff.

We understand some families experience social exclusion or severe hardship; some face discrimination and prejudice because of their ethnicity, the languages they speak, their religious or belief background, their gender, or their impairment.

We recognise the inequalities exist in our society need to be challenged.

We understand that many factors affect the wellbeing of children and can impact on their learning and attainment. Our setting is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. We aim to:

- provide a secure and accessible environment in which all children can flourish and in which all contributions are considered and valued.
- include and value the contribution of all families to our understanding of equality and diversity.
- provide positive non-stereotypical information about gender roles, diverse family structures, diverse ethnic and cultural groups, and disabled people.
- improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity.
- challenge and eliminate discriminatory actions.
- make inclusion a thread that runs through all the activities in the setting.
- foster good relations between all communities.

Admissions

We are a community nursery based in Islington. This borough is striving for inclusion for all. We work within the borough's equal opportunities policy. The setting is open to every family. We do not operate on a first-come first-served basis. Our admissions policy is given to all families when registering with us. Families joining the setting are made fully aware of the equal opportunities policy.

- We endeavour to ensure that families on lower incomes can access subsidised places. We always follow Islington fee structures and scales to ensure equality of opportunity for all our families.
- We do not discriminate against a child or their family or prevent entry to our setting based on colour, ethnicity, religion, or social background.
- We do not discriminate against a child with a disability and will endeavour to ensure that any disability is supported to the best of our ability.
- We provide information in clear, concise language, whether in spoken or written form.

- We do not discriminate against a child or family or prevent entry to our setting, based on a protected characteristic as defined by the Equalities Act (2010) - please see Admissions policy.
- We act against any discriminatory behaviour by staff or parents whether by:
 - direct discrimination – when someone is treated less fairly because of a protected characteristic, i.e. preventing families of some racial groups from using the service.
 - indirect discrimination – when someone is affected unfavourably by a general policy e.g. children must only speak English in the setting.
 - association – discrimination against someone who is associated with a person with a protected characteristic e.g. behaving unfavourably to someone who is married to a person from a different cultural background.
 - perception – discrimination on the basis that it is thought someone has a protected characteristic e.g. making assumptions about someone's sexual orientation because of their mannerisms or how they speak.
- Displaying openly discriminatory and possibly offensive material, name calling, or threatening behaviour are unacceptable on, or around, the premises, and will be dealt with in the strongest manner.

Families

- We recognise that many different types of families successfully love and care for children and we welcome all types of family.
- We encourage children to contribute stories of their everyday life to the setting.
- We encourage mothers, fathers, and other carers to take part in the life of the setting and to contribute fully.
- We offer a flexible payment system for families of differing means.

Employment

- The setting will appoint the best person to each job and all applicants will be treated fairly for jobs regardless of age, gender, sexuality, class, family status, disability, colour, ethnic origin, or religion.
- All workers accept a commitment to implement the equal opportunities policy as part of their job description.
- All staff will be required to be DBS checked and to undergo any other checking procedures as deemed necessary, which reinforces all other procedures including child protection.
- We may use the exemption clauses in relevant legislation to enable the service to best meet the needs of the community.
- All job descriptions include a commitment to promoting equality and recognising and respecting diversity as part of their specifications.
- All staff attend at least five training days per year. Of these at least one is associated with equal opportunities. Training is also available to the management committee.
- We ensure that staff are confident and fully trained in administering relevant medication and performing invasive care procedures when these are required.

The curriculum

We respect all children and aim to recognise, value, and encourage their individuality and their potential. Activities and the use of play equipment offer children the opportunities to develop in an environment free from prejudice and discrimination. Children are given the opportunities to explore and value similarities and differences between themselves and others. This encourages children to empathise with others and to begin to develop the skills of critical thinking.

- We aim to empower children to be confident and to question any form of discrimination.
- At Highbury Community Nursery we have a key person system which supports the individual needs of families and our setting including any disabilities and complexities of language.
- All children have equal access to the curriculum.
- Children have opportunities to discuss everyday issues that affect their lives such as name-calling, exclusion, and unfairness.
- Children are empowered to stand up for themselves.

In providing such experiences, the adults in the nursery will:

- be aware of the role models which they provide for the children.
- value the home lifestyle, culture and circumstances pertaining to the individual child.
- share an agreed view about the nursery ethos.
- encourage parents and other community members to share in the life of the nursery.
- adjust the environment and resources to accommodate a wide range of learning, physical and sensory impairments.
- recognise the different learning styles of individual children and accommodate this learning.
- positively reflect the widest range of communities in their choice of resources.
- avoid stereotypes or derogatory images in the selection of books or other visual materials.
- celebrate the festivals of children and staff in the setting, ensuring they are not tokenistic and involve learning, respect, and tolerance.
- differentiate the curriculum to meet children's special educational needs.
- help children to understand that discriminatory behaviour and remarks are hurtful and unacceptable.
- ensure that children learning English as an additional language have full access to the curriculum and are supported in their learning.
- ensure that children speaking languages other than English are supported in the maintenance and development of their home languages.

Resources

These are chosen to give a balanced view of the world and an appreciation of the rich diversity of our multiracial society. Materials are selected to help children develop their self-respect and to respect other people by avoiding stereotypes and derogatory pictures and messages about any group of people.

We have an audit each term to ensure our resources are compliant and well stocked.

Any resources donated to the nursery will be scrutinised to ensure they meet the requirements of equal opportunities policy.

Other resources include the following:

- books in different languages.

- photography that reflects diversity and represents the children and staff in the setting.
- emotion dolls.
- displays using text in different scripts.
- paint, crayons, and pens in a range of skin tones.
- a varied range of equipment to reflect the diversity of the children.
- resources for celebrating major religious festivals.

Discriminatory behaviour or remarks

These are not acceptable in the setting. We will respond in a way that is sensitive to everyone's feelings and which helps those responsible to understand and overcome the prejudice.

Everybody can respect their own belief systems or religion. We do, however, have a responsibility to accept other views and not promote one above the other, ensuring that discussions are balanced, so we all feel comfortable with this diversity.

Language

Information, both written and spoken, will be clearly communicated in as many languages as possible. Bilingual and multilingual children are an asset to us all. They will be valued, and languages recognised and respected in the group. The key person system of the setting will identify and meet the individual needs of the family and ensure they are supported effectively.

Food

Medical, cultural, religious, and dietary needs will be met as requested by families. A trained cook prepares all food, considering the individual needs of the families. This will be reviewed by the key person, family, cook and Siobhan (food and hygiene coordinator) on a regular basis.

We help children to learn about a range of food, cultural approaches to mealtimes and eating, and to respect the differences among them.

Meetings

The time, place and conduct of meetings will try to ensure that all families have an equal opportunity to be involved in the maintenance of the setting.

Information about meetings is communicated in a variety of ways: written, verbal and translated when necessary.

We will:

- make reasonable adjustments and provide necessary equipment and facilities for families, children, and staff to meet this policy.
- ensure regular reviews of procedures and practices.
- have clear policies and procedures for all to understand and support if necessary.
- make it clear to all that discrimination is unacceptable and will be challenged and treated as a serious matter with disciplinary action.

The management team and the management committee will treat any situation promptly and currently and via the complaints policy if deemed appropriate. Matters will be treated in line with the confidentiality policy of the nursery.

We shall know that we have succeeded in all work in an environment where we feel valued and where we believe that we are treated fairly and with dignity and respect.

We request that all visitors to our centre abide by this policy.

January 2024

10.2 Race equality policy

The Race Relations (amendment) Act (2000) addresses the need for us to:

- promote racial equality.
- promote good race relations.
- eliminate unlawful racial discrimination.

Aims and values

Our nursery is based in an inner-London area. It is an area rich in cultural diversity with large sections of our community being minority ethnic.

- We have equally high expectations of all pupils, and we are committed to encouraging and enabling all children to achieve the highest standards.
- We acknowledge and value all forms of achievement.
- The nursery has a behaviour policy which is fair and equitable to children from all racial groups.
- All staff operate consistent systems of rewards and sanctions.
- The nursery has an admissions policy which is equally open to children from all racial groups. The local authority monitors this.
- Our curriculum is planned to incorporate the principles of racial equality and promote positive attitudes towards diversity.
- Children are encouraged to explore concepts and issues relating to identity, racial equality, and racism through our areas of learning i.e. home corner, circle, and story time.
- If appropriate we can support victims of racism and racial harassment, using the support of external agencies.
- All staff create an environment where all pupils can contribute fully and feel valued.
- We as educators must take account of children's cultural background and linguistic needs.
- We publicly promote good personal and community relations and not discriminating on racial grounds.
- The staff are encouraged to attend training to ensure they are aware of procedures for dealing with racism and harassment.

Leadership and management

- We as a nursery are proactive in promoting racial equality and good race relations and tackling race discrimination.
- We encourage, support, and enable all children and staff to reach their potential.
- We work in partnership with parents and the wider community to establish, promote and disseminate racial equality good practice and tackle racial discrimination.

Responsibilities

Staff/management committee/lead practitioners:

- deal with racial incidents and identifying and challenging racial bias and stereotyping.
- promote racial equality and good race relations and not discriminating on racial grounds.

- keep up to date with race relations legislation by attending training and information opportunities.

People with specific responsibilities

The member of staff or management committee responsible for coordinating racial equality work is Xanthippe Kokedima.

The members of staff or management committee responsible for dealing with reported incidents of racism or racial harassment are the SLT.

Visitors and contractors

All visitors and contractors must be made aware of and comply with the nursery's race equality policy.

Breaches of the policy

Any breaches of this policy will automatically result in following the complaints procedure as appropriate.

Policy planning and review

Our nursery has a duty to assess and monitor the impact of its policy on pupils, parents, and staff from different racial groups.

We will regularly review, monitor, and assess all policies and strategies for their effectiveness and impact in eliminating racial discrimination, promoting racial equality and good race relations.

In order to implement the policy, we will:

- need to monitor and evaluate its effectiveness.
- reviewed annually.
- ensure all staff attend development training.
- monitor and evaluate the effectiveness of training.

Promoting the policy

This policy will be included in the policies and procedures booklet given to all parents when starting the nursery. It will also be included in the policies and procedures folder on the noticeboard for free access for everyone. If the booklet needs to be translated for a family, we will undertake to have the document translated.

January 2024

10.3 Supporting children with special educational needs

The member of staff responsible for SEN is Jessica Randell/Aurora Mocci.

At Highbury Community Nursery, we welcome children with special educational needs as part of our community and we aim to ensure that all children have an equal opportunity to engage in the curriculum.

- We understand our responsibility to ensure positive attitudes to diversity and difference – not only so that every child is included and not disadvantaged, but also so that they learn from the earliest age to value diversity in others and grow up making a positive contribution to society.
- We recognise that we will need to consider the individual needs of children when planning our curriculum. We aim to provide a curriculum which is accessible to the individual needs of all our children.
- We recognise that some children will need additional support to access the whole curriculum. We will ensure that the developmental needs of children are identified and assessed. We aim to provide appropriate support strategies to achieve this.
- We believe that all children should feel valued and confident and should be cared for in a warm and loving environment. We will work with parents at all stages of their child's education and care to ensure our principles are put into practice.
- We recognise the importance of early identification and assessment of children with special educational needs. This is particularly important in the area of early years education; we use the graduated response system for identifying, assessing and responding to children's SEN.
- We believe in the involvement of the child and the importance of taking their views into account. We will make every effort to involve the child, in a manner appropriate to their stage of development, when making decisions about their special educational provision.
- We ensure that parents are involved and informed at every stage and provide them with information on sources of independent advice and support.
- We are committed to effective collaboration, a multi-disciplinary approach to meeting children's special educational needs. We will actively support the establishment and maintenance of close links with all agencies working with the child.
- We are alert to the early signs of needs that could lead to later difficulties and respond quickly and appropriately, speaking to parents/carers and involving other agencies as necessary.
- We will make reasonable adjustments to our provision and practice to meet the needs of individual children with special educational needs in line with the Disability Discrimination Act (DDA 2006).

In line with the EYFS guidance and the SEND code of practice 0-25 years (2014), our arrangements for coordinating the provision of education for children with special educational needs are as follows:

- We challenge any inappropriate or negative attitudes displayed by anyone in the setting.
- We engage children in anti-bias activities which promote positive attitudes to all people regardless of their level of ability, appearance, mobility etc.
- All the staff in the setting are responsible for meeting the needs of children with special educational needs. The SENCO supports staff and coordinates the SEN provision. The SENCO shares information with all staff on the needs of individuals and strategies to support them.

- In our setting we give all children a six-week settling in period. We identify children's needs both through observation and by talking to their parents. We monitor the progress and development of individuals through ongoing observation.
- We encourage children to recognise their own unique qualities as well as the characteristics they share with other children.
- We share any concerns about the development of individual children with the SENCO and other staff at room meetings and staff meetings.
- We support staff in differentiating the curriculum for individual children.
- If we feel that the provision in our setting does not meet the needs of the individual, we will adapt it accordingly.
- The SENCO is responsible for organising a meeting to develop plans with parents, the key person and health professionals where appropriate. She will organise meetings to review plans every six weeks.
- The SENCO sets up a confidential file for each child and ensures all records, assessment reports and Early Years Action process (stage 2 on the continuum of needs) are kept there, maintaining these records for sharing with colleagues in an inter-agency team.

Graduated approach

- Members will perform regular observations and record keeping in conjunction with parents, which will enable staff to monitor children's needs and progress on an individual basis.
- If a parent or member of staff is concerned about a child's progress, they should liaise with the SENCO who will observe the child in nursery and offer advice to staff members and parents.
- Following consultation with the parents, if it is deemed necessary, the child will be monitored (at this stage it may be necessary to intervene through Early Years Action)
- A plan will be drawn up by the SENCO, key person, or parent. They will then meet regularly to review the plan and determine whether it continues to meet the child's needs (these meetings do not need to be formal). The child's area for development may be revised in the light of the reviews held.
- If following a further review:
 - the child fails to make progress.
 - the parents/key person have ongoing concerns about the child.
 - more information or advice is needed regarding the child.

then the child may move to Early Years Action Plus. This involves accessing external support services, which can:

- provide more specialist assessments.
- help with advice on new IEPs and targets.
- give advice on the use of new or specialist strategies or materials.
- in some cases, provide support for strategies.

The SEND Code of Practice (2014) states:

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.

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 the age of two years of age, special educational provision means educational provision of any kind.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition of the above paragraph when they reach compulsory school age or would do so if special educational provision was not made for them (section 20, Children and Families Act 2014).

Progress check at age two

- When children are between two and three years of age, we will review their progress and give a written report of progress to parents/carers. This applies to all children in the setting. If a child is 'universal plus' (where there is a concern) they will have an integrated review with the local health visitor which will be organised by the key person.
- Where staff feel that a child is not progressing in line with their peers, the staff will at first speak to the parents to seek their opinions and discuss how best the child can be helped.
- We aim to make any reasonable adjustments required. No outside agencies will be contacted without parental permission.
- Where a child is identified as needing extra support within the setting this will involve the SENCO, the parent/carers and the child's key person. Should this group (particularly the parent) decide that the child needs further support then outside agencies will be contacted as appropriate.
- For the very small number of children whose needs cannot be fully met in the above way and whose needs are more complex, the nursery staff will, with parents'/carers' permission, request a formal assessment from the local education authority.
- When a child transfers to their next setting, we will work closely with that setting and the child's parents to ensure a smooth transition for the child.
- All information kept on each child is confidential and parents and carers have free access to all information kept on their own child, except in exceptional circumstances where the Data Protection Act (2018) stipulates it is against the best interests of the child to do so.

The role of the SENCO

- To liaise with staff and primary carers to ascertain which children are giving cause for concern.
- To take the lead in observations and assessments of identified children and identification of their strengths and weaknesses and consequent needs in conjunction with staff.
- To take the lead in planning future support for children with SEN in discussion with staff.
- To liaise with outside agencies if necessary.
- To offer support and advice to staff and primary carers. This will include:
 - attendance at any appropriate meetings.
 - provision of plans containing targets for the child, review date and strategies to be used.
 - taking the lead in monitoring and reviewing the action taken.
- To maintain an up-to-date register of special needs.
- To ensure that relevant background information about individual children with SEN is collected, recorded, and updated.
- To keep up to date with changes in legislation and methodology regarding SEN and to attend such training as may be required in order to do so.
- To perform any other duties in connection with children with SEN as deemed necessary.

Admission arrangements

We ensure that our admissions policy states how we ensure that all children will be supported to enable admission to our setting.

It is not expected that there will be any different admission arrangements for children with special educational needs. We will make every effort to meet the individual needs of the child with SEN.

Admission forms

Our admission forms include information about the GP and health visitor, as well as any special need or parental concern.

Specialist settings and staff specialisms

We have lots of staff with specialisms including:

- first aid trainer
- massage teacher
- baby sign trainers
- ACT trainer
- several staff can use Makaton.

As a nursery we adapt all our equipment to the individual needs of the child e.g. it was recommended we used adapted cutlery, malleable materials, for another child who had hearing difficulties, we covered all our worktops with material to reduce noise bouncing off hard surfaces. We always take professional advice when necessary.

Allocation of funding for children with special educational needs

The staff of Highbury Community Nursery recognise our duty under the Disability Discrimination Act (2005). Therefore, a portion of the setting's budget – however small – will be allocated to meeting the needs of individual children with special educational needs. This will be done regardless of whether we have a child with special educational needs on roll at that time.

We will use allocated funds:

- to employ staff as necessary
- on staff and SENCO training (cover money and training)
- on materials and soft furnishings for children with hearing impairments

We will also be able to apply to the early years inclusion team (EYIT) for additional funding in order to support the implementation of the Early Years Action process for individual children.

Arrangements for providing access to a broad and balanced curriculum

The curriculum is planned to meet the known individual needs of the children. It is further modified on a short-term planning basis to meet specific individuals' special educational needs. Extra support is available to enable access and resources are carefully chosen to facilitate access.

At Highbury Community Nursery we recognise the importance of observing all children on a regular basis, and we use these observations to inform curriculum planning. We plan for individual children with

SEN so that they can access the curriculum fully, in a way that is appropriate to their age and stage of development. We then evaluate our planning to ensure that children can fully access the broad and balanced curriculum we provide.

The evaluation process of the policy

Children with special educational needs are regarded as full members of the community. The provision is inclusive, and children have full access to the environment, resources, staff, and activities.

At Highbury Community Nursery we aim to develop our inclusive practice in everything we do. We use Makaton with all children, not only those with language difficulties, and we use visual support with all children.

This policy must be reviewed and evaluated annually. This gives us an opportunity to check whether our environment meets the needs of the individual children and includes current guidelines. It is the duty of the SENCO and the lead practitioners to review this policy annually and to be aware daily of how this policy works in practice, as well as to comply with all the relevant legislation including the Equality Act (2010), the Human Rights Act (1998) and the SEND Code of Practice 0-25 (2014).

At Highbury Community Nursery we recognise the sensitive and emotive nature of special educational needs; we have therefore implemented arrangements for dealing with complaints and concerns about SEN provision over and above the general complaint's procedure. Any concerns or complaints about SEN provision should be addressed to the key person, the SENCO and the SLT. We will respond by meeting with their parents or carers to discuss the situation. If this does not resolve the issue the complaint is then passed to the first level of the general complaint's procedure.

Arrangements for ongoing staff training

The SENCO at Highbury Community Nursery has had full and complete training. We also train new members of staff either at the local education department, early education or initially via the SENCO or the lead practitioners. We value the importance of ongoing access to training in order to enable staff to meet the needs of our individual children. We will review the staff training needs regularly and plan accordingly. We have commitments to developing the skills and knowledge of new staff through our induction programme which includes specific training in meeting the needs of children with special educational needs.

The agreed arrangements for developing parent partnership

Working with parents is a two-way process.

At Highbury Community Nursery we include the following arrangements to develop parental partnerships:

- We have an open-door policy. This means parents can approach the setting whenever they have a concern and time will be made for them.
- We use a key person system.
- We keep parents involved and informed at every stage of the child's learning and development and invite them to review meetings.
- We schedule meetings for parents to meet and discuss their child.

- We provide opportunities for parents and carers to come and work with the child in the setting.
- We set up social opportunities such as the garden sweep.
- Cathy, our Staff & Family Liaison works with parents through courses, workshops, stay and play sessions etc.
- Cathy, our Staff & Family Liaison also holds details of local and national support groups and passes these on to parents, encouraging them to make contact when appropriate.
- We value parents' and carers' suggestions and ensure they know that we will listen to them. Many of our policies recognise that parents know their children best and have a great deal to contribute.

Protocols for establishing links with other settings including special schools

We at Highbury Community Nursery may endeavour to link with children's centre services such as parent support groups and speech and language therapy. We also link with special schools that can provide support with children with specific needs.

When a child from our setting is moving to a new school, we have a full transition process which can involve visiting schools, schools visiting us and any other appropriate means to ease the transition for our children. For children with special educational needs, we also include a passport in the transition process; this will include any special information about the child and any other information that will help the transition.

We have strong working relationships with our primary schools; we arrange visits and shared events which help us to build up a sense of community. We feel a good transition procedure for children with special education needs can have a positive impact on the transition to school for children. Transition procedures include an initial transition planning meeting involving all relevant professionals, parents, key person, and SENCO, planned visits to familiarise the child with the school environments and the passing on of most recent records.

Procedures for establishing links with outside agencies such as health, children and families, education welfare services and any other voluntary organisation

Links to voluntary organisations have grown over the years. We will contact relevant voluntary organisations as necessary.

Once a year the setting must review and evaluate the effectiveness of:

- systems for identifying and assessing children with SEN.
- the provision made to meet children's SEN.
- the record keeping for SEN.
- the allocation of resources for children with SEN.

Complaints

If parents are at all dissatisfied with the provision for their child, they should contact the lead practitioner in the first instance. Further to that please see the complaints procedure.

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10.4 Supporting gifted and talented children

All children are entitled to provision that reflects their unique characteristics, fascinations, and enthusiasms. It is important to identify all children's strengths and interests at every stage in their development to ensure that this entitlement is met. In the early years gifts and talents are more likely to be revealed when families and practitioners work in partnership, sharing observations of their children both at home and in the setting. Children are developing more rapidly during the earliest years than at any other time in their lives and gifts and talents may be transient at this stage. However, by tuning in early to the range of strengths, interests, and passions of children as they begin to emerge, practitioners can gain an insight into their potential and plan opportunities that enable this to be celebrated and nurtured.

Practitioners have a responsibility to create environments in which young children's learning and development can flourish and their gifts and talents can be recognised, nurtured, and extended. We must:

- provide rich opportunities for all children to find learning which inspires and engages.
- identify and move with children's interests and abilities.
- plan experiences which can enrich and further develop children's interests, gifts, and talents.

What does it mean to be gifted and talented in the early years?

As practitioners we should challenge the determinist view of ability that identifies a child as inherently 'more able' or 'less able' and to focus instead on recognising and developing every child's capacity for learning. With this view every child is seen as potentially 'a competent learner from birth who can be resilient, capable, confident and self-assured' (EYFS). We must recognise the importance in the early years of:

- recognition that all children have strengths to build on.
- recognition that the development of abilities and talents may be uneven and evolving.
- provision which offers children very broad experiences rather than narrow pathways.
- the role of the practitioner as a facilitator and scaffolder of children's learning.
- the earliest years as a critically important time when children are not only learning more rapidly than they will ever do again, but also developing attitudes to learning and to themselves as learners that will limit or enhance their capacity for lifelong learning.

Identifying gifted and talented children

It is easy in the earliest years to confuse a child's advanced development – children who perhaps are precocious and have mastered a skill early – with a child who has specific aptitude or ability, the capacity to do what few children can do at any age.

There is a tendency to underestimate young children's capacity for learning; child development checklists cannot pick up the unique creativity that is a hallmark of gifted and talented children. Only observational assessment across a range of contexts is the key to identifying children's gifts and talents in the early years, in a close and genuine partnership with parents. However, gifts and talents can still be illusive since at this age, 'academic ability' often reveals itself through unusual or unexpected responses

which can be overlooked or misunderstood by adults and sometimes mistaken for challenging behaviour.

Gifts are far more likely to emerge in an environment where children are viewed as active agents in the learning process and given the opportunity to think at the peak of their ability. Children should be allowed to think creatively, to both find and solve problems. Practitioners trust the 'false hypothesis' that children hold; rather than ignoring or correcting these theories, practitioners view them as opportunities for children to follow their own lines of enquiry, working alongside them as co-researchers and companions on their learning journeys.

Abilities are most likely to be accurately recognised through careful observation and record keeping, for example through learning journeys or photo sequences. Some useful approaches to identifying gifts and talents in very young children are found when practitioners:

- look for unexpected and surprising responses.
- look for persistence and precision in play activities.
- look at the ability of a child to reflect upon experiences in greater depth than the child's peers.
- look at how to perform in different contexts.
- look out for children who interpret the clues and codes in the world around them easily – for instance street signs as well as the written word.
- look out for children who are curious and motivated to find out information or learn new skills for themselves.

Practitioners should bear in mind that children with abilities:

- may sometimes become easily bored and frustrated.
- may not always have well-developed emotional and social skills.
- may prefer the company of adults to other children.

Some critical factors in early years provision for gifted and talented children:

- It is important to focus on creativity.
- Gifted and talented children do unusual things.
- The stakes are high in social and academic development at this stage when the brain's connections are at their most malleable.
- It is just as easy to turn children off learning as on.
- The natural drive is for broad rather than tunnelled experiences.
- If the capacity to relate to peers and adults at this age is curtailed, there are long term implications.
- Long term social and emotional literacy is all-important.
- Early years is on the 'sharp end' of personalisation – sometimes children need to be a part of a group in a collaborative, equitable way.

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10.5 Improving our community policy

At Highbury Community Nursery, we are committed to supporting society to find practical ways to address poverty and strengthen families.

We do this in several ways:

1. All our staff are on London living wage.
 2. We have subsidised places available and charge on a sliding scale of family's income.
 3. We allow children of staff to attend on a band 1 subsidised place.
 4. We have a Staff and Family Liaison to support any families that may need extra support.
 5. All the staff are qualified first aiders.
 6. We prioritise families in need and families already linked to external services.
 7. We work closely with external services as and when required.
-
1. All staff at Highbury Community Nursery receive the London Living Wage. All our staff should be level 3 qualified staff who receive London Living Wage once we have received their level 3 certificate.
 2. As a community nursery we must allocate our places to working and studying families, however within this we have a sliding scale dependent on the income of the family. This is to ensure fairness to families on lower incomes.
 3. We have a Staff with Children policy to support our staff and their childcare needs. This means that staff can be allocated a place for their child (while still complying with our admissions policy). We will only charge them on a band 1 place to reinforce our commitment to our team.
 4. Our Family Liaison Coordinator meets our new families from the initial home visit and ensures the families know she is available to support them in any way she can, such as helping them with application forms, making calls for them or talking to professionals on their behalf. This enables families to be reassured, should any problems arise, that we are there to support them.
 5. As part of Millie's mark, all staff are qualified to administer first aid.
 6. We work with the children in need board at our local education department and prioritise families that they refer to us (complying with the admissions policy).
 7. As an early year's provider, it is essential for us to work with both local and national agencies to help us provide the best possible outcomes for our children and families.

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11.0 Data Protection Policy (GDPR)

We ensure all decision makers and key people are aware of the General Data Protection Regulations 2018 (GDPR). We document the personal data we hold in our policies and procedures, review our GDPR policies annually and hold an audit as required, to ensure current compliance. We use the following systems to hold nursery data:

- Family
- Xero
- Citation
- One drive

These systems are all encrypted and licensed to hold personal data. The data protection officers are the SLT.

When we collect personal data, we explain to parents and staff why we need the information, what we use it for and how long we hold it. We also shred any outdated data with a crossover shredder.

11.1 Child, staff, and student records

Policy statement

We have record keeping systems in place that meet legal requirements; this means what we use to store and share that information takes place within the framework of the Data Protection Act (2018) and the Human Rights Act (1998).

This policy and procedure are taken in conjunction with the confidentiality and client access to records policy and the information sharing policy.

Procedures

We keep two kinds of records on children attending our setting:

Developmental records

- These include observations of children in the setting, photographs, video clips and samples of their work and summary developmental reports.
- These are recorded on a software called Family which is password protected for everyone accessing it. We have a policy to protect the system and it is protected by an encryption that makes it suitable to be used in early years.
- Parents as well as staff are encouraged to contribute to their child's record-keeping providing us with a holistic view of the child.

Personal records

- These include registration and admission forms, signed consent forms, correspondence concerning the child from other agencies, an ongoing record of relevant contact with parents, and observations by staff on any confidential matter involving the child, such as developmental concerns or child protection matters.
- These confidential records are stored on Family or/and on OneDrive.
- Parents have access, in accordance with our client access to records policy, to the files and records of their own children, but do not have access to information about any other children.
- Staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs. Staff induction includes an awareness of the importance of confidentiality in the role of the key person.
- We retain children's records for three years after they have left the setting.
- We keep ongoing concerns of children, such as incidents and repeated accidents, for 21 years.

Staff and student records

- These include application forms, signed consent forms, correspondence, doctors' certificates, and any medical records.
- These confidential records are stored on Family/HR and/or OneDrive.
- Staff have access to their own files and records with prior consent.
- Electronic files are kept for ten years to allow for references and information for any new employers/inland revenue information etc.
- The human resource software is encrypted; the only access to it is from the SLT only.
- Staff photos will be deleted within six months of terminating their contract.

Other records

- We keep a daily record of the names of the children we are caring for, their hours of attendance and the names of their key person.
- Issues to do with the staff or students, whether paid or unpaid, remain confidential to the people directly involved with making personnel decisions.
- Students, when they are observing in the setting, are advised of our confidentiality and client access to records policy and are required to respect it, in compliance with the staff code of conduct, the AUP policy and GDPR (2018).

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11.2 Family policy

At Highbury Community Nursery we use an online system called Family to record and store all observations and assessments relating to each child. This is a safe and secure system and one that enables parents and carers to access their child's learning journey at any time. They can share it with their child, family and friends at home and post any comments and photographs of their own, helping to create a fully holistic view of the child and strengthen the parent partnership.

Safety

As part of our commitment to safeguarding our children, all learning journeys are password protected so that parents and carers can only access the account of their child. Other than family, only the child's key person, associated staff (agreed by lead practitioners) and the lead practitioners have access to the journal.

Staff use tablets to take the photographs for observations, but these will not be stored on the device. Photos will be uploaded to the journal as they are taken and then deleted at once from the device.

Staff are not permitted to take the tablets home and they will always remain on the premises unless specific permission has been granted by the SLT. They are to be stored on the top floor, with security access, at the end of each day and over the holidays as a security measure. Staff wishing to update journals at home can access the Family site using their own devices.

Sharing with children

Staff will share the photos they take with the children as they are taken and will record any comments made by the child on the Family site either under the photo or in with the observation. We will also encourage parents and carers to share the journals at home with their child. Within the setting, we will continue to take photographs of events and activities with the camera. This enables children to develop their sense of belonging and share experiences with their peers.

Parents without internet

For parents without access to the internet, we will print all the information from Family, exactly as we have done previously.

When the children leave the setting permanently, we will print the learning journey for them, so they have a lasting record of their child's time at nursery. A copy will also be sent to the child's school. We will delete these journals within one year of leaving the setting. We may sometimes keep journals as evidence of good practice but will ask parents' permission to do this.

Children do not have access to the nursery iPad, where they could access the internet. Children may only use the Kindle Fires which are child locked and secure from children clicking.

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Home working

From time to time, staff are given permission to work from home. This is by prior consent by the SLT. Any staff taking a nursery iPad must have full consent from the DMS' or SLT.

Staff must be fully responsible for the software and iPad, what they open and where they open it. It must NEVER be accessible to other people, either publicly (ie in a coffee shop) or privately (to family members/ at home). Any non-compliance could lead to disciplinary measures and will be a breach of safeguarding and the code of conduct.

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11.3 Provider's records

We keep records and documentation for the purpose of maintaining our business. These include:

- records pertaining to our registration
- lease documents and other contractual documentation pertaining to amenities, services and goods
- financial records pertaining to income and expenditure
- risk assessments
- employment records of staff including their name, address and telephone number (please see staff records)
- names, addresses and telephone numbers of anyone else who is regularly in unsupervised contact with the children, as well as their DBS

We consider our records as confidential based on the sensitivity of information, such as with employment records. These confidential records are maintained regarding the frameworks of the GDPR (2018) and the Human Rights Act (1998). This policy and procedure are taken in conjunction with the Confidentiality and Access to Records policies.

Procedure

- All records are the responsibility of the management team who ensure they are kept securely.
- All records are kept in an orderly way in files and filing is kept up to date.
- Financial records are kept up to date for audit purposes.
- Health and safety records are maintained: these include risk assessments, details of checks or inspections and guidance etc.
- Our Ofsted registration certificate is displayed
- Our public liability insurance certificate is displayed.
- All our employment and staff records are kept securely and confidentially.

We notify Ofsted of any change:

- to the address of the premises
- to the premises which may affect the space available to us or the quality of childcare we provide
- to the name and address of the provider, or the provider's contact information
- to the person managing the provision

as well as:

- any significant event which is likely to affect our suitability to look after the children
- any other event as detailed in the statutory framework of the EYFS.

11.4 Transfer of records to school

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

We prepare children for these transitions and involve parents and the receiving setting or school in this process. We prepare the child's Family learning journal and share appropriate information with the receiving school or setting at transfer.

Confidential records are shared where there have been child protection concerns according to the process required by the local safeguarding children board.

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

Procedures

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

- Using the Developmental Matters in the EYFS guidance and our learning journeys of the child's development and learning, the key person will prepare the report.
- This will also include any other information necessary, such as additional languages, individual developmental plans and any statement of needs.
- Parents can access Family if they request their own download; permission can be gained from the SLT.

Transfer of confidential information

- The receiving school or setting will need to have a record of any safeguarding or child protection concerns that were raised in the setting and what was done about them.
- A summary of the concerns will be made to send to the receiving setting or school, along with the date of the last professional meeting or case conference.
- Where welfare concerns have been raised, the name and contact address of the lead professional will be passed on to the receiving school or setting.
- Where there has been a section 47 investigation regarding a child protection concern, the name and contact details of the child's social worker will be passed on to the receiving setting or school, regardless of the outcome.
- This information is posted or taken to the school or setting, addressed to the setting or school's designated person for child protection and marked as 'confidential'.

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11.5 Confidentiality and client access to records policy

In our nursery, staff can be said to have a 'confidential relationship' with our families. It is our intention to respect the privacy of children and families, while ensuring they have high quality early years care and education. We aim to ensure that all parents can share information in the confidence that it will only be used to enhance the welfare of their children. There are record keeping systems in place that meet legal requirements: means of storing and sharing information take place within the framework of the GDPR 2018 and the Human Rights Act 1998.

The nursery's work with children and families will sometimes bring us into contact with confidential information. Confidentiality will be respected as follows:

- Parents will have ready access to the files and records of their own children but will not have access to information about any other child.
- The nursery will endeavour to provide parents with a private comfortable room to facilitate any discussions with the appropriate member of staff.
- Staff will endeavour to deal sensitively and professionally with any confidential issues that may arise, concerning the children in our care and their families.
- The staff will respect the feelings of parents and deal with any sensitive matters in a calm and appropriate manner.
- Staff will not discuss individual children, other than for the purposes of curriculum planning/group management with people other than the families of the child. In addition, parents are advised to be cautious in their use of social media sites. Staff must follow the setting's professional code of conduct and cannot accept or request parents as 'friends' on social media sites. Appropriate action will be taken if this policy is breached in any way (please see Staff Code of Conduct).
- Information given by parents/carers to the SLT or key people will not be passed on to anyone other than staff members without permission.
- Some parents may share information about themselves with other parents as well as staff; the setting cannot be held responsible if information shared goes beyond those parents whom the person has confided in.
- Issues to do with the employment of staff will remain confidential to the people directly involved with making personnel decisions.
- Any anxieties/evidence relating to any safeguarding concerns will be kept in a confidential file and will not be shared within the group, except with relevant key people.
- We inform parents when we need to record confidential information beyond the general personal information we keep, i.e. with regard to any injuries, concerns, or changes in relation to the child and family, any discussions with parents on sensitive matters, any records we are obliged to keep regarding action taken in respect of child protection and any contact and correspondence with external agencies in relation to their child.
- Students gaining experience in the setting will be advised of this policy and be required to respect and adhere to it.
- A confidential file will be kept of worries concerning a child's safety and this file will only be accessible to the lead practitioner, DMS.

Client access to records procedure

OFFICIAL: FOR USE BY HIGHBURY COMMUNITY NURSERY ONLY

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

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

All the undertakings above are subject to the paramount commitment of the setting, which is to the safety and wellbeing of the child.

In all professional interactions between the SLT, the management committee, the staff and parents/carers, all members of the nursery community undertake to adhere to the nursery's guidelines regarding confidentiality.

Parental, staff, and child issues are dealt with privately and confidentiality unless:

- the parties involved decide, with the agreement of the SLT and management committee, that the issues should be discussed publicly, or
- the SLT or management committee decide that the circumstances require that help be sought from an outside agency. In such a case, confidentiality within the nursery community must still be maintained.

All staff, parents, committee, and students will adhere to this policy. Failure to do so could result in the necessary action being taken appropriate to the post.

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11.6 Information sharing

We recognise that parents have the right to know that the information they share with us will be regarded as confidential, as well as to be informed about the circumstances when, and the reasons why, we are obliged to share information.

We are obliged to share information without authorisation from the person who provided it, or to whom it relates, if it is in the public interest. That is when:

- it is to prevent a crime from being committed or to intervene where one may have been, or to prevent harm to a child or adult.
- not sharing it could be worse than the outcome of having shared it.

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

- where there is evidence that the child is suffering or is at risk of suffering significant harm.
- to prevent significant harm arising to children and young people or adults, including the prevention, detection, and prosecution of serious crime.

Procedures

1. The GDPR 2018 is a framework to ensure that personal information about living persons is shared appropriately.
2. Be open and honest with the person from the outset about why, what, how and with whom information will, or could be shared and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice if you are in any doubt, without disclosing the identity of the person where possible.
4. Share with consent where appropriate and where possible respect the wishes of those who do not consent, if in your judgement, that lack of consent can be overridden in the public interest. You will need to base your judgement on the facts of the case.
5. Consider safety and wellbeing. Base your information sharing decisions on considerations of the safety and wellbeing of the person and those who may be affected by their actions.
6. Necessary, proportionate, relevant, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, shared only with those people who need to have it, is accurate and up to date, is shared in a timely fashion and is shared securely.
7. Keep a record of your decision and reasons for it – whether it is to share information or not. If you decide to share then record what you have shared, with whom and for what purpose.

Consent

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

- Records of progress across the EYFS are usually passed onto schools when the child leaves our nursery. If parents prefer this not to happen then their wishes will be respected.

- No information will be passed on to other agencies without permission from parents/carers. Where there is an issue about child protection then the child's welfare will be put first, and the Safeguarding Children policy will be followed.
- Parents and carers have free access to all information kept on their own child (except in exceptional cases where the GDPR 2018 stipulates it is against the best interests of the child to do so). We also pay regard to the Freedom of Information Act 2000.

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11.7 Working in partnership with other agencies

We work in partnership with local and national agencies to promote the wellbeing of all children.

Procedures

- Procedures are in place for the sharing of information about children and families with other agencies. These are set out in the Information Sharing policy, Safeguarding Children and Child Protection policy and the Supporting Children with Special Educational Needs policy.
- Information shared by other agencies with us is regarded as third-party information. This is also kept in confidence and not shared without consent from that agency.
- When working in partnership with staff from other agencies, we make those individuals welcome in the setting and their professional roles are respected.
- We follow the protocols for working with agencies, for example on child protection.
- Staff from other agencies do not have unsupervised access to the child they are visiting in the setting and do not have access to any other children during their visit.
- Our staff do not casually share information or seek informal advice about any named child or family.
- When necessary, we consult with local and national agencies who offer a wealth of advice and information that help us to develop our understanding of the issues facing us and who can provide support and information for parents. For example, ethnic/cultural organisations, drug and alcohol agencies, welfare rights advisors or organisations promoting childcare and education, or adult education.

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12.0 Curriculum

12.1 Developmental learning policy

This policy underpins and guides us to support children's development and learning. This covers outcomes of 'enjoy and achieve' and 'make a positive contribution' contained within Every Child Matters. The aim of this guidance is to support and foster children's emotional, personal, and social wellbeing, and to develop positive attitudes and dispositions towards learning that will underpin all future development and learning.

This ensures that:

- all children will be cared for and supported in a way that is appropriate to their age and individual stage of development.
- all parents/carers know how their role contributes to their child's development and learning.
- all parents/carers will have information about the ethos of our setting and how we put it into practice.
- all children have full and equal access to the curriculum and the opportunities in the setting.
- all children will have the full support of our staff team who are qualified and knowledgeable about child development.
- all children will have the support of a staff team that understands the variety of ways in which young children learn and how to put this into practice.
- all children are cared for and supported by our staff team who understand the value of reflecting on their practice.

The above list is not exhaustive and there may be other areas that could be included.

Our principles are as follows:

- To provide a secure loving environment for all our children
- To establish a collaborative trusting relationship with all our families and involve our parents/carers in every aspect of their child's developmental learning.
- To provide key people with whom children can form close attachments and trusting dependent relationships.
- To support children in becoming confident and competent learners.
- To provide a safe and stimulating learning environment which includes the outdoor environment and the local community.
- To support children's independence, dispositions, interests, and participation.

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12.2 Curriculum and practice

This policy states our commitment to supporting all children's wellbeing, development, and learning. All children will be respected and their individuality and potential recognised, valued, and nurtured. Activities and the use of play equipment offer children opportunities to develop in an environment free from prejudice and discrimination. Appropriate opportunities will be given to children related to their stage of development. This is so that they can learn at their own pace, explore, acknowledge, and value similarities and differences between themselves and others.

We provide a curriculum for the Foundation Stage. This curriculum is set out in the Early Years Foundation Stage framework.

How children learn

The following are vital to young children's development and learning:

- positive, respectful relationships with children and their parents/carers
- first-hand experiences
- opportunities for repetition
- play: exploratory, role and imaginative
- access to the outdoor environment
- being physically active
- social interaction with others
- having their interests taken seriously
- being talked and listened to.

How we support children's development and learning

Management roles and responsibilities

- Provide a good role model for all staff, children, and parents/carers.
- Ensure that there is regular time set aside for team meetings to develop and agree policy and practice, and to plan for individual children and the environment.
- Hold regular performance management and supervision meetings with individual members of staff to support continuing professional development.
- Support staff by putting manageable observation, record keeping and planning systems in place.
- Monitor provision and practice and the quality of learning and teaching.
- Ensure that as a leader you keep abreast of relevant developments in the early years.

Professional development and training for staff, and management committee members

We will provide regular training on all relevant aspects of young children's development and learning in relation to:

- individual staff experiences and needs
- whole setting priorities as identified in the settings training and development plan.

Practitioners' roles and responsibilities

- To be physically affectionate and responsive key persons.
- To be sensitive to the needs of each individual child and ensure that routines meet those needs.
- To provide a calm, quiet and unhurried environment where children can explore, eat, and sleep as they need to.
- To tune into children's interests and support, encourage and interact with them in a meaningful way.
- To provide periods of uninterrupted time during which the children can explore and develop their interests.
- To plan for the following week, planning for each child uniquely based on their developmental levels and interests.
- To provide extended opportunities for play, as this is the prime way that children make sense of their world.
- to acknowledge the importance of the home environment and ensure that it is reflected in the setting.
- To plan meaningful experiences based on observation and assessment.
- To scaffold children's learning.
- To share information regularly with parents/carers about what we see the child doing in the setting and what they see the child doing at home.
- To role model behaviour they expect to see in the child.
- To get support from the SLT and inform parents when a child is not making the expected progress.

Effective strategies to support children's learning and development

- an understanding that the development needs of babies are different to those of the older children.
- a balance of children's self-initiated learning and adult-led activities.
- a learning environment organised in a way and at a height that is appropriate to their age. E.g., baskets on the floor for babies.
- staff involvement in children's chosen activities and play.
- using observations to plan for individual children.
- planning for small and large groups of children based on observation and assessment.
- free flow access to the outdoor environment which should complement and extend the indoor environment.

At Highbury Community Nursery, our children learn through a system called Planning in the Moment. This approach follows children's sparks and interests. It gives children a unique learning experience, tailored to the individual child. The staff will extend the child's learning, 'in the moment'. They are in tune with the child and respond immediately. This can be through language extension by adding words. It can be through commentary or description of what a child is doing or modelling and demonstrating. This approach is underpinned by the EYFS and is supported by the strong theoretical expertise of the staff.

- Our staff have an understanding and knowledge of the curriculum for the EYFS which consists of four themes. Within each theme there is a guiding principle.
- A unique child: child development, inclusive practice, keeping safe, health and wellbeing.
- Positive relationships: respecting each other, parents as partners, supporting learning, key person.
- Enabling environments: observation, assessment, and planning, supporting every child, the learning environment, the wider context.
- Learning and development: play and exploration, active learning, creativity, and critical thinking, seven areas of learning and development, divided into the Prime areas and Specific areas.

The **Prime areas** are:

- personal, social, and emotional development
- communication and language
- physical development

The **Specific areas** are:

- Literacy
- Mathematics
- Understanding the world
- Expressive art and design

At HCN we will focus on the Prime Areas to provide a secure foundation for the Specific Areas. Each child is treated as an individual and will be taught those areas when they are ready. This is not age dependent but on their developmental stage.

Each area contains Early Learning Goals (ELG's) which children work towards achieving by the end of the foundation stage (reception year)

- Communication and language

ELG – Listening, attention and understanding

ELG – Speaking

- Personal, Social and Emotional

ELG – Self-regulation

ELG – Managing self

ELG – Building relationships

- Physical Development

ELG – Gross motor skills

ELG – Fine motor skills

- Literacy

ELG – Comprehension

ELG – Word reading

ELG – Writing

- Mathematics

ELG – Number

ELG – Numerical patterns

- Understanding of the world

ELG – Past and present

ELG – People, culture, communities

ELG – The natural world

- Expressive Arts and Design

ELG – Creating with materials

ELG – Being imaginative and expressive

A central aspect of the EYFS is the overview of child development, which emphasises that:

- each phase has specific needs, e.g., babies need a consistent key person.
- learning is developmental.
- children must be seen as individuals.
- provision for them must be flexible and led by observation of the children's interests and needs.
- children's learning does not fall into discrete subject boxes or develop in a linear fashion.

We also provide the following:

- transitions (between rooms internally) and outside settings (externally, i.e. school).
- working with parents/carers.
- observation, assessment, record keeping and planning.
- continuity and progression.
- environment organisation, inside and outside.
- promoting positive behaviour.
- consulting with and supporting children's participation.
- staff development and training.

“The unique child reaches out to relate to people and things through the characteristics of early learning.”

- playing and exploring
- active learning
- creating and thinking critically.

Please see Appendix 12.2 for the curriculum goals that are an aim for all the HCN children.

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12.3 Outdoor play policy

- The nursery's garden is always used for supervised periods of outdoor play.
- The same staff to child ratio will be maintained for outdoor play as for indoor supervision.
- All children are encouraged to play outdoors through the day.
- The nursery has an outdoor policy which always allows the children to choose between the garden and their rooms.
- Any activities planned for indoors should be taken to the garden should the children wish that to happen.
- Children will be encouraged to dress appropriately for the weather, but the weather will never dictate the children's whereabouts.
- Activities in the garden are planned for and available throughout the day.
- Staff will always bring the inside outside with the children's individual needs respected.

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12.4 Care, learning and play policy

Highbury Community Nursery plans and provides activities and play opportunities to develop children's emotional, physical, social, and intellectual capabilities.

The nursery will provide an environment that is happy, warm, secure, and stimulating. It will aim to ensure that all children in its care become confident and independent and enjoy exploring and learning. The setting should enable children to develop a strong sense of self, while also learning to play, negotiate and co-operate with others.

Key principles

- Children are active learners who are physically, emotionally, and mentally involved in learning. For young children, play is the natural and most important vehicle for active learning.
- The curriculum is accessible for every child; in planning opportunities for children's learning and experience the practitioners should ensure that the different areas of learning are interlinked.
- No child should feel excluded or disadvantaged because of ethnicity, culture or religion, home language, family background, special educational needs, disability, gender, or ability.
- Start with initial observations – this is a tool which will enable appropriate and suitable planning that is challenging for all children suitable to their developmental needs and personality.
- When planning starts with the child, the process of observation, tracking and next steps is more meaningful.
- Early years' experience is meaningful, of interest to the child, challenging and achievable. Practitioners have a sound knowledge of child development and the ability to implement the Early Years Foundation Stage (EYFS).
- We acknowledge of the parent/carer's central role in their child's education and develop partnerships based on mutual respect and shared responsibility.
- Practitioners ensure that all children feel included secure and valued.

Early years settings base their curriculum on the EYFS. The EYFS is a framework to support children in their earliest years. Meeting the individual needs of all children lies at the heart of the EYFS. Research shows that high quality experiences in the early years, including a good home learning environment, have a significant positive impact on children's social, emotional and cognitive development and therefore progress at school and into adult life.

The themes that underline the framework are:

- A unique child: every child is a competent learner from birth who can be resilient, capable, confident, and self-assured.
- Positive relationships: children learn to be strong and independent from a base of loving and secure relationships with their parents/carers and/or key person.
- Enabling environment: the environment plays a key role in supporting and extending children's development and learning.
- Learning and development: children develop and learn in different ways and at different rates and all areas of learning and development are interconnected.

Observation, planning, and assessment

Observations, evaluations, tracking and next steps planning are interrelated and interdependent. They are the cornerstone for ensuring provision is of high quality and appropriate for all children.

Effective planning enables staff to provide meaningful learning experiences that will bring out the full potential in each child. Research has confirmed that practitioners must observe and listen to children to enable them to make a match between the curriculum we offer and the developmental need, personality, and current interests of the individual children.

All planning should start with individual children and their families, with families filling in the child's development record and child profile during the one-hour meeting that happens in the settling in week. In this meeting the key person will also learn all about the family, their backgrounds, family make up, interests, cultures, and religion.

Planning takes place in many ways and on many levels within the setting. Planning enables learning and development of the whole child, including their physical, intellectual, social, linguistic and emotional needs.

Record keeping and planning are only successful if they are influenced by detailed, quality, meaningful observations of the children and their response to different activities.

Family records should include the following:

- Starter information filled in by the parents.
- First day observation and EYFS tracking information
- six-week review completed by both parents and key person.
- short development record (completed by previous room, if appropriate).
- Wow moment observation to show progression, photo/video galleries.
- 2 yr development review if appropriate.
- Evidence of learning through photos, videos and staff and parent wow moments
- additional bilingual information sheet (if applicable).
- Transitional school report if appropriate

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12.5 Use of aprons statement

Our philosophy at Highbury Community Nursery is that children should be able to make decisions in their daily routines; this includes the use of aprons. This is underpinned by research and theory to support children to develop autonomy and independence through making choices and decisions reflecting in 'person creating'. This can be seen in the EYFS by the inclusion of characteristics of effective learning which relies on a carefully constructed environment that values and respects children as capable and independent thinkers.

Current training tells us that this is immensely hindered when focused rules and conditions are set upon children. We share our philosophy with parents at the earliest stages of commencing at nursery, so that we can deliver an environment that values and respects children as capable and independent thinkers in partnership with families. Our policy aims to support children's drive through continuous motivation to engage in learning opportunities without being hindered by forced rules and conditions that can often discourage participation leading to missed learning opportunities.

Therefore, aprons are available and offered to children engaging in messy/creative play, and children's decisions will be respected.

Parents/carers can support this by keeping a selection of 'non-precious' clothes for your child to wear at nursery so they can fully engage in all areas of the nursery without upset.

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12.6 Physical development policy

At Highbury Community Nursery we promote enthusiasm, enjoyment, and confidence in developing and using the physical skills of co-ordination, control, manipulation and movement.

Objectives

- to provide a balance of activities to support the physical development and wellbeing of the children.
- to provide enough space (indoors and outdoors), time and resources to allow effective physical development.
- to provide time, opportunity, and support for children with motor impairments or physical needs to develop their physical skills.

How we deliver our objectives

All the activities we do at the nursery are central to the child's development and individual needs and are planned with the guidance of the EYFS framework.

- The activities will include areas such as hygiene, healthy eating, and exercise.
- The activities will link into all areas of the Early Years Foundation Stage curriculum. Confidence, self-responsibility, enjoyment, and enthusiasm will be developed through structured free play and adult-directed activities with the emphasis on supporting individual children and their progress.
- Provision will be made for the children to manipulate large and small pieces of equipment in order to develop both fine and gross motor control.
- The equipment will be organised in order to develop an awareness of issues of health and safety and the children will be encouraged to think about and discuss such aspects.
- Skills of co-operation, turn taking and team building will be developed throughout the curriculum with adult support provided where appropriate.

The new EYFS for physical development is now in two Early Learning Goals (ELG's), gross motor development and fine motor development.

Gross Motor Development

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.

Fine Motor development

Children at the expected level of development will:

- Hold a pencil effectively in the preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

Children will develop gross motor development skills through the following:

Movement

- group games involving running, jumping, and hopping.
- group games involving movement followed by stopping.
- moving to music, with dance and movement sessions, provided by the staff.
- balancing activities and games.
- moving in a range of ways: crawling, rolling, skipping, sliding, and hopping.
- travelling in a range of directions: forward, backwards, and sideways.
- adjusting speed or change direction to avoid obstacles.
- manipulating objects by picking up, releasing, arranging, threading, and posting them
- combining and repeating a range of movements.

Sense of space

- role play activities giving children the opportunity to create pathways.
- giving the children the opportunity to create their own spaces (e.g. areas being turned into caves, igloos using milk crates and coverings)
- group games and rhymes that involve following or imitating.
- encouraging games and activities that involve sharing resources with other children.
- discussions about body parts and bodily activity.
- singing action songs (e.g. head, shoulders, knees, and toes).

Health and bodily awareness

- discussions about keeping safe, fit, and healthy.
- discussions about eating a healthy diet.
- encouraging children to make decisions by choosing between different types of fruit at snack time and what we are going to cook during cooking activities.
- making and eating food from a range of cultures that can form part of a healthy diet.
- providing opportunities for children to talk about health issues.
- promoting awareness of the positive impact of physical exercise on our body i.e. activities involving awareness of heartbeat before and after exercise.

Using equipment:

- outdoor play using a variety of equipment e.g. slides, hoops, and balls, climbing frames and cars / bikes.
- play with wheeled toys e.g. push-along trucks, tricycles, and bicycles.
- practising kicking, throwing, and catching large and small balls with increasing control
- use of climbing equipment to learn how to use alternate feet to go upstairs or walk along the planks.
- exploring open ended resources e.g. tyres, milk crates, logs

Using tools and materials

- sand play
- water play
- soil play
- modelling with playdough and clay
- painting, drawing and colouring
- jigsaws
- threading
- cutting with scissors
- dressing up, buttoning clothes, doing up zips etc
- dressing of dolls
- use of small construction toys (Duplo, stickle bricks, soft outdoor building bricks)
- making junk models
- reading books – page turning
- writing with pencils and crayons
- collage and other pasting activities
- using the computer keyboard
- taking care of the flowers.

Curriculum planning

Objectives and activities for structured free play are planned daily. Each child will have the opportunity to use a variety of equipment while they are at nursery.

Equal access

Each child, regardless of ability, is entitled to free, equal access to the physical development curriculum. It is therefore important that children wear clothing which is practical and suitable for physical activity. Children need to explore their boundaries so they can begin to understand the concept of risk taking and what this means for them.

Gender

Staff observe and monitor activities in terms of gender access e.g. ensuring that girls have access to large block play, the climbing frame, wheeled toys, and football, as well as ensuring that boys have opportunities to take part in activities such as painting, collage and home play area. Staff play an important role in initiating and taking part in activities often seen as those traditionally carried out by members of the opposite sex.

Physical development in the Early Years Foundation Stage

Physical development in the Foundation Stage is about improving skills of co-ordination, control, manipulation, and movement. Physical development has two other very important aspects. It helps children gain confidence in what they can do and enables them to feel the positive benefits of being healthy and active. Effective physical development helps children develop a positive sense of wellbeing.

Children will develop Fine Motor Development skills through the following:

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We will give children daily opportunities to use writing implements in a variety of ways to build the muscles necessary to hold a pencil or tool, for example, drawing, rubbing with chubby crayons, chalk drawing on the ground, Lego, ribbons, drawing on large pieces of paper on the floor to develop arm muscles, using pincers to pick up objects, using a fishing rod for wrist muscle development and developing hand to eye coordination with a variety of ball games from catch to tennis.

Skills and attitudes developed in physical activities

- confidence
- positive attitudes
- mobility
- agility
- body awareness
- spatial awareness
- temporal awareness
- directional awareness
- projection skills
- construction skills
- communication skills
- movement
- vocabulary
- fine motor and manipulative skills
- rhythmic movement
- strength
- balance.

“A well-planned physical curriculum should allow for challenge, risk taking, problem solving and making judgements.

It is important because it offers opportunities for strengthening children’s physical fitness and contributes to all other areas of development. It enables children through play, exploring and experimenting, to develop an awareness of their bodies and how they move. It fulfils the essential need for children to crawl, run, climb, jump, skip, roll and swing.

Physical skills can be developed through all indoor and outdoor activities and should offer flexibility to respond to spontaneous individual needs and interests across a wide range of abilities and experiences. Children become stronger and more agile as they become more confident and show increasing control, balance, and awareness of movement. Later they will use these skills in a wide range of other physical activities with increasing control, balance, co-ordination, and awareness of movement.”

A Framework for the Foundation Stage

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12.7 Displaying children's work

We display children's work in order to show off what they are doing, to value and celebrate their achievements and efforts.

- Displays include children's individual and group work, both planned and spontaneous, and other materials and activities that are included in the learning environment.
- Displays should reflect learning in all areas of the curriculum e.g. 2D and 3D construction models, growing plants and objects to stimulate discussion.
- We ensure children are involved in interactive displays and have ownership of them.
- Displays are accessible and at a level for everyone to appreciate, enjoy and explore.
- Most art and creative work should be in the child's own original shape of the paper it was created on.
- We may add names and dates on display work ensuring the work is maintained to a good standard by all practitioners.
- The value of the displays should be monitored, and they should be changed regularly in line with children's interests.
- Photos of the children completing the work may also be on the display.
- Interactive displays should always have areas for discussion and can also be added to over time; we don't encourage complete displays to be put up as it can often be too much sensory information for the children to take in and they may miss many different interesting aspects of the display.
- Children are given opportunities to display their own work to promote self-esteem.
- All paper MUST be cut straight.

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12.8 Superhero play policy

Rationale

We acknowledge that children come across the use of guns and superheroes in the world around them, whether in the news, television and/or first-hand experiences.

As a staff team we have had a lot of discussion around this topic and how to manage the interests of the children and over the years we have tried many different approaches. We have found that if it is banned altogether the gun play continues, though much more covertly. Lego guns or wooden block guns become hairdryers and phones when asked before reverting to a gun again once the adult has moved away.

We believe that children's imaginative play generally follows the following basic themes:

- what they have experienced
- what they know about
- what they are interested in
- what they want to know more about
- what they want to understand
- what they are anxious, concerned, or worried about
- what they feel
- their many possible future roles

(Diane Rich 2003)

Our practice

We follow the Early Years Foundation Stage curriculum which is based upon children's own interests; we accept and support all types of play including superhero and gun play for the following reasons:

- We know children play at what concerns and worries them. By exploring themes that make them anxious, children gain a feeling of control. They are the masters of their own play; in real life children do not often have that control.
- We want to ensure that we all give children the right to play responding to their interests and preferences.
- We want children to be respected and supported in a way that the child can openly discuss a subject that may fascinate, confuse, or even concern them.

As practitioners we are responsible to be involved in such play whether taking part, giving suggestions, or redirecting their play.

Methods

In order to meet this aim:

- Practitioners will create an atmosphere in which all feelings and ideas can be safely expressed.
- Children will be unable to use toys brought in from home such as guns or swords.
- In the event of 'superhero play' being chosen by children, boundaries will be introduced. Any child NOT involved in the game will not be targeted, verbally communicated with (within the

context of the game) or involved in any way. Rules and boundaries would have been formally discussed and agreed by all the children and adults involved.

- In the event of continuous flouting of the rules the child will be asked to leave the game for an appropriate time, within our Behaviour Management policy guidelines.
- For those children participating, practitioners will ensure the play is always supported and safe.
- Practitioners are required to explain, and redirect should play become physical or inappropriate language used.

This policy is to be taken alongside our Behaviour Management policy which states that adults support children with the skills to resolve conflicts that they have with words, not aggression.

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12.9 Play scheme policy

Highbury Community Nursery provides a holiday play scheme for ex-families of the nursery. This scheme runs on all school holidays and local school INSET days (when available). We cater for children up to 8 years. This service is the responsibility of Katie Simmonds.

Children can attend from 8am-6pm (4pm on staff meeting nights), but only with prior booking and confirmation.

The staff will:

- register and comply with Highbury Community Nursery and Ofsted regulations.
- welcome ex-children from Highbury Community Nursery only.
- offer places according to availability on a first-come first-served basis.
- provide stimulating, fun activities for all the children.
- ensure equality of opportunity regardless of age, gender, ability, or ethnicity.
- ensure health and safety requirements are met.
- ensure efficient records e.g. incident/accident books are maintained.
- ensure registers are taken for children.
- ensure information relevant to children is kept securely in the nursery.
- canvass parents/carers for possible improvements to our services.

Success criteria:

- Staffing ratios will be adequate.
- Registers will be taken.
- Relevant information about children attending the play scheme will be completed by parents/carers and available in the centre.
- Planning will happen each day for the children with at least two planned activities; this is to allow for lots of child-led and spontaneous activities and to allow the children to spend time with their siblings.
- Evaluations will be completed daily for parents to read.

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12.10 Curriculum policy for Personal, Social and Emotional Development

Aim

To promote and develop self-esteem and self-responsibility alongside interest, understanding and value for the child's own experiences and those of other people.

Objectives

To provide the children with opportunities to observe, interact and learn about each other's lives through a balanced programme of activities.

Operating policy

When the child starts nursery, the staff / key person will work in partnership with parents in order to find out about the child's experiences, culture and home background. A profile of each child will be built up, using information supplied by parents as a starting point.

The child will be supported in developing self-esteem, through shared experiences and by being given opportunities to learn about the lives of others around them.

There will be an opportunity to participate in local and wider community visits, thus developing individual and community responsibility.

Awareness of the national and global environment will be developed using visitors to the nursery (parents, family members, workers etc), artefacts, books, photographs, and information technology.

The children will be provided with experiences which:

- promote the development of independence, confidence, and self-respect.
- promote the development of responsibility for their own learning.
- enable them to concentrate and persevere in their learning and seek help when necessary.
- support them in making decisions.
- enable them to resolve conflict through negotiation.
- help them to form effective social relationships with other children and adults.
- help them to take turns and share.
- help them express their feelings.
- provide opportunities to express their opinions, and to consider and respect those of others.
- help them develop an understanding of right and wrong.
- promote the development of equal opportunities and respect for people of other cultures and beliefs.
- enable them to succeed.

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13.0 Procedures

13.1 Complaints procedure

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

We aim to bring all concerns about the running of our setting to a satisfactory conclusion for all parties. We also believe that it is in the best interest of the nursery and parents that complaints should be taken seriously and dealt with fairly and in a way that respects confidentiality. Complainants should be treated respectfully during and after the course of any complaint investigation.

All members of staff should be aware of the complaints procedure and understand that the complaints procedure is an important method by which parents and users of the service can bring to the attention of the management team/management committee any issue about which they feel dissatisfied. The complaint can be made by phone or by email.

If a parent has a complaint or concern or any queries about any aspect of the care their child receives, the following procedure should be followed:

Step one

The complaint should be raised with your key person in the first instance; most complaints should be resolved amicably and informally at this stage.

Step two

If this does not have a satisfactory outcome or you are unhappy with the outcome, you can then make a complaint to the lead practitioner, who will investigate the complaint and respond to you within seven days.

Step three

If this does not have a satisfactory outcome or you are unhappy with the outcome you can then make the complaint to the chair of the management committee (please see the current list on the management committee board in the hallway).

The setting stores written complaints from parents in the child's personal file. However, if the complaint involves a detailed investigation, the lead practitioner may wish to store all the information relating to the investigation in a separate file designated for this complaint.

When the investigation is complete, the lead practitioner will meet with the parent to discuss the outcome.

Parents must be informed of the outcome of the investigation within 28 days of making the complaint.

When the complaint is resolved at this stage, the summative points are logged.

Step four

If the parent is not satisfied with the outcome of the investigation, he or she requests a meeting with the lead practitioner and the chair. The parent may have a friend or partner present if they prefer, and the leader should have the support of the management committee.

An agreed record of the meeting is made, as well as any decision or action to take as a result. All the parties present at the meeting sign the record and receive a copy of it.

This signed record signifies the procedure has been concluded. When the complaint is resolved at this stage, the summative points are logged.

Step five

If at the stage four meeting, a resolution cannot be found, an external mediator is invited to help settle the complaint. This person should be acceptable to both parties, listen to both sides and offer advice. A mediator has no legal powers, but can help define the problem, review the action so far and suggest further ways in which it might be resolved.

The mediator keeps all discussions confidential. They can hold separate meetings with the setting personnel and the parent if it is decided to be helpful. The mediator keeps an agreed written record of any meetings that are held and of any advice given.

Stage six

When the mediator has concluded their investigation, a final meeting between the parent, the leader and the chair is held. The purpose of the meeting is to reach a decision on the action to be taken to deal with the complaint. The mediator's advice is used to reach this conclusion. The mediator is present at the meeting if all parties think this will help a decision to be reached.

A record of this meeting, including the decision on the action to be taken is made. Everyone present at the meeting signs the record and receives a copy of it. This signed record signifies that the procedure has concluded.

The role of Ofsted and the local safeguarding board

- Parents may approach Ofsted at any stage of the complaint's procedure. In addition, where there seems to be a possible breach of the setting's registration requirements, it is essential to involve Ofsted as the registering and inspection body with a duty to ensure the welfare and safeguarding requirements of the Early Years Foundation Stage are adhered to.
- The number to call Ofsted with a complaint is 0300 123 1231.
- If a child appears to be at risk, our setting follows the procedures of the Local Safeguarding Children board.
- In these cases, both the parent and setting are involved, and the lead practitioner works with the relevant body to ensure a proper investigation of the complaint, followed by appropriate action.

Records

- A record of complaints in relation to our setting, or the children or adults working in the setting, is kept, including the date, the circumstances of the complaint and how the complaint was managed.
- The outcome of all complaints is logged.

If the chair is unable to resolve the matter, they will take the complaint to the management committee. Members of the said grievance will be asked to withdraw from the relevant meeting, to convene in seven days.

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13.2 Grievance and disciplinary procedures

Purpose

The Nursery firmly believes that the fairest way to resolve any problems relating to conduct or performance is to have a well-structured disciplinary procedure. The procedure is designed to help and encourage all employees to achieve and maintain the Nursery's standards of conduct, attendance and performance and should be looked upon as a corrective process.

As a Nursery we will not be biased against individual characteristics and beliefs, and we will ensure that these factors do not have an impact on the disciplinary process. Examples of such individual characteristics and beliefs include those related to age, disability, gender reassignment, marriage and civil partnership, maternity, pregnancy, race, religion or belief, sex and sexual orientation. It is important that if there are any reasons that could be impacting upon your performance or conduct at work, then the Nursery are made aware of this at the earliest opportunity. These could be personal issues or issues relating to health. If a situation arises where the disciplinary process is appropriate, we will ensure that all individuals will be treated fairly and will not be discriminated against because of their individual characteristics.

Please read the following principles and procedures carefully as they form an important part of your terms and conditions of employment:

Principles

Apart from an informal verbal warning, you have the following rights in relation to disciplinary action:

- to be informed of the allegations of misconduct or poor performance to be addressed at any disciplinary hearing,
- to be accompanied by a work colleague or by an accredited trade union official,
- to appeal against any disciplinary action.

The procedure

Formal verbal warning

In the case of conduct, attendance or performance not reaching the required standard, the problem will be discussed with you at a disciplinary hearing where you will be given the opportunity to offer a satisfactory explanation. If the explanation is unsatisfactory, you will be issued with a formal verbal warning. The topics discussed at the meeting will

be confirmed in writing to you and the verbal warning will remain on your file for six months.

Written warning

A written warning will be issued following a disciplinary hearing where there is a current formal verbal warning on your file and sufficient improvement has not been made or where the misconduct or poor performance is serious enough to warrant the Nursery by passing the formal verbal warning stage. A written warning will remain on file for 12 months.

Final written warning

If there is still insufficient improvement in your conduct, or if your performance is still unsatisfactory, you will be asked to attend a further disciplinary hearing. If no satisfactory explanation is offered for the lack of improvement, you will be issued with a final written warning that will remain on file for 12 months.

If the misconduct is sufficiently serious to warrant only one warning but is not sufficiently serious to justify dismissal, a final written warning will be issued. You will be informed in your final written

warning that any further misconduct or failure to meet the required standard may result in your dismissal.

Dismissal

Dismissal will normally result if you still fail to achieve the standard of conduct or performance required by the Nursery. You will be given every opportunity to offer an explanation for your failure to meet the required standards at a final disciplinary hearing. As with all previous stages of the disciplinary procedure you will be offered the right to be accompanied and the right to appeal against the decision.

If you are dismissed, you will be provided, as soon as is reasonably practicable, with the reasons for dismissal, the date on which your employment will terminate and details of how you may appeal.

General

You will always be given as much information as possible regarding the allegations of misconduct, or any documentation detailing the shortfall in performance or capability that will form the basis of the disciplinary hearing. You will also be given fair and reasonable notice of the date and time of the hearing and whenever possible the disciplinary hearing will be held during your normal working hours.

Any disciplinary action will only be taken after a full investigation of the facts.

The Nursery reserves the right to vary the disciplinary procedure dependent on either the seriousness of the allegations of misconduct or capability to be addressed, or if you only have a short amount of service. It also reserves the right to call on a third party to assist with the disciplinary process.

If you are a short service employee or are still within the probationary period, you may not be issued with any warnings before dismissal.

NB As well as issuing a disciplinary sanction, the Nursery may make a deduction from your pay for the cost of any damage or loss to Nursery property. This is an express written term contained in your contract of employment.

Suspension

We have the right to suspend you where we consider it necessary. If you are suspended, you will receive your normal rate of pay.

Conduct covered

Conduct at work

The Nursery expects all employees to behave in a reasonable manner and in line with the expected standards of the Nursery. The following list provides examples of the type of conduct that the Nursery would expect:

- To be punctual for the start of work and to keep within the break times.

- To give regular attendance at work and to minimise all absenteeism.

- To be courteous, helpful and polite to all those with whom you have contact.

- To devote all your time and attention, whilst at work, to the Nursery and ensure that all its property including confidential information, records, equipment, information technology, etc., is kept safe and used correctly. You should raise with the Safeguarding Lead if there are any issues that may be affecting your performance at work.

- To comply with all the Nursery rules and regulations and to observe and perform all the terms of your employment as set out or referred to in your Contract of Employment.

- Employees are to ensure they have no conflict of interest regarding competitors with the Nursery.

Conduct outside working hours

Normally the Nursery has no jurisdiction over employee activity outside working hours. Behaviour outside working hours will only become an issue if the activities adversely affect the Nursery.

Adverse publicity, bringing the Nursery name into disrepute, or actions that result in loss of faith in the Nursery, resulting in loss of business, or loss of faith in the integrity of the individual, will result in the disciplinary procedure being instigated. This may include any breaches/non-compliance of policy such as babysitting or inappropriate use of social media platforms.

The detriment suffered by the Nursery will determine the level of misconduct and it will also determine which disciplinary stage is most appropriate to suit the circumstances.

If the actions cause extreme embarrassment or serious damage to the Nursery's reputation or image, a decision may be taken to terminate the employment.

The Nursery's procedures covering disciplinary hearings and appeals still apply.

Nursery social activities

If you attend a Nursery social activity, you are responsible for your own actions, behaviour and conduct. The Nursery accepts no liability whether vicariously or otherwise for actions contrary to the explicit and implied expectations of professional behaviour. The Nursery reserves the right to take disciplinary action for inappropriate behaviour or conduct at Nursery social events in or outside working hours.

Gross misconduct

Gross misconduct may result in summary dismissal, which means you lose your right to notice or pay in lieu of notice.

Here is a list of offences that are normally regarded as "gross misconduct". It is not exhaustive, but it describes the kind of offence that can result in summary dismissal.

- Deliberate failure to comply with the published rules of the Nursery including those covering cash handling, security, health and safety, safeguarding, equality diversity and inclusion, the duty of candour, the Internet, etc.

- Deliberate falsification of records.

- The committing of offences against current discrimination legislation whilst acting on behalf of the Nursery.

- Fighting or assaulting another person.

- Using threatening or offensive language or behaviour towards anyone including towards children, parents, other employees or workers.

- Bringing any item which could be classed as a weapon onto the work premises, including any item that has a blade or point or any firearm unless for work related reasons.

- Your work performance becoming affected through: your consumption of alcohol, taking drugs and/or illegal substances, substance misuse (e.g. solvent abuse); you taking legal highs and/or psychoactive drugs and/or drugs covered by the Misuse of Drugs Act 1971 ('controlled drugs') when these are not prescribed; or your failure to follow medical instructions on prescribed medication.

- Possession of alcohol with the intention to consume at work, or the illegal use, dispensing, distribution, possession, sale or offer to buy any drugs at work, which includes controlled drugs, 'legal highs' or substances such as solvents where it is known, or could reasonably be known, to be for use as a means of achieving an altered state of mind or consciousness.

- Being in unauthorised possession of Nursery property.

- Obscene behaviour.

- Behaviour likely to bring the Nursery into disrepute.

Willful and deliberate damage to or misuse of Nursery property.

Refusal to carry out reasonable duties or instructions.

Conviction on a criminal charge that is relevant to your employment with the Nursery.

The misuse, including but not limited to use for personal gain, of confidential information in the course of working for the Nursery.

Undertaking private work without permission.

Being involved with any company, client or agent who is in direct competition with the Nursery without permission.

Disciplinary appeal procedure

At each stage of the disciplinary procedure, you will be given the right of appeal. If you wish to exercise your right of appeal, you should put your reasons in writing to the Management Committee within five days of receiving written confirmation of the disciplinary decision taken against you. You will need to explain why you feel the decision is unfair, or inappropriate in relation to the matters addressed at the disciplinary hearing.

If you have any new information or evidence to support your appeal, please give details in full and include the names of any witnesses you may wish to call to support you in your appeal. This is in order that there will be sufficient time to investigate any additional information before the appeal hearing. You are entitled to be accompanied at the appeal hearing by a work colleague or by an accredited trade union official.

Although the purpose of the appeal is to review any disciplinary penalty imposed, it cannot increase the disciplinary penalty.

The decision of the person dealing with your appeal is final.

Grievance procedure

A grievance procedure is quite simply a way for all employees to discuss any problems, or air their views on any dissatisfaction that relates to their work. An informal discussion can often resolve matters, but if you wish to raise the grievance formally, it should be done in the following way.

Submit your formal written grievance to the Senior Leadership Team who will make every effort to hear your grievance within five working days. If you feel that you need help in putting your point of view across, you may ask a work colleague or an accredited trade union official to be present to help you explain the issue you are raising.

If you are not satisfied with the outcome of your meeting, tell the person who dealt with your grievance that you wish to take the matter further and intend to appeal against the outcome.

Submit your formal written appeal to the Chair of the Management Committee within five days of receiving written confirmation of the grievance decision, including an explanation of why you are dissatisfied with the original decision. Every effort will be made to hear your appeal within five working days, and you may ask a work colleague or an accredited trade union official to be present to help you. Although the Nursery will always be willing to try to resolve your grievance as amicably as possible, a decision reached at the appeal stage is final.

Please note that the Nursery reserves the right to call on a third party to assist in resolving grievances.

Public interest disclosures

Employees and workers who make public disclosures, generally about wrong doings in the workplace, are commonly referred to as "whistleblowers". Under certain circumstances "whistleblowers" are protected under legislation for disclosing information that is known as "qualifying". A qualifying disclosure must relate to:

committing a criminal offence,
failing to comply with a legal obligation,
a miscarriage of justice,
endangering the health and safety of an individual,
environmental damage,
concealing any information relating to the above.

All employees are legally protected if they make a qualifying disclosure relating to any of the above points. Anyone wishing to make a disclosure is strongly recommended to raise the issue with the Safeguarding Officer or Management if they are not available in the first instance so that, where appropriate, there is an opportunity to address the area of concern.

Where an employee wishes to make a disclosure that concerns a matter that cannot be dealt with through the above procedure, it should be raised with *Protect*, an independent whistleblowing charity, on 0203 117 2520.

The Nursery is committed to good practice and high standards and to being supportive to staff who raise genuine concerns, even if they turn out to be mistaken. However, to ensure the protection of all our staff, those who raise a concern frivolously, maliciously and/or for personal gain and/or make an allegation they do not reasonably believe to be true will also be liable to disciplinary action.

January 2024

Appendix

i Further guidance on the Mobile Phone policy

Introduction

Mobile phone technology has become more sophisticated over recent years and will continue to evolve. Wireless connections are to extend the capabilities of mobile phones further, which will allow access to new content and services, such as the internet, social networking sites and instant messaging. Many mobile phones offer camera, video, and audio recording as standard.

Mobile phones, alongside other technologies, aim to change the way we communicate. This speed of communication will often provide security and reassurance; however, as with any other form of technology there are associated risks. Children and young people must be encouraged to understand such risks to enable them to develop the appropriate strategies which will keep them safe.

As with online safety issues generally, risks to children and young people should be broadly categorised under the headings of:

- content
- contact
- conduct
- commerce.

These issues are to be managed by reducing availability, restricting access, and increasing resilience.

This philosophy is to be applied to the use of mobile phones through the Mobile Phone policy. Acceptable use and management of mobile phones is therefore to be agreed by all service users. There is a clear expectation that the personal use of mobile phones should be limited to specific times and uses as agreed with the DMS. Any authorised use of mobile phones is to be monitored and recorded. Safe and secure storage facilities should be made available to store personal belongings as necessary.

Under no circumstances should images, video or audio recordings be made without prior explicit written consent by the DMS.

Aim

The aim of the Mobile Phone policy is to protect children and young people from harm, by ensuring the appropriate management and use of mobile phones by all individuals who are to meet the early years setting.

Children and young people should be empowered with the skills to manage the changes in technology in a safe and appropriate way, and to be alert to the potential risks of such use.

This is to be achieved through balancing protection and potential misuse. It should therefore be recognised that alongside the potential risks, mobile phones continue to be effective communication tools. This in turn is to contribute to safeguarding practice and protection.

The Mobile Phone policy will apply to all individuals who have access to and/or are users of personal and/or work-related mobile phones within the broadest context of the setting environment. This will include children and young people, parents and carers, early years practitioners and their managers, volunteers, students, committee members, visitors, contractors, and community users. This list is not to be considered exhaustive.

Policy statement

It is to be recognised that it is the enhanced functions of many mobile phones that will give the most cause for concern and should be considered the most susceptible to potential misuse. Examples of misuse include the taking and distribution of indecent images, exploitation, and bullying.

It must be understood that should mobile phones be misused, there will be a negative impact on an individual's safety, dignity, privacy and right to confidentiality. Such concerns should not be considered exclusive to children and young people, so the needs and vulnerabilities of all must be respected and protected.

Mobile phones also cause an unnecessary distraction during the working day and are often considered intrusive when used in the company of others.

It will often be very difficult to detect when mobile phones are present or being used. The use of all mobile phones needs to be effectively managed to ensure that the potential for misuse is to be minimised.

But we recommend no mobile usage in any area of the nursery apart from the top floor.

Code of conduct for the use of cameras, phones, and iPads

A code of conduct is to be promoted with the aim of creating an informed workforce who will work together to safeguard and promote positive outcomes for the children and young people in their care.

It is to be ensured that all practitioners and their managers:

- are aware of the need to protect children from harm.
- have a clear understanding of what constitutes misuse.
- know how to minimise risk.
- are vigilant and alert to potential warning signs of misuse.
- avoid putting themselves into compromising situations which could be misinterpreted and lead to potential allegations.
- understand the need for professional boundaries and clear guidance regarding acceptable use.
- are responsible for the self-moderation of their own behaviours.
- are aware of the importance of reporting concerns immediately.

Procedures

Clearly defined policies and procedures aim to ensure effective safeguarding practices are in place to protect children from harm and exposure to behaviours associated with misuse. The need to ensure mobile phones will not cause unnecessary and/or unsafe disruptions and distractions in the workplace is also to be considered.

Acceptable use and management of mobile phones is to be agreed by all service users. There is a clear expectation, for example, that all personal use of mobile phones is limited to allocated lunch and/or tea breaks, unless it is to be otherwise agreed by the Senior Designated Person for Safeguarding. Such authorised use is to be monitored and recorded.

Safe and secure storage facilities will be made available to store personal belongings as necessary.

The recording, taking, and sharing of images, video and audio on any mobile phone should be avoided, except where it is explicitly agreed otherwise by the DMS. Such authorised use is to be monitored and recorded. All mobile phone use is to be open to scrutiny and the DMS is to be able to withdraw or restrict authorisation for use at any time if it is deemed necessary.

Practitioners and their managers are encouraged not to use their own personal mobile phones for contacting children and young people, parents, and carers. If it is deemed necessary, it must be with the explicit written consent of both the DMS and the parent or carer, unless it is considered to be an emergency. Care must be taken to ensure that work mobiles are not exploited in a similar way.

Children and young people are to be enabled to have access to their own personal mobile phones should they choose. This will be subject to signed agreement by the parent or carer. Safe management and acceptable use of such mobile phones is to be promoted and monitored. Children and young people's mobile phones are to be switched off or set on silent during the day, except where express signed permission is to be given to do otherwise.

All service users, including parents, carers, visitors, and contractors should be respectfully advised that their mobile phones should not be used in designated mobile use free areas. Should it be considered necessary for mobile phone calls and/or texts to be taken or made, efforts should be made to avoid any unnecessary disturbance or disruption to children and young people.

No images, video or audio recordings are to be made without prior explicit written consent from the DMS.

All individuals who bring personal devices into the early years setting must ensure that they hold no inappropriate or illegal content.

Work mobile

The use of a designated work mobile is to be promoted as it is:

- an effective communication tool, enabling text, email messages and calls to be made and received. It is to be held by the most senior member of staff during the day and never be internet-enabled while with the children.
- an essential part of the emergency toolkit which is to be taken on short trips and outings.
- a back-up facility should landline facilities be unavailable, or where contact needs to be made outside of operational hours.

Effective security procedures are to be put in place to safeguard against any potential misuse. Only authorised individuals are to have access to the work mobile, which is to be password protected, and stored securely when not in use. All use is to be recorded and monitored by the Senior Designated Person for Safeguarding.

Personal calls should not be made on the work mobile phone, other than in circumstances to be agreed. Personal contact will be permitted to be made via the work mobile in the event of an emergency. All such communications are to be logged.

The work mobile phone is to be clearly labelled as such.

Driving

Practitioners and their managers who will be required to drive on behalf of the early years setting must ensure any work and/or personal mobile phones are switched off whilst driving.

Under no circumstances, when driving on behalf of the organisation, should practitioners and their managers make or take a phone call, text, or use the enhanced functions of a mobile phone. This is also to apply to the use of hands-free and wireless connections, which are considered a distraction rather than a safer alternative.

Safe storage

A designated safe and secure area is to be made available to practitioners and their managers for the storage of personal belongings during the working day.

Practitioners and their managers should recognise that they leave any belongings in such storage areas at their own risk. It is recommended that should mobile phones be stored, they are to be security marked, password protected and insured. No liability for loss and/or damage is to be accepted.

Emergency contact

It is recognised that mobile phones provide direct contact to others and will often provide necessary reassurances due to their ease of access, particularly at difficult times. Agreed acceptable use of mobile phones is to therefore be promoted. This is to afford practitioners and their managers peace of mind, by reducing stress and worry and is therefore to allow them to concentrate more fully on their work. Such use must be subject to management and without internet access enabled.

Monitoring and review

It is to be ensured that the landline telephone always remains connected and operational, except in circumstances beyond reasonable control. This means that the landline is always available for emergency/urgent contact.

Reliance on an answer phone should be avoided unless the early years setting is closed or where children are to be taken off the premises for a trip or outing. It must always be ensured that the answer phone is checked promptly on opening or return.

ii Further guidance on the use of mobile phones and cameras

Introduction

The use of cameras should be considered an essential and integral part of everyday life. As such, children and staff are encouraged to use such technology in a positive and responsible way.

It must be recognised, however, that digital technology has increased the potential for cameras and images to be misused and inevitably there will be concerns about the risks to which children may be exposed.

Practical steps must be taken to ensure that the use of cameras and images is managed sensitively and respectfully. A proactive and protective ethos is to be reflected which aims promote effective safeguarding practice.

It must, however, be acknowledged that technology itself does not present the greatest risks, but the behaviours of individuals using such equipment will.

The camera and image policy applies to all individuals who are to have access to and/or be users of work-related photographic equipment. This includes children, parents, staff, volunteers, students, and management committee and community users. This list is not exhaustive.

The camera and image policy applies to the use of any photographic equipment. This includes mobile phones and portable gaming devices with inbuilt cameras as well as other forms of digital technology and resources for storing and printing images.

Responsibilities

The Designated Member of staff for Safeguarding (DMS) is responsible for ensuring the acceptable, safe use and storage of all camera technology and images. This includes the management implementation, monitoring and review of the camera and image policy.

Further details on the DMS, registered person, staff and children can be found in the acceptable use policy.

Legislative framework

This policy complies with the requirements of the Data Protection Act 1998, Freedom of Information Act 2000, Human Rights Act 1998, and other relevant acts regarding the taking and use of photographic images of children.

All images will be used in a manner respectful of the eight data protection principles.

This means that images will be:

- fairly and lawfully processed.
- processed for limited, specifically stated purposes only.
- used in a way that is an adequate, relevant, and not excessive.
- accurate and up to date.
- kept on file for no longer than is necessary.
- processed in line with an individual's legal rights.
- kept securely.
- adequately protected if transferred to other countries.

Where necessary, registration as a data controller will be applied for to allow personal information to be processed.

Code of conduct

All early year's practitioners must ensure that they always adhere to the policy and procedures included here. The camera and image policy must be considered in conjunction with the Acceptable Use Policy and the ICT Misuse Policy.

The use of cameras and photographic equipment is only to be authorised by the DMS. Staff should only use equipment as designated by the DMS. It must be recognised that individuals may be given different levels of responsibility in terms of authorised use.

Wherever practical, cameras and other photographic material will be designated for work related purposes only. The use of personal photographic equipment is to be avoided. Should it be considered that such use is to be precluded for a given reason, explicit authorisation must be obtained from the DMS, and all relevant details of use are to be recorded.

The use of personal USB sticks, the transferring of images via free unfiltered web mail or via mobile media is to be avoided. Remote access to servers or systems where images are to be stored will only be given as authorised by the DMS.

The DMS must reserve the right to view any images taken and/or to withdraw or modify an individual's authorisation to take or make images at any time. Staff must ensure that all images are available for scrutiny and be able to justify any images in their possession.

The DMS will be responsible for ensuring the safe storage of all images, in accordance with the Camera and Image policy.

Staff have a duty to report any concerns relating to potential misuse. Clear whistleblowing procedures are to be in place.

Consent

General signed consent to take photographs or record images of children will be requested from the parent or carer on enrolment of their child. The purpose for taking any images is to be clearly explained and agreed.

Consent must be requested because an image of a child is personal data under the Data Protection Act 1998. The requirement of consent will be applied to all children under 18 (or if deemed competent to make such a judgement, from the age of 12). The child's view is always to be considered, regardless of age.

It should be recognised that some children will be more vulnerable than others, for example disabled children. For a range of reasons, such children's security may be compromised more than others and therefore extra precautions must be considered in these circumstances.

Procedures

Prior consent will always be obtained in writing before any images are taken. Verbal consent will not be acceptable in any situation. If it is not possible to gain written consent, then no images will be taken involving the individual child.

Individuals who do not have parental responsibility, such as childminders, will not be able to give such consent. Only consent by the parent or carer with parental responsibility will be accepted.

The parent reserves the right to refuse or withdraw consent at any time. Partial or restricted consent may be given where deemed acceptable by the parent or carer.

Specific consent for the use of images for purposes other than those previously stated and agreed will be requested, for example, should images be required for publicity materials or to support the training needs of staff. Such consent will detail how the photographs are to be used and for what period such permissions will cover.

Images may not be used for anything other than the stated purposes unless additional revised consent is to be obtained. A copy of the relevant image will be stored with the specific consent form.

Images

It must be recognised that children could be exposed to potential risk should images be misused, including:

- the making, taking and distribution of inappropriate and indecent images.
- grooming.

It must be remembered that such incidents fortunately remain very rare, but it should also be understood that detailing such concerns will often raise further anxiety and will make many individuals feel uncomfortable. It must be acknowledged that the first step towards minimising any danger will be to have a fuller understanding of what constitutes a risk and what behaviours may compound it.

Protective and precautionary measures should therefore be considered when taking, making, or using images of children. It is to be ensured that all early year's practitioners and leaders are aware of potential for images to be subject to misuse and will be expected to agree and sign the Acceptable Use Policy.

Procedures

The purpose and context for any proposed image should always be considered.

Careful consideration must be given before involving young children who may be unable to question why or how activities are to take place.

Sensitivity must be shown to a child that may feel uncomfortable and the potential for misinterpretation is to be recognised. Images will therefore not be taken of any child against their wishes. Coercion must not be used to encourage a child to participate when they have chosen not to. A child's right not to be photographed is to be respected.

Where group photographs of children are to be planned, permission must be obtained from all parents/carers. However, if the parent/carer indicates that their child is not to have their photograph taken, this will always be respected.

Photographs are not to be taken of any child should they suffer an injury. This will be deemed as a misuse of power which will potentially cause the child to become distressed or to feel humiliated. Where necessary, medical help will be sought, and in the case of a non-accidental injury the Safeguarding Policy will be implemented with immediate effect.

All images to be taken should represent the diversity of the children who attend the setting. No child is to be favoured in photographs.

Images which could be considered to cause distress, upset or embarrassment must never be used and should be destroyed.

Particular care is to be given where images of children are to be viewed by the public; they must never have their names or other identifying information associated with it.

Sensitivity must be employed at all times when considering photographs of children in stages of undress; whilst it may be acceptable to photograph a baby in their nappy playing in water, it may not be acceptable to photograph a three-year-old in the same fashion.

Photographs of children having their nappies changed or being on the toilet will not be acceptable at any times, however photographs of children washing their hands with an appropriate context is acceptable.

The minimum amount of information possible is always to be provided to preserve the identity of children. No personal details such as home telephone numbers, email or home addresses are to be disclosed in any written or verbal communication. This is to include information that will contribute to the personal profile of a child.

It must be understood that the need to obtain consent for the use of images is to be applied to adults as well as children.

Using images of children supplied by a third party

It must be recognised that photographs and other images are subject to copyright, which will generally rest with the photographer. Prior permission must therefore be obtained before such images are to be used.

Procedures

Before using any images supplied by a third party, it is to be ensured that the third party owns the copyright, and that consent has been given in writing by the individual concerned to use the image.

Where a third party provides such photographs, they will be obliged to confirm in writing that they have the express consent of the parent/carer to use the said image where applicable.

Use of images of children by the media

Statement of intent

There may be occasions where the press is invited to a planned event to take photographs of the children who take part. It should be noted that the press enjoys special rights under the Data Protection Act, which permit them to publish material for journalistic purposes.

Some parents may object to their children being photographed by the press. It is to be ensured that consent is secured prior to the press having access to the setting children. Should a parent/carer choose not to give permission, this right must always be observed.

Procedures

The way the press will use images is controlled through relevant industry codes of practice as well as the law. In this way a check is to be put on the potential improper use of images of children and young people by the press. Additional checks will however also be carried out by the DMS. This will ensure that broadcasters and press photographers are made aware of the sensitivity which must be considered in respect of detailed captioning, one-to-one interviews, and close sports photography.

Where a press photographer is to be invited to celebrate an event, every effort will be made in advance to ensure that the newspaper's (or other relevant media) requirements are able to be met. Where, for example, a newspaper is to be invited to take photographs of children and young people, it is

unacceptable for their names to be completely withheld. Newspapers will be very unlikely to print anonymous photographs. An agreement will therefore be sought between parents and carers and the press which will request that first names only will be published. Responsibility and liability however cannot be held for the actions of a third-party organisation, should they choose not to abide by any such agreement once in place.

Consideration will therefore be given to the requirements of the press before any planned event. Parental/carer permission/opinion will be the key factor in deciding whether the press will be invited or not. This may mean that only those children whose parents or carers will be happy for photographs and names to be published can be given the opportunity to be involved in such events.

Should it not be considered possible or appropriate to limit the children and young people who are to be photographed, for example, because a specific group of individuals have achieved something special (and parental permission regarding the publication of first names is to be withheld by one or more of the group) efforts will be made to negotiate a revised agreement with the press which must be deemed acceptable to all parties. Should it not be possible for such an agreement to be reached, the option of newspaper publicity will have to be forgone.

The identity of any press representative will be verified. Access will only be permitted where the event is planned, and where press is specifically invited to attend. No authorisation will be given to unscheduled visits by the press under any circumstances. If the press should turn up uninvited, for reasons beyond the control of the setting, every reasonable effort will be made to ensure that children and young people and parents and carers are protected from any press intrusion.

Every effort will be made to ensure the press abide by any specific guidelines should they be requested by the setting. No responsibility or liability however can be claimed for situations beyond reasonable control, and where the setting is to be considered to have acted in good faith.

Use of a professional photographer

It will be ensured that any professional photographer who is to be engaged to record any events will be prepared to work according to the terms of this policy document and the following guidelines:

- In the context of data protection legislation, the photographer will be considered a 'data processor' and any agreement with them will be in accordance with the Data Protection Act 1998.
- Photographers will only be used where they will guarantee to act appropriately to prevent unauthorised or unlawful processing of initial loss or destruction of, or damage to, personal data.

Procedures

Photographers will be asked to sign an agreement which will aim to ensure:

- compliance with the Data Protection Act 1998.
- that images are only to be used for a specified purpose and will not be used in any other context.
- that images will not be disclosed to any third party unless it is to be a specific requirement to do so in order to fulfil the requirements of the agreement. Such use will also be subject to parental/carer permission.

Only reputable photography agencies and/or professional photographers will be used. Evidence of such authenticity will be required.

Details of any checks regarding suitability, which are to include evidence of DBS checks, will be requested. Photographic identity will be checked on arrival. Should there be any concerns in respect of the authenticity of any photographer, entry will be refused. Such concerns will be reported as deemed appropriate.

Photographers are to be treated as any other visitor. As such, appropriate levels of supervision will always be in place. This will ensure that no unsupervised access to children and young people will be given.

Children photographing each other

Children may on occasion be given the opportunity to photograph each other and their surroundings. This practice will often occur during offsite activities and for most children it will be normal practice to take photographs to record a trip or event. Children may also be given access to cameras/Kindles within the setting environment to support their learning and development needs. These activities will be encouraged in a safe and enabling environment.

Procedures

Early years practitioners will be required to discuss and agree some age-appropriate acceptable use rules with children and young people regarding the appropriate use of cameras.

Nevertheless, there may be occasions where children will take inappropriate images, including photographs which may show friends and other children in a state of undress. This practice will be discouraged, and parents will also be advised to monitor their child's use of cameras within the home and social environment.

The right of parents and carers to take photographs and videos

Procedures

Parents and carers will only be permitted to make recordings or take photographs of any event for their own personal use. The use of such images and recordings for any other purpose, without express permission, will be a breach of the Data Protection Act 1998.

Parents and carers who are to be authorised to use photographic equipment must be encouraged to be mindful of others when making and taking such images. This will be to ensure minimum disruption to other parents and carers during any event or production. Care must be taken to ensure the view of others will not be obscured and intrusive photography or filming must always be avoided. The right to withdraw consent will be maintained and any images or filming must be open to scrutiny at any time.

Every effort must be made to ensure that individuals with no connection to the early years setting are to be given no opportunity to film covertly. Nursery staff have the authority to question anybody they do not recognise (subject to their own safety being ensured) should they be observed using any photographic equipment at events and productions or within the general vicinity. Care will always be taken to prevent any opportunist photography or filming.

Mobile phones

The Mobile Phone policy is to be referred to.

The Internet policy is to be referred to regarding use of internet sites.

Website

It is to be understood that the posting of images on websites may raise issues and concerns.

It must be recognised that there will be a risk that such images could be subject to manipulation and circulation without consent or even knowledge. The risk that children and young people could be exploited in some way after having their image displayed must also be acknowledged.

However, the value offered by websites also needs to be appreciated. They give children and young people extensive creative opportunities for design and development. For some children and young people this will provide a medium which will best suit their individual learning style. This will give them the opportunity to succeed and excel. Access to moderated websites is therefore to be encouraged in a safe and age-appropriate environment.

Procedures

Displaying images of children and young people on the setting's external website is to be avoided wherever possible. Should consideration be given to using images for display, explicit consent from the parent or carer will be required. Under no circumstances will a child's photo be published on any insecure social networking sites, such as Facebook.

Family

Famly is the software that we use to document the children's learning. We use videos and photographs to support this documentation, and parents, key people and lead practitioners have access to this via a password/pin encryption. This is a secure site and can only be accessed via these methods.

Under the Early Years Foundation Stage, early years practitioners are encouraged 'to track children's progress, [and have] ... a system for channelling the wealth of information gathered about individual children into a manageable summary. Detailed individual observations of self-initiated activity in a particular context, photos and special moments contained in a child's portfolio all document the child's unique learning journey'. (Progress Matters, National Strategies). Such portfolios will often be known as journals and Famly and these are to be used to document and monitor the individual learning and development progress of each child in the early years age group (birth to five years).

Procedures

The information contained within each journal is to relate to an individual, identifiable child; therefore, it is to be treated as personal data. This means that such information is to be stored securely. The aim will be to avoid unauthorised access to potentially sensitive data.

Parents must be made aware that they are not permitted to 'publicise' another child or young person without the express agreement of the parent or carer concerned. Parents and carers must therefore be reminded that they must not share, distribute or display said images without relevant authorisation and consent from the parents and carers of all children and young people captured in any of the photographs.

Early years practitioners' training portfolios

During training, early years practitioners may be required to compile portfolios which will be used to document and evidence their own learning. Part of this documentation is likely to include images of the early year's practitioner working alongside children and young people participating in various activities. Should such evidence be required, parent or carer consent will be requested.

The DMS has a duty of care to ensure that early year's practitioners act responsibly in compiling the images to be included in training portfolios. Early years practitioners will therefore be monitored in their taking, making and use of such images. All images will be subject to scrutiny and regular audits will be carried out to ensure all relevant policies and procedures are to be adhered to.

Procedures

The DMS will oversee the compilation of images which are used by early years practitioners when completing training portfolios. Any images which are deemed unsuitable for any reason will not be included.

Should images be considered inappropriate, the DMS will ensure the ICT Misuse Policy is applied.

Displaying images

It must be ensured that still images (including those which are to be displayed in digital photo frames) and video clips depict children and young people in an appropriate way. The identity of individual children should also be protected. Particular caution should be taken where images are to be displayed in a public place. (The definition of a public place is to include any areas where parents and carers, members of the public and visitors are given access).

Procedures

Photographs of children and young people must be purposeful and show them in an appropriate context.

Storage and disposal

Images should be stored and disposed of securely. The aim is to prevent unauthorised access, ensure confidentiality and protect identity. All images are to be stored and disposed of in line with the Data Protection Act 1998. We try and return any photos to parents before they leave, or they will be shredded. Any digital images should be deleted following the family's departure from the setting.

Procedures

Images will not be kept for longer than is to be considered necessary. The DMS is to ensure all photographs are permanently wiped from memory cards, computer hard drives and portable drives or other relevant devices once the images will no longer be of use.

Should images need to be kept for a short period of time, they must be protectively stored, and password protected on the computer hard drive or other appropriate storage device. Such equipment will be stored securely, and access will be restricted.

Photographs will only be stored on portable storage devices for a temporary period. Express permission must be obtained from the DMS, and effective security measures must be in place.

Security measures are to be the same that apply to any personal data and means that such data:

- must be classified as protected, restricted or confidential.
- must be marked for relevant disposal.
- will not be removed from the site physically or electronically without suitable encryption (password protected is not enough by law).

Suitable encryption software is to be found at

<http://www.truecrypt.org/downloads>

All images, (hard copies) including those held within journals will remain on site at all times, unless prior explicit consent has been given by both the DMS and the parent or carer of any child or young person captured in any photograph. Should permission be given to take images off site, all relevant details are to be recorded, for example who, what, when and why.

Photographs must be disposed of should they no longer be required. It must be ensured that they will be returned to the parent or carer, deleted, and wiped or shredded as appropriate. Copies are not to be taken of any images without relevant authority and consent from the DMS and the parent or carer.

A record of all consent details is to be kept on file. If permission is withdrawn at any time, all relevant images will be removed and disposed of. The record will be updated accordingly.

Security

All images are to be handled as personal data and deemed to be of a sensitive and confidential nature. It is to be recognised that damage or distress could be caused if security is breached. The responsibility of being in a position of trust in handling such data must therefore be taken seriously.

The DMS is responsible for ensuring all information is handled appropriately and securely. Should there be any concerns over breaches of security, the DMS and/or the registered person will be required to undertake an investigation as deemed appropriate. All such incidents are to be recorded and where necessary reported to the relevant authorities.

Any actions which are to be identified as a result of any investigations must be implemented with immediate effect.

Procedures

Under the Data Protection Act 1998, reasonable steps must be taken to ensure the reliability and suitability of any individual who is to have access to personal data.

Early years practitioners are therefore considered to be in a responsible position of trust. To this effect, effective safer recruitment procedures are to be applied. Rigorous and regular checks are also to be undertaken to ensure the ongoing suitability of all new and existing early years practitioners. All relevant checks must be completed before any new employee, volunteer or student is given access to children and/or their personal data.

All early year's practitioners are required to follow confidentiality and information-sharing procedures, which must be agreed to at the time of induction.

The following aspects of security are to be managed accordingly:

- **Physical security:** effective measures are to be put in place to ensure physical security and to protect against theft, including that of laptops, computers, cameras, and any personal data, including photographic images.
- **Computer security:** stringent measures are to be implemented to ensure computer security. Awareness will be raised in respect of technological advancements which could put online systems at risks. Security will be updated as and when required.

Security procedures are to be proportionate to the potential risks involved and must be subject to constant monitoring and review.

iii Further guidance on the internet policy (e-safety)

Introduction

The internet should be considered part of everyday life with children seen at the forefront of this online generation. Knowledge and experience of information and communication technology (ICT) should be considered an essential life skill.

Developmentally appropriate access to computers and the internet in the early years will significantly contribute to children's enjoyment of learning and development.

Children will learn most effectively where they are given managed access to computers and control of their own learning environments; however, such use will carry an element of risk.

Staff, alongside parents/carers should consider it to be their duty to make children aware of the potential risks associated with online technologies. This will empower them with the knowledge and skills to keep safe without limiting their learning opportunities and experiences.

Aim

The Internet policy will aim to outline safe and effective practice in the use of the internet. It will provide advice on acceptable use and effective control measures to enable children and adults to use ICT resources in a safer online environment.

This policy will apply to all individuals who have access to and/or are users of work-related ICT systems. This includes children, staff, parents, committee members and visitors. This list is not to be considered exhaustive.

The Internet policy applies to internet access through any medium, for example, computers, mobile phones, and gaming machines.

Responsibilities

The designated member of staff for safeguarding (DMS) is responsible for online safety and will manage the implementation of the Internet policy.

The DMS will:

- take day to day responsibility for online safety issues and as such will have a leading role in implementing, monitoring, and reviewing the Internet policy.
- ensure that all ICT users are made aware of the procedures that must be followed should a potentially unsafe or inappropriate online incident take place.
- ensure the receipt, recording, monitoring, and filing reports should a potentially unsafe or inappropriate online incident occur. This must include the creation of an incident log to be used to inform future online safety practice.
- ensure all necessary actions are taken to minimise the risk of any identified unsafe or inappropriate online incidents reoccurring.
- ensure that effective training on online safety is delivered and available to all staff. This should include advisory support to children and parents as necessary.
- ensure timely liaison, where appropriate, with other agencies in respect of current online safety practices and the reporting and management of significant incidences.

Further details on the responsibilities of the DMS, staff, parents and children are to be found in the Acceptable Use policy.

Managing online access

Password security

- Maintaining password security is an essential requirement for staff, particularly where they are to have access to sensitive information.
- Staff will be responsible for keeping their passwords secure and must ensure they are regularly updated. All ICT users must have strong passwords.
- Sharing passwords is not to be considered secure practice.
- It is to be considered good practice for computers and laptops to be set to 'time-out' their current user session should they become idle for an identified period. All ICT users must log out of their accounts should they need to leave a computer unattended.
- If ICT users should become aware that password security has been compromised or has been shared, either intentionally or unintentionally, the concern must be reported to the DMS.

Internet access

It is to be considered essential practice that internet access for all ICT users should be managed and moderated in order to protect them from deliberate or unintentional misuse. Every reasonable precaution will be taken to ensure the safe use of the internet. It must be acknowledged, however, that it will be impossible to safeguard against every eventuality.

The following control measures will be put in place which will manage internet access and minimise risk:

- secure broadband or wireless connection.
- a secure, filtered, managed internet service provider and learning platform.
- secure email accounts.
- regularly monitored and updated virus protection.
- a secure password system.
- an agreed list of authorised users with controlled access.
- clear policies and agreements.
- effective audit, monitoring, and review procedures.
- online activity is to be monitored to ensure access will be given to appropriate materials only.
- computers and gaming machines are to be sited in areas of high visibility which will enable children to be closely monitored.
- should children discover any potentially unsafe or inappropriate materials, they are to hide the content from view. All such incidents must be reported to the DMS, who must ensure a report of the incident is to be made and will take any further actions which are to be deemed necessary.
- All staff are to be made aware of the risks of compromising security, for example from connecting mobile devices to work-related ICT systems. Such use is to be avoided as far as is practically possible; if necessary, it will be subject to explicit authorisation by the DMS, and such use will be stringently monitored.
- Should it be necessary to download unknown files or programmes to work-related systems, it will only be actioned by authorised ICT users with express permission from the DMS. All such use will be effectively managed and monitored.

- All users are to be responsible for reporting any concerns encountered using online technologies to the DMS.

Online communications

- All official online communications must occur through secure filtered email accounts. Web-based commercial email services are not to be considered secure.
- All email correspondence will be subject to scrutiny and monitoring.
- All ICT users will be expected to write online communications in a polite, respectful, and non-abusive manner.
- A filtered internet server is to be used to monitor and prevent offensive material or spam. Should, on rare occasions, security systems not be able to identify and remove such materials, the incident should be reported to the DMS immediately.
- It will not be considered appropriate for staff to engage in personal online communications with children or parents. Express care is also to be taken regarding the use of social networking sites. Please see our Professional Code of Conduct.
- Communications between children and adults by whatever method should take place within clear and explicit boundaries. Staff should not share any personal information with any child associated with the setting. They should not request or respond to any personal information from the child other than what is considered appropriate as part of their professional role. Staff should ensure that all communications are transparent and open to scrutiny.
- All ICT users are to be advised not to open emails where they do not know the sender or where the format looks suspicious.
- Online communication is not to be considered private or confidential for safeguarding and security purposes. Such communication is to be monitored and must be available for scrutiny at any time.
- Children will be enabled to use online equipment and resources, when it is to be considered, in consultation with parents, that they have the developmental knowledge and understanding to recognise some of the benefits and risks of such communication. Access to online communications will always be monitored by a supervising adult.

Managing multimedia technologies

Multimedia technologies, when used responsibly, provide easy-to-use, creative, collaborative, and free facilities. However, it is to be recognised that there are issues regarding the appropriateness of some content, contact, culture, and commercialism.

Emerging technologies should be valued for the learning and development opportunities they provide for children, including a move towards personal learning and one-to-one device ownership. Many existing technologies such as portable media players, gaming devices and mobile phones will already be familiar to many children.

- Many of these devices will be equipped with internet access, GPS, cameras, video, and audio recording functions. They should therefore be considered subject to the same risks as any other form of technology. Effective control measures should therefore be put in place to minimise such risks whilst maximising the opportunities for children to access such resources.
- Access to a range of websites should be enabled, but children should be encouraged to be cautious about any information given to them by other users on such sites and recognise that not everyone is who they say they are.

- Access to social networking sites is to be restricted within the early years, with children only permitted to use moderated child focused sites under supervision. Staff are not permitted to use work-related technologies for personal access to social networking sites.
- All ICT users are to be encouraged to think carefully about the way information can be added and removed by websites. Moderated sites, such as My First Place are therefore to be used to afford maximum protection.
- It is to be recognised that staff are also likely to use social networking sites in their recreational time on their own personal computers. This form of activity is not to be discouraged however staff must adhere to a professional code of conduct. It must be ensured that the use of such sites will not compromise professional integrity or bring the setting into disrepute. The adding of children or parents as 'friends' on a social networking site must be avoided.
- It must be recognised that social networking sites and mobile technologies can be used for negative and antisocial purposes. Cyberbullying for example is to be considered as any other form of bullying and effective sanctions must be put in place to deal with such concerns. Any known or suspected incidents (children, staff, or parents) must be reported immediately to the DMS.

IV Appendix Highbury Community Nursery **EMERGENCY PLAN**

This plan is protected. Do not give any contact details or sensitive information to the media, pupils, parents / carers, or members of the public

Plan administration

Version number	1
Date of issue	01/05/22
Electronic copies of this plan are available from	One Drive (documents/emergency plan)
Hard copies of this plan are available from	The nursery office
Location of emergency grab bag(s)	Nursery office/laundry room
Date of next review	01/05/23
Person responsible for review	SLT

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SECTION 1 - CONTACT DETAILS

1.1 Nursery information

School details	
Name of Nursery	Highbury Community Nursery
Type of Nursery	Voluntary Sector
Nursery address	15 Aubert Park, London, N5 1TL
Operating hours (including extended services)	8am-6pm Monday to Friday
Approximate number of staff	35
Approximate number of children	65 (FTE)
Age range of children	6 months to 5+

Office contact details	
Office telephone number	02073544292
Office mobile number	07534268183
Office email address	enquiries@highburnursery.org

Useful websites	
nursery website	Highburnursery.co.uk
Local authority	Islington
National Health Service	www.nhs.uk/111
Department for Education	www.gov.uk/dfes
Foreign & Commonwealth Office	www.gov.uk/fco
Environment Agency	www.gov.uk/ea
Met Office	www.metoffice.gov.uk
Health and Safety Executive	www.hse.gov.uk
Teacher Support Network	www.teachersupport.info

1.2 Contact details – management and committee

* Leave this field blank for use during an emergency; you may need to record alternative contact details.

Name	Job title	Other role(s) (if applicable)	Contact details	Alternative contact details *	Notes (e.g. first aid trained)
Ann Reid	SLT	Health and Safety, Curriculum			1 st Aid
Vanisha Patel	SLT	Finance, Safeguarding, Quality Assurance			1 st Aid
Cathy Antink	SLT	First Aid, Staff & Family Liaison			1 st Aid

1.4 Contact details - local authority

* Leave this field blank for use during an emergency; you may need to record alternative contact details.

Organisation	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes
Emergency number	Nursery Mobile - SLT	07534268183		
Children's services	Gwen Fitzpatrick	02075277400	02075277000	
Media / communications	SLT			
Catering	Bidfood/Tesco			
Emergency planning	SLT/Management committee			
Health and safety	Ann Reid	02073544292	07523816277	
Risk / insurance	Early Years Alliance			
Human resources	Citation			

Occupational health	SLT			
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1.6 Contact details - other organisations

* Leave this field blank for use during an emergency; you may need to record alternative contact details.

Organisation	Contact details	Notes
Police	Tel: 999 (24 hour) Tel: 101 (24 hour, non-emergency number)	
Fire & rescue service	Tel: 999 (24 hour)	
Ambulance service	Tel: 999 (24 hour)	
National Health Service	Tel: 111 (24 hour)	
Department for Education	Tel: 0800 389 2500 (office hours, general enquiries)	
Foreign & Commonwealth Office	Tel: 0207 008 1500 (24 hour, consular assistance)	If abroad, please dial: +44207 008 1500
Environment Agency	Tel: 0845 988 1188 (24 hour, floodline)	
Met Office	Tel: 0370 900 0100 (24 hour, weather desk)	
Health and Safety Executive	Tel: 0300 003 1647 (office hours, incident contact centre) Tel: 0151 922 9235 (24 hour, duty officer) Tel: 0151 922 1221 (24 hour, duty press officer)	
Teacher Support Network	England: 0207 697 2750 (24 hour) Wales: 08000 855 088 (24 hour) Scotland: 0800 564 2270 (24 hour)	The Teacher Support Network can provide practical and emotional support to staff in the education sector and their families.

Insurance company	Early Years Alliance	
Trade union		
Supplier (catering)	Bidfood	
Supplier (cleaning)	Bidfood	
Utility supplier (gas)	British Gas	
Utility supplier (water)	Castle water	
Utility supplier (electricity)	British gas	

- + Find out what has happened. Obtain as clear a picture as you can.
- + Discuss with the informant what action needs to be taken and by whom.

Name of informant:

Date and time of call:

.....

.....

Contact details of informant:

Date and time of incident:

.....

.....

Exact location of incident:

.....
.....
.....

Details of incident:

.....
.....
.....

Where is the informant now and where are they going?

.....
.....
.....

People affected (including names, injuries, where they are, where they are being taken to):

.....

.....

.....

What arrangements are in place for people not directly involved in the incident?

.....

.....

.....

What advice have the emergency services given?

.....

.....

.....

Who has been informed?

- Headteacher
- School staff
- Governors
- Pupils
- Parents / carers
- Extended services

- Police
- Fire & Rescue Service
- Ambulance Service
- Local authority
- Health and Safety Executive
- Foreign & Commonwealth Office
- Media
- Insurance company
- Trade union

Does anyone else need to be informed?

.....

.....

.....

Are any other actions required?

.....
.....
.....

+ If the incident happened on an educational visit, please ask the questions below. You might already have these details, but it could be useful to seek confirmation.

Name of educational visit leader:

Number of children on educational visit:

.....

.....

Nature of educational visit:

Number of staff on educational visit:

.....

.....

Location of educational visit:

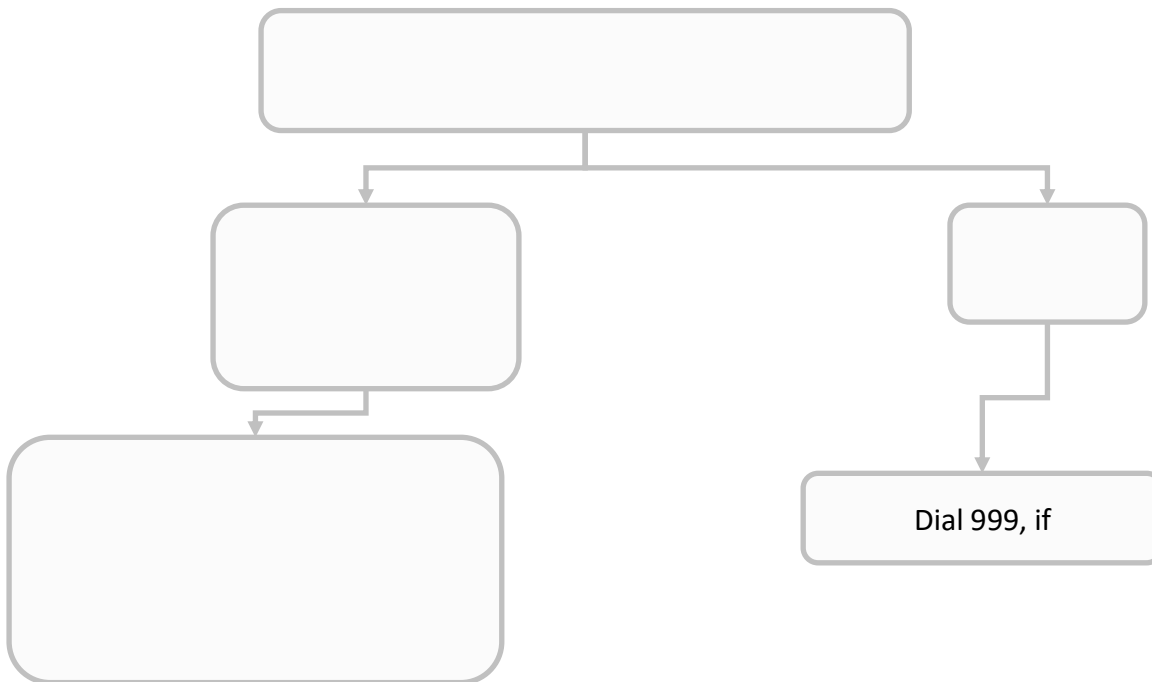
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2.2 Initial action

Immediately inform the Manager or nominated emergency contact. If neither is able to respond (they may be involved in the incident) the senior person present should follow the instructions below.

- + **Assess the situation and establish a basic overview of the incident.**
- + **Take immediate action to safeguard children, staff, and visitors.**
- + **Attend to any casualties and administer first aid, if appropriate.**
- + **If appropriate, dial 999 for the emergency services and provide them with an overview of the situation. If in doubt, dial 999.**

The emergency services notify each other of incidents but consider speaking directly to each organisation required. This will ensure that each service has the information they need to respond appropriately.



These contact details should only be used in an emergency. Do not give them to the media, pupils, parents / carers, or members of the public.

- + **Fetch any equipment that may prove useful (e.g. first aid kit, grab bag).**
- + **Log all communications and actions.**
- + **Notify nursery staff. Consider assembling an Emergency Management Team (EMT) to assist with the response.**
- + **Refer to the list of emergency contact numbers for additional support if required.**
- + **Where possible, avoid closing the nursery and try to maintain normal routines.**

SECTION 3 - ROLES AND RESPONSIBILITIES

3.1 Roles and responsibilities - co-ordination

Ref'	Co-ordination - initial response	Tick / sign / time
C1	Establish a basic overview of the incident.	
C2	<p>If the incident has occurred on an educational visit:</p> <ul style="list-style-type: none"> ▪ Liaise with the educational visit leader on a regular basis. ▪ Consider sending extra staff to support the educational visit leader. ▪ Discuss with the educational visit leader the arrangements for notifying parents / carers. ▪ Consider how parents / carers and pupils will be reunited. 	
C3	<p>Wherever possible, assign members of staff to relevant Emergency Management Team (EMT) roles:</p> <ul style="list-style-type: none"> ▪ Business continuity ▪ Communications ▪ Log-keeping ▪ Media management ▪ Resources ▪ Welfare. 	
C4	<p>Remember to:</p> <ul style="list-style-type: none"> ▪ Allocate tasks amongst the EMT. ▪ Ensure that staff are clear about their designated responsibilities. ▪ Establish the location and frequency of EMT / staff briefings. ▪ Ask staff to maintain a log of actions made and decisions taken. ▪ Assign a log-keeper to provide administrative / secretarial support. 	
C5	Inform all other staff of the incident. Ensure staff are briefed (and given tasks) on a regular basis.	
C6	Take action to protect property.	
C7	Work closely with other organisations (e.g. emergency services, local authority) as required. Provide accurate and factual information to those arriving on-scene.	
C8	Ascertain the whereabouts of all pupils, staff, and visitors (using timetables, registers and visitor books may help). Ensure the emergency services are aware of anyone who is unaccounted for.	
C9	Inform committee as appropriate.	
C10	Decide the most appropriate method of contacting relatives of pupils / staff affected by the incident. If the matter is very serious (such as a fatality) liaise with the Police about informing next of kin.	

Ref'	Co-ordination - ongoing response	Tick / sign / time
C11	Act as the main contact for co-ordination of the response. Continue to liaise with the emergency services and other organisations.	
C12	Continue to allocate tasks amongst the EMT. Work closely with the EMT to co-ordinate their actions and help to resolve any complications or difficulties that arise.	
C13	If the response is likely to last for a significant amount of time, consider staff rotation / shift patterns.	
C14	Ensure that regular briefings are given to: <ul style="list-style-type: none"> ▪ Staff ▪ children ▪ Parents / carers ▪ Committee ▪ Extended services. 	
C15	Work closely with the 'media management' role to provide regular briefings to the media. Seek support from other organisations if necessary.	
C16	Check that everyone who should have been notified of the incident has been informed.	
C17	In the event of a serious injury or fatality, report the incident to the Health and Safety Executive (HSE) as soon as possible.	
C18	Seek advice on legal and insurance issues, if appropriate.	
C19	If the incident is a crime scene (or subject to a fire investigation) seek advice from the Police and / or Fire & Rescue Service.	

Ref'	Co-ordination – recovery	Tick / sign / time
C20	Act as the main contact for the recovery process. Continue to allocate tasks amongst the EMT and other staff.	
C21	Ensure that post incident support is available to all who may require it (please refer to appendix 1 for more information).	
C22	Work closely with the 'resources' role in organising remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate.	
C23	Complete any necessary forms / paperwork.	
C24	Arrange a debrief for school staff involved in the response.	

C25	Represent the nursery at other debriefs which may take place (e.g. one organised by the local authority or Local Resilience Forum).	
C26	Initiate a review of the school emergency plan.	
C27	Consider contacting the managers of nearby settings to inform them of any important issues relating to the incident.	

3.2 Roles and responsibilities - business continuity

Please refer to appendix 2 for more information on business continuity arrangements.

Ref'	Business continuity - initial response	Tick / sign / time
BC1	Assess the nature of the incident, e.g.: <ul style="list-style-type: none"> ▪ Loss of utility supply ▪ Loss of supplier ▪ Loss of premises ▪ Loss of personnel ▪ Loss of telecommunications. 	
BC2	Establish what effect the emergency will have on the operation of the nursery. Try to ascertain how long the disruption will last.	
BC3	Consider how the incident will affect any extended services that use the nursery premises. Liaise with these services as necessary.	
BC4	Attempt to recover important documentation, records, and equipment if safe to do so (consult the emergency services for advice if necessary).	
BC5	If appropriate, contact organisations which can assist in document restoration.	

Ref'	Business continuity - ongoing response	Tick / sign / time
BC6	Minimise any disruption to the provision of education. Put arrangements in place to keep the nursery open and try to maintain normal routines wherever possible.	
BC7	Seek support from other organisations (e.g. buddy settings, the local authority, suppliers / contractors) as required.	
BC8	Work with the 'communications' role to ensure staff, pupils and parents / carers are informed of any changes to the nursery routine.	
BC9	In the event of a public health incident (e.g. pandemic influenza), consider ordering infection control supplies and increasing the cleaning regime.	

Ref'	Business continuity – recovery	Tick / sign / time
BC10	Work with staff and other organisations to restore the usual routine as a matter of urgency.	
BC11	Put in place arrangements for remote learning, if necessary.	

BC12	Make an inventory of any equipment which has been damaged. Arrange for important items / documentation to be salvaged, restored or replaced.	
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3.3 Roles and responsibilities - communications

Please refer to appendix 6 for more information on communication arrangements.

Ref'	Communications - initial response	Tick / sign / time
CO1	Dedicate telephone lines for incoming and outgoing calls. Arrange extra support at reception if necessary.	
CO2	Record a new message on the answer phone if appropriate. Consider setting it to 'answer only' mode.	
CO3	Support staff with any communication needs they may have.	
CO4	Inform those involved in the response of any communication difficulties (e.g. poor mobile signal in the area).	

Ref'	Communications - ongoing response	Tick / sign / time
CO5	Ensure regular information is provided to: <ul style="list-style-type: none"> ▪ children ▪ Parents / carers ▪ Committee ▪ Extended services. 	
CO6	Consider the most effective arrangements for contacting pupils and parents / carers (please refer to appendix 6). Ensure that records of calls made to parents / carers are maintained.	
CO7	Liaise with the 'media management' role about contacting local radio stations.	
CO8	Update the answer phone on a regular basis.	
CO9	Liaise with the 'co-ordination' role in sending a letter home to parents / carers. This could include information on: <ul style="list-style-type: none"> ▪ What has happened ▪ How their child was involved ▪ The actions taken to support those involved ▪ Who to contact if they have any concerns or queries. 	
CO10	In the event of a major emergency, seek support from the local authority; they may be able to establish a helpline for enquiries from the public.	

Ref'	Communications – recovery	Tick / sign / time
CO11	Provide regular briefings to pupils and parents / carers.	

CO12	Assist the 'business continuity' role in providing remote / virtual learning.	
CO13	Check that any information in the public domain (e.g. website content) is accurate and up-to-date.	

3.4 Roles and responsibilities - log-keeping

Please refer to appendix 9 for more information on log-keeping.

Ref'	Log-keeping - initial response	Tick / sign / time
LK1	Attend EMT briefings. Keep a log of important information, actions taken and decisions made.	
LK2	Ensure that each member of staff keeps an incident log.	

Ref'	Log-keeping - ongoing response	Tick / sign / time
LK3	Provide administrative / secretarial support to the EMT.	
LK4	Keep accurate records of anyone admitted to hospital or treated by the emergency services.	
LK5	Record details of any expenditure incurred by the nursery.	

Ref'	Log-keeping – recovery	Tick / sign / time
LK6	Collate all incident logs, making copies if necessary.	
LK7	Ensure records related to the incident are archived securely but make these available to authorised staff for future reference (e.g. in the event of a debrief or enquiry).	

3.5 Roles and responsibilities - media management

Ref'	Media management - initial response	Tick / sign / time
M1	Seek support from other organisations (e.g. emergency services, local authority) in responding to media requests.	
M2	Ensure media access to the site, staff and pupils is controlled. Do not let the media onto the site or give them access to pupils unless there is a specific reason for doing so and permission / consents are in place. Ask for support from the Police if necessary.	
M3	Designate a specific area for the media away from the main entrance to the nursery, so they do not prevent or intimidate people entering and leaving the site.	
M4	Develop a brief media statement (designed to provide reassurance) on behalf of the nursery. Information given must be limited until the facts are clear and all parents / carers have been notified.	
M5	Arrange for an appropriate member of staff to act as a spokesperson (preferably this person will have received media training). If a suitable spokesperson is unavailable the Police or local authority may be able to undertake this role.	
M6	Be prepared to be interviewed by the media.	

Ref'	Media management - ongoing response	Tick / sign / time
M7	Devise an ongoing strategy for responding to media requests. Work closely with the media to establish what information they require and when their deadlines are.	
M8	Gather information from the EMT, emergency services and other organisations as appropriate.	
M9	Provide regular statements to the media. Ensure each message conveys an accurate, consistent and reassuring message. All press releases should be checked and agreed by the emergency services (and other organisations as appropriate).	
M10	Advise staff on where to direct media enquiries. Ask staff, pupils and parents / carers to avoid speculation when talking to the media.	
M11	Try to prevent the spread of misinformation (especially through the use of mobile phones).	

Ref'	Media management – recovery	Tick / sign / time
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M12	Keep the media informed of developments in the recovery process. Present a positive and reassuring image to the public.	
M13	Be aware of media interest in memorials or anniversaries of the event.	

3.6 Roles and responsibilities - resources

Ref'	Resources - initial response	Tick / sign / time
R1	Take action to protect property. Consider turning off utility supplies.	
R2	Ensure the emergency services can access the nursery without hindrance. Consider sending a member of staff to the entrance to prevent people restricting access by parking in unsuitable places.	
R3	Advise the emergency services of any property related issues / hazards (e.g. asbestos, chemical stores). Consider providing personnel with a site map.	
R4	Work with other staff and the emergency services to control access to the school: <ul style="list-style-type: none"> ▪ Advise staff and committee that they might have to prove their identity before the emergency services will grant them access. ▪ Provide authorised visitors with identification badges and ensure they sign-in and sign-out. ▪ Ensure that media access to the site is controlled. 	

Ref'	Resources - ongoing response	Tick / sign / time
R5	Liaise with utility suppliers as required.	
R6	Establish safe and secure areas to assist the response. E.g.: <ul style="list-style-type: none"> ▪ EMT briefing room ▪ Briefing area for parents / carers ▪ Media briefing room. 	
R7	Work closely with staff and other organisations to provide access to facilities and resources as required. This may involve opening or closing parts of the nursery.	
R8	Ensure the nursery site is secure (e.g. provide temporary fencing around damaged areas, arrange for broken windows to be boarded).	
R9	Work with the 'business continuity' role to arrange temporary accommodation, if required.	

Ref'	Resources – recovery	Tick / sign / time
R10	Work closely with the 'co-ordination' role in organising remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate.	

R11	Arrange a site visit with relevant personnel (e.g. emergency services, utility suppliers, local authority) involved in the recovery phase.	
R12	Procure temporary classrooms if appropriate.	

3.7 Roles and responsibilities - welfare

Ref'	Welfare - initial response	Tick / sign / time
W1	Establish arrangements to meet the welfare needs of children, staff, parents / carers, visitors and responders.	
W2	Identify pupils who may require additional support: <ul style="list-style-type: none"> ▪ Those with Special Educational Needs (SEN) ▪ Those with medical needs ▪ Those with Personal Emergency Evacuation Plans (PEEPs) ▪ Anyone who may be particularly vulnerable or badly affected (e.g. those who were involved in, or witnessed, the incident). 	

Ref'	Welfare - ongoing response	Tick / sign / time
W3	Assess the welfare and emotional needs of all those involved. Continue to monitor and support those who may be particularly affected by the incident.	
W4	Make arrangements for reuniting pupils with their parents / carers. Ensure that a member of staff is present to meet and greet them.	
W5	In groups as small as practicable, inform pupils about the incident. Consider the best way to convey bad news. In the event of a tragic incident, consider seeking support from educational psychologists about the best way to inform and support pupils..	
W6	Where possible, every child should to be spoken to, and asked if they are alright, before they leave school.	
W7	Take account of religious and cultural factors. Consider contacting religious leaders within the community for support.	
W8	Ensure that staff take regular rest periods.	

Ref'	Welfare – recovery	Tick / sign / time
W9	Please refer to appendix 1 for information on welfare arrangements and post incident support after the emergency response.	

3.8 Roles and responsibilities - educational visit leader

Ref'	Educational visit leader - initial response	Tick / sign / time
E1	Ascertain the whereabouts of all pupils and staff. Ensure the emergency services are aware of anyone who is unaccounted for.	
E2	Contact the headteacher (or nominated emergency contact) to ask for support. Remember to clarify international dialling codes if abroad.	
E3	Establish a basic overview of the incident. Ensure that accurate, factual information is available for those arriving on-scene.	
E4	Establish arrangements to meet the immediate welfare needs of pupils and staff.	
E5	Identify pupils with Special Educational Needs (SEN) and anyone who may be particularly vulnerable. Inform the emergency services of any pupils or staff with known medical conditions or requirements.	
E6	Ensure that a member of staff accompanies any pupils to hospital but remember the safety of everyone else, even if unharmed. Do not leave anybody on their own and try to maintain an adequate adult / pupil ratio.	
E7	Ensure other staff are briefed (and given tasks) on a regular basis. Ask staff to maintain a log of actions taken and decisions made.	
E8	Keep a log of important information, actions taken and decisions made.	
E9	Remember to retain any important items / documents. E.g.: <ul style="list-style-type: none"> ▪ Contact details ▪ Consent forms (including medical and next-of-kin details) ▪ Maps ▪ Tickets ▪ Insurance policies ▪ Proof of identity ▪ Passports (if abroad). 	
E10	Avoid making comments to the media until parents / carers have been informed.	
E11	Do not discuss legal liability with others.	

Ref'	Educational visit leader - ongoing response	Tick / sign / time
E12	Continue to assess any risks to pupils and staff. Take action to prevent further harm if necessary.	
E13	Act as the main contact for co-ordination of the response and work closely with the headteacher / nominated emergency contact. Continue to liaise with the emergency services and other organisations.	
E14	Continue to brief staff and allocate tasks on a regular basis.	
E15	Monitor and reassure pupils. Make arrangements for the longer-term welfare needs of pupils and staff.	
E16	Consult the headteacher (or nominated emergency contact) about arrangements for notifying parents / carers and reuniting them with their children.	
E17	Liaise with the tour operator / provider, if appropriate.	
E18	Try to obtain the names and contact details of any witnesses to the incident. If possible, obtain a written account from them.	
E19	If abroad, contact the Foreign & Commonwealth Office for support.	
E20	If abroad, check your insurance policy and seek insurance / legal advice before incurring any substantial expense (e.g. medical treatment).	
E21	Retain any receipts / documentation for insurance purposes. E.g.: <ul style="list-style-type: none"> ▪ Records of expenditure ▪ Medical certificates / hospital admission forms ▪ Police incident number. 	
E22	Check that everyone who should have been notified of the incident has been informed. Remember that information given must be limited until the facts are clear and all parents / carers have been notified.	
E23	Ask the headteacher (or nominated emergency contact) to assist with developing a media statement, with support from other organisations as appropriate. Devise an ongoing strategy for dealing with media requests.	
E24	Ask pupils and staff to avoid speculation when talking to the media. Try to prevent the spread of misinformation (especially through the use of mobile phones).	

Ref'	Educational visit leader – recovery	Tick / sign / time
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E25	Please refer to appendix 1 for providing welfare arrangements and post incident support after the initial emergency response.	
E26	Complete any necessary forms / paperwork.	

APPENDIX 1 - POST INCIDENT SUPPORT

Ref'	Post incident support - assistance for pupils and parents / carers	Tick / sign / time
P1	Introduce a strategy to monitor pupils and staff who may be particularly affected by the incident. Ensure that staff are aware of this strategy.	
P2	Offer pupils and staff the opportunity for psychological support and counselling. Ensure staff and pupils know that support is available and arrange access to these services as necessary.	
P3	Consider which pupils need to be briefed, how, and by whom.	
P4	Provide opportunities for pupils to discuss their experiences (e.g. promoting discussion during class, arranging a special lesson). Do not discourage pupils from talking about their experiences.	
P5	Consider providing relevant books in the school library.	
P6	Arrange for a member of staff to visit those affected (at home or at hospital). Ask for consent from parents / carers before doing this.	
P7	Make arrangements to express sympathy to those who have been hurt. Consider encouraging pupils to send cards / messages to those affected.	
P8	Be sensitive about the demands practical issues might make on pupils (e.g. deadlines for coursework, imminent exams).	
P9	Send a letter to parents / carers with information on: <ul style="list-style-type: none"> ▪ The nature of the incident ▪ How their child was notified of the incident ▪ Arrangements for support organised by the school ▪ Who to contact if they would like additional support. 	
P10	Maintain regular contact with parents / carers.	
P11	Do not make public any sensitive / confidential information about individuals unless consent has been given by pupils and parents / carers.	
P12	Consider organising an event for parents / carers to discuss any issues or concerns they might have.	

P13	If pupils who were particularly affected by the incident leave school (e.g. transferring from primary to secondary education) consider, sensitively and confidentially, notifying the headteacher of the new school.	
Ref'	Post incident support - general actions	Tick / sign / time
P14	Request support from educational professionals trained in psychological debriefing, critical incident stress debriefing, bereavement counselling and trauma management if appropriate.	
P15	Consider requesting support from other organisations. E.g.: <ul style="list-style-type: none"> ▪ Teacher Support Network ▪ Samaritans ▪ Cruse Bereavement Care. 	
P16	Manage any distress that could be caused by ongoing Police enquiries, legal proceedings and media attention.	
P17	Cancel or rearrange any events which are inappropriate.	
P18	Plan appropriate support for staff to enable them to cope with any questions or discussions pupils might have about the incident.	
P19	Ensure that any new roles given to staff do not place too great a burden. Over time, staff may need to be relieved of any additional responsibilities given to them.	
P20	Ensure that new staff are aware of the incident, which pupils were involved and how they were affected.	
P21	Consider any actions which can be taken to support the local community if affected by the incident (e.g. fund raising).	

Ref'	Post incident support - returning after a period of absence	Tick / sign / time
P22	Negotiate with parents / carers a suitable date for returning to school after a period of absence.	
P23	Consider if any additional support could be provided which would make the return easier. E.g.: <ul style="list-style-type: none"> ▪ Initial part-time attendance ▪ Alternative methods of teaching ▪ A sanctuary that pupils could use if upset during the school day. 	
P24	Brief pupils who may be able to help in the process of resettling (e.g. close friends).	

P25	Ensure that all staff are aware of the need for sensitivity. Put in place special arrangements for: <ul style="list-style-type: none"> ▪ Missed work ▪ Rescheduling projects ▪ Exams. 	
Ref'	Post incident support - funeral arrangements	Tick / sign / time
P26	Contact bereaved families to express sympathy on behalf of the school.	
P27	Take account of religious and cultural factors (e.g. some faiths wish to hold funerals within 24 hours of death). Consider contacting religious leaders within the community for support.	
P28	Consult parents / carers sensitively about funeral arrangements. Try to establish if representatives from the school will be invited to the service. It may be useful to consider: <ul style="list-style-type: none"> ▪ Closing the school on the day of the funeral as a mark of respect ▪ A senior member of staff attending the funeral on behalf of the school ▪ If staff and pupils can be allowed time off school to attend the funeral ▪ Providing transport to take pupils and staff to the funeral ▪ Providing pupils with information about what happens at funerals ▪ Arranging floral tributes and / or donations. 	

Ref'	Post incident support – remembrance	Tick / sign / time
P29	Taking into account the wishes of the family, consider providing a suitable memorial at the school: <ul style="list-style-type: none"> ▪ Garden ▪ Seating area / bench ▪ Tree ▪ Book of condolence ▪ Fountain ▪ Sculpture ▪ Painting ▪ Photograph ▪ Prize (e.g. a sporting / academic trophy for older children). 	
P30	Be aware of important dates which may need to be prepared for. E.g.: <ul style="list-style-type: none"> ▪ Birthdays ▪ Christmas ▪ Mother's day ▪ Father's day ▪ Anniversary of the event. 	

P31	<p>Discuss with governors, staff, parents / carers and pupils how to mark anniversaries and other important dates. E.g.:</p> <ul style="list-style-type: none"> ▪ Commemorative service ▪ Special assembly ▪ Concert ▪ Display ▪ Sports event. 	
P32	Be aware of renewed media interest near anniversaries of the event.	

APPENDIX 2 - BUSINESS CONTINUITY

Important paper-based records should be kept in a secure location (e.g. a fire-proof safe). During an emergency do not attempt to recover any records or equipment unless safe to do so.

Paper-based records	Where are they stored?	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Coursework			
Examination papers			
Asset registers / equipment inventories			
Insurance documentation			

Electronic records	Where are they stored?	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Coursework			
Contact details			
Financial information			
Medical information			

Remote learning	Notes / instructions
Website / extranet	

Email	
Post	

APPENDIX 3 - SITE INFORMATION

Utility supplies	Location	Notes / instructions
Gas	Basement	
Water	Basement	
Electricity	Basement	
Heating	Basement	

Internal hazards	Location	Notes / instructions
Asbestos		
Chemical store(s)		

Pre-designated areas	Location	Notes / instructions
SEMT briefing area		
Media briefing area		

APPENDIX 4 - EVACUATION

Signals	
Signal for fire evacuation	Fire alarm
Signal for bomb evacuation	Shout
Signal for all-clear	

Assembly points - fire evacuation	
Fire evacuation assembly point A	Back garden
Fire evacuation assembly point B	Front garden

Assembly points - bomb evacuation	
Bomb evacuation assembly point A	
Bomb evacuation assembly point B	

If the school has been evacuated and pupils are not able to return to school (or go home) it may be possible to relocate temporarily to another building (e.g. buddy school or place of safety).

Pre-identified buddy school / place of safety / rest centre	
Name of premise	Olden Gardens
Type of premise	Allotment with inside area
Contact name and details of key holder(s)	
Address	
Directions / map	
Estimated travel time (walking, with pupils)	
Estimated travel time (by coach, with pupils)	
Capacity	
Capacity (sleeping)	
Facilities / resources	

APPENDIX 5 - SHELTER

Signals	
Signal for shelter	
Signal for all-clear	

Upon hearing the shelter signal, take the action below.

Ref'	Initial response – shelter	Tick / sign / time
S1	Ensure all pupils are inside the school building.	
S2	If appropriate, move pupils away from the incident (e.g. to the other side of the building).	
S3	Dial 999, if appropriate. Dial once for each emergency service that you require.	
S4	If sheltering from an environmental hazard (e.g. a smoke plume) ensure all doors and windows are closed and ventilation / air circulation systems are switched off.	
S5	Check for missing / injured pupils, staff and visitors.	
S6	Reassure pupils and keep them engaged in an activity or game.	
S7	Notify parents / carers of the situation.	
S8	Remain inside until an all-clear has been given, or unless told to evacuate by the emergency services.	

APPENDIX 6 - LOCKDOWN

Signals	
Signal for lockdown	
Signal for all-clear	

Lockdown	
Rooms most suitable for lockdown	
Entrance points (e.g. doors, windows) which should be secured	
Communication arrangements	<ul style="list-style-type: none"> ▪ Two-way radios ▪ Classroom telephones ▪ Mobile phones ▪ Instant messaging / email ▪ Other.
Notes	

Upon hearing the lockdown signal, take the action below. If someone is taken hostage on the premises, the school should seek to evacuate the rest of the site.

Ref'	Initial response – lockdown	Tick / sign / time
L1	Ensure all pupils are inside the school building. Alternatively, ask pupils to hide or disperse if this will improve their safety.	
L2	Lock / secure entrance points (e.g. doors, windows) to prevent the intruder entering the building.	
L3	Dial 999. Dial once for each emergency service that you require.	
L4	Ensure people take action to increase protection from attack: <ul style="list-style-type: none"> ▪ Block access points (e.g. move furniture to obstruct doorways) ▪ Sit on the floor, under tables or against a wall ▪ Keep out of sight ▪ Draw curtains / blinds ▪ Turn off lights ▪ Stay away from windows and doors. 	
L5	Ensure that pupils, staff and visitors are aware of an exit point in case the intruder does manage to gain access.	
L6	If possible, check for missing / injured pupils, staff and visitors.	

L7	Remain inside until an all-clear has been given, or unless told to evacuate by the emergency services.	
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APPENDIX 7 - SCHOOL CLOSURE

Ref'	Generic actions - initial response	Tick / sign / time
SC1	<p>Assess the need for closure. Consider whether any mitigation measures are possible, such as:</p> <ul style="list-style-type: none"> ▪ Partially opening the school to some pupils ▪ Asking a buddy school for assistance ▪ Purchasing infection control supplies (in the event of a public health incident). 	
SC2	If necessary, assemble an SEMT.	
SC3	Seek support from other organisations (e.g. the local authority) as appropriate.	
SC4	<p>Ensure that everyone who needs to be aware of the closure is notified, using the most suitable options in appendix 6. It may be appropriate to inform:</p> <ul style="list-style-type: none"> ▪ Pupils ▪ Parents / carers ▪ Staff ▪ Governors ▪ Local radio stations ▪ The local authority. 	
SC5	If the closure takes place during the school day, arrange transport for pupils as necessary.	
SC6	If the closure takes place outside school hours, at least one member of staff should be present at the school entrance at the beginning of the school day, to ensure that any pupils who do arrive are informed of the closure, and to check pupils are able to return home safely.	
SC7	Make alternative arrangements for exams if necessary.	

If the school is likely to be closed for a significant period of time, consider the actions below.

Ref'	Generic actions - ongoing response	Tick / sign / time
SC8	Ensure pupils, parents / carers, governors and the media are regularly informed of developments.	
SC9	Consider how pupils with Special Educational Needs (SEN) or medical needs may be affected if the school remains closed for an extended period of time.	
SC10	Ensure the security of the school premises.	

SC11	Put in place arrangements for remote learning (please see appendix 2).	
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APPENDIX 8 - COMMUNICATIONS

Designated telephone lines	Contact number	Location of telephone
Incoming calls		
Outgoing calls		

All relevant parties should be updated at regular intervals on the incident; even if no significant developments have occurred since the last time of contact.

Methods of communication	Notes / instructions
Answer phone	<ul style="list-style-type: none"> ▪ Example of pre-recorded message ▪ Instructions on setting to 'message only' mode ▪ Can it be updated remotely or only from the school site?
School website / extranet	<ul style="list-style-type: none"> ▪ Log-in details ▪ Who is authorised / trained to edit the website? ▪ Can it be updated remotely or only from the school site?
Text messaging system	<ul style="list-style-type: none"> ▪ Log-in details ▪ Who is authorised / trained to use the text messaging system? ▪ Can it be used remotely or only from the school site?
Local radio stations	<ul style="list-style-type: none"> ▪ Instructions for reporting school closures.
Telephone tree	
Sign at school entrance	
Newsletter	
Email	
Letter	
School notice board	

Preferred methods of communication are included below (although these may change depending on the exact nature of the incident).

Group	Preferred method of contact	Contact details are available from
Pupils		
Parents / carers		
Governors		

Extended services		
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APPENDIX 9 - BOMB THREATS

- + **If you receive a telephone call from someone who claims to have information about a bomb, record as much information as possible.**

Time of call:

Telephone number you were contacted on:

.....

.....

Exact wording of the threat:

.....

.....

- + **Stay calm. Being cautious, and without provoking the caller, try to ask the questions below.**

Where is the bomb right now?

What will cause it to explode?

.....

.....

When will it explode?

Did you place the bomb? If so, why?

.....

.....

What does it look like?

What is your name?

.....

.....

What kind of bomb is it?

What is your telephone number?

.....

.....

What is your address?

.....

.....

- + **Try dialling 1471. You may get information on where the phone call was made from.**

Did dialling 1471 work?

Time the call ended:

.....

.....

+ **Contact the Police (999) and headteacher / nominee immediately.**

+ **Carry out further actions based on Police advice.**

What gender was the caller?

- Male
- Female

Approximately how old was the caller?

.....

Did the caller have an accent?

.....

Did the caller use a codeword?

.....

Did the caller sound familiar?

.....

What sort of voice did the caller have?

- | | | |
|------------------------------------|--|-------------------------------------|
| <input type="checkbox"/> Normal | <input type="checkbox"/> Well spoken | <input type="checkbox"/> Impediment |
| <input type="checkbox"/> Loud | <input type="checkbox"/> Poorly spoken | <input type="checkbox"/> Stutter |
| <input type="checkbox"/> Quiet | <input type="checkbox"/> Deep | <input type="checkbox"/> Lisp |
| <input type="checkbox"/> Whispered | <input type="checkbox"/> High pitched | <input type="checkbox"/> Slurred |
| <input type="checkbox"/> Clear | <input type="checkbox"/> Hoarse | <input type="checkbox"/> Other |
| <input type="checkbox"/> Disguised | <input type="checkbox"/> Nasal | |

At what pace did the caller speak?

- | | | |
|---------------------------------|--------------------------------|-------------------------------|
| <input type="checkbox"/> Normal | <input type="checkbox"/> Quick | <input type="checkbox"/> Slow |
|---------------------------------|--------------------------------|-------------------------------|

What manner did the caller have?

- Normal
- Calm
- Excited
- Laughing
- Upset
- Angry
- Rational
- Irrational
- Irritated
- Muddled
- Other



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Were there any distinguishable background noises?

.....

.....

Notes:

.....

.....

APPENDIX 10 - SUSPICIOUS PACKAGES

Postal bombs or biological / chemical packages might display any of the following signs:

- Excessive wrapping
- Grease marks or oily stains on the envelope / wrapping
- An unusual odour including (but not restricted to) ammonia, almonds or marzipan
- Discolouration, crystals or powder-like residue on the envelope / wrapping
- Visible wiring / tin foil
- Heavy weight for the size of the package
- Uneven weight distribution
- Too many stamps for the weight of the package
- Poor hand writing, spelling or typing
- Delivery by hand from an unknown source
- Wrongly addressed or come from an unexpected / unusual source
- No return address or a postmark that does not match the return address.

The likelihood of a school receiving a postal bomb or biological / chemical package is low. However, if you do receive a suspicious package carry out the actions below.

Ref'	Initial response - upon receiving a suspicious package	Tick / sign / time
SP1	Remain calm.	



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SP2	Put the letter / package down gently and walk away from it: <ul style="list-style-type: none">▪ Do not touch the package further▪ Do not move it to another location▪ Do not put the package into anything (including water)▪ Do not put anything on top of it.	
SP3	Note its exact location.	
SP4	Evacuate the building, keeping people away from the room as far as possible. Ensure that any assembly points are located away from the danger of flying glass.	
SP5	Notify the Police (999) and the headteacher / nominated emergency contact immediately.	
SP6	Do not use mobile phones, two-way radios or sound the alarm using the break glass call points.	

If anyone is exposed to a potentially hazardous substance carry out the actions below.

Ref'	Initial response - if exposed to a potentially hazardous substance	Tick / sign / time
SP7	Keep all persons exposed to the material separate from others, and available for medical examination. Ask them to remain calm and avoid touching their eyes, nose or any other part of their body.	
SP8	Ensure that ventilation / air circulation systems in the building have been turned off and that all doors (including internal fire doors) and windows have been closed.	
SP9	Anyone experiencing symptoms of chemical exposure (e.g. streaming eyes, coughs and irritated skin) should seek medical attention urgently.	



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Appendix V

Early Curriculum Goals All Areas

The steps show the sequential journey a child takes through the curriculum
Communication and language

Goal 1

Babies step 1

Communicate with marks, signs, babble, gestures, and words to get my needs

What? - Babies make marks with their fingers they use gross and fine motor muscles so they can catch and throw. They learn to grasp with the thumb and index finger.

How? - Staff will provide messy play opportunities for them to explore. They will describe what the babies are doing by narration and commentary, and they will extend vocabulary through PIM. They provide gloop, paint, sand etc. for mark making, they provide opportunities for throwing, catching, ball games and pushing a buggy, build a tower and thread beads or pasta. Small tools like tongs will be provided. Staff will name items with the correct word, such as, a black ladle, a long silver spoon, a silver colander. Patterns are pointed out to them like track marks.

Babies step 2

Communicate with marks, schemas, words, and Makaton, to get my needs met

What? As before with greater confidence. Children begin to talk about their marks with others and give meaning to these e.g. "That's mummy" or "It's a dinosaur." Children talk about the patterns in the natural world and make a pattern.

How? Encouragement from staff, using phrases like, 'keep going,' 'you can do it,' 'try again and well done'. The staff will reflect to the child what they have done, and they will convey the message that they value what the child thinks their drawing is. They will communicate that value by continuing the commentary as before and by describing their work and praising it. They will use some open questions where appropriate and stimulate critical thinking by saying, 'I wonder if....', 'maybe....' 'What do you think?'

School transition goal 1

Communicate and organise myself with marks, visual/non-verbal, facial expressions/body language, Makaton, words/phrases/sentences in a preferred language. Have my voice heard in a variety of ways.

What? Children talk about their marks with more elaboration - perhaps saying who they have been drawn for. Use their words to describe a situation or feelings of themselves or others. Have my voice heard in a variety of ways including photography, art, drama, and song.

How? Staff provide enough interesting mark-making materials in different formats like docketts, invoices, clip boards. Encourage children to use their words and extend and scaffold their language. For example, the child says, 'I got jug and water.' The adult extends by saying, 'I can see that you are using the small yellow jug. You are pouring the water from it into the green jug. You have filled it to the very top. It has reached the brim and now it is overflowing wow!!' Provide children with art and technology to express themselves. Model how it is done.



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Goal 2

Babies step 1

Listen to and enjoy many different rhymes with actions and numbers

What? Babies will choose to either communicate verbally or through Makaton.

How? Staff will introduce a new Makaton sign weekly and they will use it continuously adding to the weekly work to build a signing vocabulary. They will sing songs regularly. Some will be traditional nursery rhymes and some new ones that Cathy introduces. They will teach the children to sign and sing the rhymes. Staff will share a book with a child on as many occasions as possible.

Babies step 2

Listen and follow at least two simple instructions.

What? The children will spend extended periods listening to a story or to an adult talking to them. They will pay attention and process what is said and carry out the instructions.

How? The staff will ensure that if they want a child's attention, then they will say their name first. They will provide plenty of opportunities for children to listen and attend to them. They will check their understanding and give them time to respond. For example, 'first wash your hands and then put the paper towel in the bin please'.

School transition goal 2

Listen, respond, and follow at least two simple instructions.

What? As for Babies Step 2 then in a natural progression the instructions become more complex. For example, taking a message to a named person and bringing something back. 'Please find X and ask them for the Sellotape. When you have the Sellotape, please take it to the writing table.'

How? Staff will set up scenarios to give children the opportunity to engage in performing a set of instructions within a real-world setting. Staff will ask open-ended questions that will give the child a chance to engage in meaningful conversations

Goal 3

Babies step 1

Listen to a story, choose, and share a book. Look at it with puppets and props.

What? Children will snuggle up to share a book. They will have a favourite which they will choose. They will begin to develop a love of books.

How? Staff will model how to use a book and look after it. They will provide age-appropriate books that are freely accessible to all the babies. Staff will read books regularly and identify favourites to repeat. Staff will repeat common vocabulary and phrases.

Babies step 2

Express creatively, within familiar imaginary scenarios and be anything they want to be.

What? They may put on a cloak or material which can be open-ended, to become a superhero or another character. They role play scenarios that they are familiar with. They continue to 'read' and ask for books to be read to them.

How? They mix with the older children and stories are modelled for them. The children begin with what they know like the kitchen, making cakes with playdough or



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mixing ingredients using the medium of their choice. Staff read more complex stories such as, the Snail and the Whale, as well as traditional stories like the Three Pigs. Children play with whales in the water and hunt for real snails. Children are given the opportunity to wrap dolls in nappies and blankets. They begin to sit and listen to a group story.

School transition goal 3

Express creatively, imaginary play scenarios/drama. Use familiar and unfamiliar situations and themes.

What? Be able to recite stories to role play them and use the format of a known story to individualise it. For example, *We are going on a bear hunt*, becomes going on a dinosaur hunt. Making porridge in the kitchen for the three bears where the character of *Goldilocks* is changed to a child's name. The children will use familiar story phrases such as, 'once upon a time' and 'they lived happily ever after' in their play.

How? Staff will provide a range of books and read to the children regularly. They will use books/stories to extend a child's interest. For example, if a child's favourite activity is to build obstacle courses, the adult draws in their interest of a story like the *Three Billy Goats Gruff* and suggests the bridge is the bridge to the meadow with the troll underneath it. If they know the child's interest is space or pirates then they will support them to make a pirate ship, treasure island or a rocket. Then look at the Kindle to find facts.

Personal, Social and Emotional Development

Goal 4

Babies step 1

Attach securely and thrive in my relationships with adults and peers by learning to self-sooth

What? - Babies will settle and engage with their key person and show an interest in their environment. The babies will learn how to self-sooth to ease their anxiety.

How? - The key person will observe to see what the child is using to self-sooth. Staff offer responsive care and love by engaging in a 'serve and return' reciprocal relationship. There is an integrated approach with parent meetings and support. Staff explain of the importance of a secure base, meeting their key child's needs and following their lead through planning in the moment. They encourage the babies to explore the environment through their five senses. Comforters from home will support this and the use of attachment boxes will help the child to bond with their key person.

Babies step 2

Attach and Settle enough to turn-take, share and self-regulate.

What? Children will be able to sooth themselves with their own method without intervention from an adult if it is something like rocking or singing. They will be encouraged to hold a comforter or stay within a short radius of their key person, chosen adult or room using that as a secure base.

How? Staff attune to their key children to know what self-sooths them and respond quickly and seamlessly especially if it is out of the child's immediate reach. For example, if the child has a dummy that is kept in a cupboard, if their key person is in another room, then staff respond swiftly to minimise distress. If a particular song is



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their soothing mechanism the staff play it, sing a song, or call on a member of staff who speaks their language to sing to them in that home language.

School transition goal 4

Form secure attachments and relate to others

What? The children transition smoothly to their new key person. The children go to other adults when their key person is not there to support them. They are form friendships and attach to other children. They welcome visitors and show curiosity towards them and are not afraid of them.

How? The staff will continue with the support offered for babies step 2. The staff will continue to allow the children to use comforters. They will use the same attachment boxes with their key children to bond with them and talk about past and present.

Goal 5

Babies step 1

Begin to understand that my choices can build my independence and confidence

What? Children will learn how to choose. They will begin to understand the nursery routines. They will know that there are some things that they do not have control over, but other things they do.

How? Staff will encourage independence by giving as much freedom to choose as they can. They will offer open ended resources, such as treasure baskets, so the babies can choose their favourite things. Staff will identify sparks and follow their interests. Staff will encourage independent self-care, such as, hand washing. Babies will use attachment boxes to help the bonding process with their key person.

Babies step 2

Care for myself and understand my routines.

What? Children are confident in the way they ask for help and do things for themselves. Understand that the day has a rhythm and routine to it and the children know what is coming next.

How? Attachment boxes are used to support times of anxiety. Staff share them and describe the contents to find children's 'sparks' and to commentate on the objects inside. Staff model care by showing the children how to care for dolls. Staff use Makaton to help children to be secure in their understanding that certain things happen at certain times. Like washing hands and the lunch.

School transition goal 5

Care for myself and others and all living things

What? Children self-regulate by using strategies like deep breathing, they use the timer to take turns. Children will use phrases like, 'that's fair.' 'It's your turn.' They learn to use their words to navigate situations of conflict. They say things such as, 'Stop it I don't like it' – 'Can I have turn please?' 'You can have it when I am finished.' 'You can play with us.'

The children will experience looking after small mini-beasts and understand what they need to live. They will use gentle hands with their peers and the creatures.

How? Adults will continue to build on the strategies form the earlier steps. They will ask children to think and come up with their own solutions that are fair. Staff will repeat vocabulary that promotes respect. Children will celebrate all festivals of the



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children in their cohort. Adults will play games that help self-regulation and encourage concentration like, Freeze, Simon Says, Jenga. Music interpretation and Yoga.

Goal 6

Babies step 1.

Develop curiosity and use my senses to explore my environment

What? Babies enjoy using their senses to explore different mediums like gloop, paints, sand, water, jelly etc.

How? Staff provide different messy play mediums, give the children vocabulary to match, such as, soft, squidgy, slimy, splash, splish, splosh. Staff narrate what the child is doing. Staff place things slightly out of their reach so they stretch themselves to reach it.

Babies step 2

Continue to develop curiosity and explore using their senses.

What? As before but now children expand their curiosity by questioning what they are experiencing. They show an interest in the outside environment and hunt mini-beasts and water the plants. They use other mediums like clay.

How? Children explore their environment. The staff support this by pointing out creatures like a robin or a snail. They will get fact and fiction books to show the children the difference and help them care for small creatures. Children explore different art mediums like, clay, paint, and mud. Staff help them to persist by using language like, 'keep going, nearly there, you can do it,' and 'well done.'

School transition goal 6

Participate in new activities with confidence and curiosity. Show independence, resilience and perseverance when faced with challenges.

What? The children understand how to care for their environment and everything in it. They are curious about how things work and follow a line of enquiry independently. For example, when they build a 'rocket', they want to find out about how it gets from planet to planet. They persevere when things don't go right the first time.

How? Staff will use the Kindle and fact books to find out facts about the natural world and how to care for it and its inhabitants. Staff will extend that to other countries and the animals and their habitats there. They explore different art mediums like, clay, paint, and mud. They explore the technology of photography and the internet. Children will be told how to keep themselves safe online. Staff continue to use the language that will encourage children to persevere and become resilient.

Physical Development

Fine motor

Goal 7

Babies step 1

Use my thumb and index finger to form a pincer grip. Pick up items and develop my hand eye coordination through various activities.

What? Babies pick up small things with their index finger and thumb. They use their wrist muscles to whisk or mix in the water. They hold a paintbrush and make dabs.



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How? Staff model what can be done with tools, they use the 'hand over hand' and guidance techniques to help the babies initially. As babies' confidence grows, the staff provide many opportunities to use tools with various mediums.

Babies step 2

Use my fingers to thread beads and pasta. Use a brush, tools, and their fingers to mark-make.

Use index fingers and thumb or tongs to grip small items.

What? Children thread a string of beads. They mark- make in different mediums like paint and gloop. They can pick things up with fingers or tongs.

How? Staff model this. They provide things like beads and pasta and model how to thread them onto a string. They provide pipes and containers in the water tray so they can try to pour water through the pipes. Staff provide balls and play throw and catch. They observe to see if there is a schema that can be provided for, like trajectory (movement).

School transition goal 7

Persevere with developing hand to eye co-ordination and use tools safely to develop my precision, control, and confidence.

What? Children use their hand to eye coordination to hit a ball with a bat, catch and throw a ball with some success. To thread independently.

How? The adults will play catch, hit a ball with the children and continue with fine motor skills development activities. They will encourage children to run and jump off the equipment safely.

Gross motor

Goal 8

Babies step 1

Respond to and enjoy music, body movement, and make their own music using open ended resources, such as pans and spoons.

What? Children respond by moving their whole bodies to sounds they enjoy, such as music or a regular beat. As children join in with repeated experiences they grow in confidence and begin to join in with repeated words or actions.

How? The staff follow children's interests closely and provide musical treasure baskets where they can choose an item for making music. They will model and demonstrate how to use percussion instruments. Staff will provide an array of open-ended resources for this purpose e.g., "If you're happy and you know it clap your hands."

Babies step 2

Understand how to develop confidence with large equipment and increase gross motor control.

Respond to and enjoy music by dancing or clapping or moving my body in some way.

What? Children respond by moving their whole bodies to sounds they enjoy, such as music or a regular beat. As children join in with repeated experiences they grow in confidence and begin to join in with repeated words or actions.

How? Staff provide open ended resources for making music with any resources, such as, metal pans and spoons, drums, tin lids, kettles etc.



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Staff provide the resources to allow children to safely use large equipment and risk take in the outside environment. Staff make music in the children's home languages, and they use Alexa to provide a range of musical experiences for the children.

School transition goal 8

Understand how to develop confidence with large motor equipment and increase gross motor control.

What? The children will respond to and enjoy music by dancing and clapping and moving their bodies in any way they choose.

How? Staff will provide opportunities for children to listen to and respond to music of all kinds. For example, Spanish song time. Spontaneous action rhymes. Staff will sing traditional nursery rhymes and modern ones.

Goal 9

Babies step 1

Use my whole body to explore the outside environment and risk take.

What? Children swing run, jump, climb, roll, and turn. They will use the trikes, build obstacle courses, and observe how older children use the equipment safely.

How? Within mixed age groups they will explore the outside. They will have full access to the garden environment. Staff will encourage and support children to risk assess the resources. Staff will provide sequentially appropriate equipment to offer choice to children. Staff will model safe ways to use the equipment and discuss that with the children.

Babies step 2

Understand how to develop my confidence with large equipment and increase my gross motor control.

What? Children run, climb, jump, roll and turn with growing confidence. They use the scooters and 'bus'. They respond to music by dancing and clapping or moving their bodies in some way.

How? As for step 1 but now the children are climbing higher and jumping skills like bending their knees to land safely. Staff will support their growing need to take greater risks while remaining safe. They will talk to the children about how to keep safe.

School transition goal 9

Understand how to develop confidence with large equipment and increase my gross motor control.

What? **Understand** that the rhythm of music can be interpreted through dance or moving my body in some way.

How? Provide a specialist to teach football skills and the Write Dance programme. Provide a specialist teacher for yoga. Do 'Peaceful Kids' to get children to tune in with their body rhythms. Support building large obstacle courses so that children are confident to use open ended resources to imaginatively build using their hands and upper arm muscles.

Goal 10

Babies step 1



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Understand how to develop balance to ride a trike and control of gross motor movements.

What? Stand unaided. Babies learn to balance on a trike, develop their arm muscles enough to be able to throw a ball and develop their leg muscles to climb up the stairs or equipment.

How? Babies are encouraged to stand on their own and pull themselves up to do so. Staff provide enough stable furniture for babies to hold on and be able to stand independently. Within mixed age groups they will explore the outside. They will have full access to the garden environment. Staff will encourage and support children to balance on bricks, play 'catch' Staff will provide sequentially appropriate equipment to offer choice to children.

Babies step 2

Understand how to develop my confidence with large equipment and increase my balance and gross motor control further.

What? Children learn to balance on a trike, throw a ball, kick a ball, and climb up the stairs or equipment.

How? Staff will engage in kicking and catching/throwing games with the children. They will support them on large equipment and give them opportunities for them to stretch their physical abilities.

School transition goal 10

Participate in physical play to develop my coordination, self-expression, proficiency, strength, stability, balance contributing to a healthy body and mind.

What? Children **understand** that exercise is essential for a healthy life. They walk along planks and balance on equipment with increasing confidence. They will confidently catch, throw, and use a bat a ball, kick a ball. They will develop skills that enable them to take up a sport.

How? Staff will help children to set up bridge, planks, and balancing equipment. They will initially help them more, by holding their hand. They will encourage persistence by using language like, 'keep going, you can do it.' They will play games with them like catch and mini tennis.

Specific Areas School Transition Goals Literacy

Goal 11

Understand how to handle a book, recall, and retell much of what happens in a story.

What? Handle books with love and care. Enjoy listening to nursery rhymes and stories of increasing length, remembering what happens in sequence.

How? Staff will model how to use a book. They will encourage children to respect them by ensuring that they are put away and mended if ripped. Staff will tell and retell stories like, *We are going on a bear hunt*, where the story is told and then reversed in sequence.



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Goal 12

Identify letters in the world around me, including letters in my name.

What? Understand the difference between fiction and fact books. Follow print left to right and know the first letter of my name. Have a go at writing.

How? Staff will provide fact and fiction books throughout the nursery. In different areas of the garden, they will provide and read stories. For example, Super worm and facts about real worms. Staff will model writing and encourage children by providing writing opportunities throughout the different areas of the nursery.

Goal 13

Understand that letters stand for the sounds heard in words.

What? Hear and play with the smaller sounds in words e.g., aurally segment and blend CVC words. Identify meaningful letters and begin to understand that letters stand for the sounds heard in words.

How? Staff will refer to the sounds around them and play games like 'I Spy' using the phonetic sound. Children will learn the first sound of their name and what that looks like. They play phonic games like 'What's in the Box?' Where they must guess the corresponding sound to the first letter of a small object's initial letter.

Numbers

Goal 14

Match and sort objects - make links between numerals, quantity and counting and subsisting.

What? Children will begin to see patterns in numbers. They will count as they run, jump, and play. They will use numbers in fun. For example, they will have built a 'rocket' and they count backwards to blast off!

How? Staff will convey that numbers are everywhere and use role play, (playing shops etc) water/sand play, or simple maths games like uno, board games, dice, dominoes, tangrams, hammer in the shapes, Numicon to broaden their mathematical vocabulary of number, shape, space, measures through their interests.

Goal 15

Use simple calculation skills in real-life situations.

What? Children will make play money. They will sort out the water bottles making sure there is one for every child. They will problem solve when building. For example, work out how many bricks they will need to balance each side when constructing a bridge for a car, train or for themselves.

How? Staff will talk about money; they will link one to one correspondence to what children know. For example, setting up the breakfast table for 3 children, they need 3 bowls, 3 spoon, and 3 cups. For ordering a story like the *Three Bears* can be used for height and language like tall, taller, and tallest. They will order the children in height. They will use pondering phrases, such as, 'I wonder what will happen if we....'

Goal 16

Identify shapes, colours, and patterns.



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What? Identify shapes, colours, and patterns in the environment. For example, tyre tracks in the sand, rubbings, brick formation, beehive hexagon tessellation.

How? Staff will talk to children and extend their language by pointing out the patterns. They will model rubbing surfaces and provide resources for pattern exploration.

Goal 17

Identify some numbers and understand how numbers are used.

What? Children will know their own birth date numeral. They are counting all the time in a variety of situations.

How? Staff will constantly count object, the stairs as they climb, the equipment out loud. Children will hear number in songs.

Goal 18

Understand simple properties of capacity, weight, measure, and number.

What? Children will use mathematical language. They will explore, test and experiment through trial and error. They will weight items, compare, contrast, and they will use non-standard measuring.

How? Staff will provide opportunities for children to use scales, explore pouring form container to contain in the water tray. Staff will use descriptive language.

Understanding of the World

Goal 19

Understand my past and present and difference.

What? Children understand their past and relate it to the present. For example, plant seeds, care for them, harvest them, cook, and eat them.

How? Staff will provide the opportunities for children to achieve the above. They ask open questions like, 'do you remember when we planted these vegetables?' 'What can you tell me about that?'

Goal 20

Enjoy and confidently sharing my culture and learn about and celebrate the cultures represented in Green Room.

What? Confidently share my culture and find out about the cultures represented in Green Room. Know about what my friends celebrate and share their traditions.

How? Be enriched through visits and trips. Staff will find out all the children's faiths and home languages. They will be used and celebrated. For example, French lessons, Spanish singing. They will celebrate all festivals of light

Goal 21 Find out about people places, technology, and the environment.

What? As before. Children will use cameras, the Kindle, the photocopier and observe computers. Children will know how to keep themselves safe online.

How? Staff will ensure that they tell children about keeping safe on the internet. They will model using the resources.

Arts and Design

Goal 22 Express myself artistically through the mediums of art, music, drama, and dance.



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What? They will engage in art through different mediums. They will perform song, dance, and drama.

How? Our specialist teacher will provide opportunities for children to discover great artists and emulate them. Staff will encourage children to sing, dance and perform.

Goal 23 Use my imagination to develop my own ideas and decide how to express/perform them.

What? They will explore different musical instruments and listen to various genres of music like classical and popular.

How? Staff will play music that they think the children will enjoy and benefit from. Children will be given the opportunity to perform songs, dance, and drama.



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**Over 80%
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smoke is invisible.**

Open your eyes to the hidden dangers
of smoking in your home or car.

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Make the Smokefree Home Pledge today.

Cigarette smoke contains over 4,500 chemicals, many of which are irritants or toxins and more than 50 are known to cause cancer. Because more than **80% of cigarette smoke is invisible**, you can't see where it goes making it impossible to control, even if you smoke near an open door or window.

The only way to completely protect others from the harm of cigarette smoke is to **make your home and car smokefree**.

Benefits of not smoking in the home or car:

- Babies and children are less likely to become ill with coughs, colds, asthma, chest and ear infections
- Children are less likely to become smokers themselves when they grow up
- The risk of accidental house fires will be reduced

Make the pledge today and start experiencing the benefits. If you live in Islington you can:

Text 'Pledge' to 07537 401 867

Call freephone 0800 093 9030

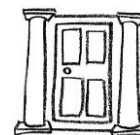
Email smokefree-islington.whitthealth@nhs.net, or

Visit www.smokefreeislington.nhs.uk/contact

You will receive your Smokefree home window sticker and a Smokefree Kit with tools and tips to achieve your goals.

Working with www.nhs.uk/smokefree





Smoke Free Islington delivers four types of training throughout the year, all of which are free for people working in Islington:

Very Brief Advice (VBA)

This training is suitable for any professional working with smokers. It is delivered in a 15-minute session within the centre. The training will equip staff with the confidence to ask a person about smoking and the knowledge of how to refer the smoker for further support to the NHS stop smoking service. This opportunistic intervention can be a very effective trigger to quit and it only takes 30 seconds. To book this training, please contact Suhana Begum, Healthy Lifestyles Project Officer on suhana.begum@islington.gov.uk

Level 1: Stop Smoking Brief Information and Advice

Smoke Free Islington provides an accredited Level 1- Brief Information and Advice training session to professionals. The purpose of this training is to equip staff with skills and knowledge to offer brief stop smoking advice to clients/patients and signpost them to the stop smoking service.

During the training session, attendees will learn how to raise the issue of smoking, including scaling techniques, and offer brief advice in the form of the 3A's rule – Ask, Advise and Act.

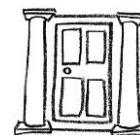
Additionally, trainees will learn the following:

- Smoking prevalence locally and nationally
- What is in a cigarette and the myths around “safer cigarettes”
- Health effects of smoking and second-hand smoke
- Addiction and withdrawal
- The treatments available
- Health benefits of stopping smoking
- What the Islington Stop Smoking Service offers and how to refer

The training is available to staff in both the public and private sector, outside of the health service. It is delivered free of charge and requires attendance of a two-hour interactive session.

Staff interested in attending the training should email stop-smoking-islington.whitthealth@nhs.net or telephone 0800 093 9030 for the next available dates. If there are 10 or more people interested in this training, arrangements can be made to deliver the training at the centre.

Level 2: Stop Smoking Advisor Training



Smoke Free Islington also provides a Level 2 training programme for professionals. This is an accredited training that allows professionals to be fully trained stop smoking advisors and actively assist patients/clients to stop smoking. The Level 2 training course takes 1.5 days to complete and once trained all Level 2 Advisors will be expected to send in monthly data returns to the stop smoking team.

This training is extremely detailed and covers all aspects of stopping smoking. Advisors will have direct consultations with patients/clients and will require access to a private area and protected time to carry out the treatment sessions. They will also need protected time to make follow-up phone calls to clients who have missed their sessions, and to complete the associated reporting and monitoring paperwork on a monthly basis.

Active advisors are also required to attend a 1-day mandatory Level 2 Update training course once per year.

To book a free training session, contact Smoke Free Islington on stop-smoking-islington.whitthealth@nhs.net or telephone 0800 093 9030.

L2 Update: Stop Smoking Advisor Refresher

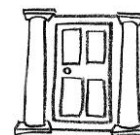
This is a compulsory annual refresher course for active and practicing Level 2 advisors who have previously completed the Level 2 training.

Although there is a set content for this training, this is an opportunity for advisors to have any queries answered or increase their knowledge of stopping smoking and further develop their data skills. The four main areas in this training are:

- Data deadlines and submissions
- Pharmacotherapy update
- Clinical supervision & behaviour change
- Q & A (any queries answered)

Smoke Free Islington will send reminders of when advisors need to attend the Level 2 update. This will be approximately a year following the completion of the Level 2 training and advisors are asked to make a note of this themselves. Failure to attend this refresher course may result in certification as a Level 2 advisor being removed. Advisors wishing to find out when they are due for a Level 2 update can contact Smoke Free Islington on stop-smoking-islington.whitthealth@nhs.net or telephone 0800 093 9030.

For further information on which training is most suitable, please contact the service at stop-smoking-islington.whitthealth@nhs.net, 0800 093 9030 or visit <http://www.smokefreeislington.nhs.uk/training/>



Smoke Free Islington aims to improve people's health by supporting smokers to quit and preventing young people from starting smoking.

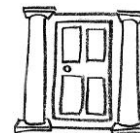
There are several ways to access quit support for both parents and staff in centres:

- **Smoke Free Islington:** offer one to one support for those who are 13 years old and above and group support for those who are 18 years old and above who are interested in quitting smoking. Smokers can see a specialist stop smoking advisor on a one-to-one basis for six consecutive weeks or attend a group for seven consecutive weeks. For further details call 0800 093 9030 or visit <http://www.smokefreeislington.nhs.uk/>. Those interested in quitting can self-refer or be referred into the service.
- **Local pharmacy:** there are over 30 pharmacies all over Islington where quitters can see a trained stop smoking advisor on a one-to-one basis for six weeks. For full details of the pharmacies see <http://www.smokefreeislington.nhs.uk/quit-advice-by-appointment/>
- **GP:** Most Islington GPs surgeries have trained smoking cessation specialists. Smokers can enquire with their GP surgery to see an advisor within the surgery. For full details of the surgeries see <http://www.smokefreeislington.nhs.uk/quit-advice-by-appointment/>

By accessing the support of specialist advisors in these settings, smokers who want to quit can get nicotine replacement therapy or Champix (medication to help quit smoking) at the cost of a prescription (or free if they don't pay for NHS prescriptions). Smokers who want to quit are four times more likely to quit successfully with support from a specialist advisor and medication. These services can be accessed by both parents and staff in centres.

The Health and Wellbeing Team can offer support in raising awareness of the issue of quitting smoking and smoke free homes. Working in collaboration with the Smoke Free Islington, the team offer several parent workshops, such as smoking, shisha and electronic cigarettes. These are interactive workshops that provide parents with the opportunity to learn more about the myths surrounding these topics and ask any questions they may have. The workshops can be tailored to the needs of the parent group. Smoke Free Islington can also hold awareness raising stalls at community events and other children's centre events.

The Health and Wellbeing Team can also offer short, interactive staff briefings on smoking, shisha and electronic cigarettes. These will provide staff with a basic knowledge of the



topics and enable them to answer any questions that parents may have. Suhana (Healthy Lifestyles Project Officer) can also support the centre in developing their smoking policy and looking at practical ways to implement it amongst staff and parents.

If you are interested in any of the above workshops/briefings, please contact Suhana suhana.begum@islington.gov.uk to discuss further and book a date.

Appendix 5: Summary of Smoke Free policy

This is a summary of the Highbury Community Nursery Smoke Free policy. For further details, please see the full policy. The policy is in accordance with the 2007 Smoke Free Legislation and Islington Smoke Free Guide. This policy applies to all staff and visitors to the centre, as well as those families with a child attending the nursery, crèche, stay and plays, any other parent or child group or one-to-one session at the centre or children attending the centre with child minders.

Role of the nursery

All staff, parents and volunteers are made aware of the nursery's no smoking policy. The nursery will display no smoking signs and this policy is stated in the information brochure for parents. The nursery will actively encourage no smoking by having information for parents and staff about where to get help to stop smoking if they are seeking this information.

Staff who smoke are only permitted to do so when they are on a break and off the premises. Staff who smoke during their break make every effort to reduce the effect of the odour and lingering effects of second-hand smoke for children and colleagues. Staff should ensure they:

- wear a jacket whilst smoking and remove it once they re-enter the building
- wash their hands after smoking
- wait 10 minutes after smoking before meeting children.

Supporting families

The centre should encourage all parents to make their homes smoke free. They should also support anyone wishing to quit by making referrals to the Smoke Free Islington (telephone 0800 093 9030, www.smokefreeislington.nhs.uk/) where appropriate or signposting them to the service. Staff should be confident to raise the issue with parents and other staff members and know how stop smoking services can be accessed.

Electronic cigarettes

The children's centre will be following the guidelines from Camden and Islington Department of Public Health and the Islington Smoke Free Guide and enforcing it with all



Highbury Community Nursery

15 Aubert Park, London N5 1TL 020 7354 4292
enquiries@highburnursery.org.uk

staff and parents on site. Staff and parents will be aware that they are role models for children and in the interest of promoting a healthy lifestyle, they should not smoke actual or electronic cigarettes in view of children while in the centre or taking part in centre activities. Electronic cigarettes refer to e-cigarettes, e-shisha, shisha pens and all other variations of the product.

Working in homes of families

Staff who are working in the homes of families where there is a smoker present can request that a smoke free environment is provided whilst the visit is taking place. This is in line with the Islington Smoke Free Guide.

References and further information

Islington Evidence Hub, 2012. Focus on Smoking Factsheet. Accessible from [http://www.islington.gov.uk/publicrecords/library/Public-health/Information/Factsheets/2013-2014/\(2013-06-24\)-Smoking-fact-sheet.pdf](http://www.islington.gov.uk/publicrecords/library/Public-health/Information/Factsheets/2013-2014/(2013-06-24)-Smoking-fact-sheet.pdf)

Islington Smoke Free Guide can be accessed below



(2013-12-02) Smoke
Free Guide for employ

Smoke Free Islington website can be accessed from [here](#) and the referral form can be downloaded from [here](#)



Highbury community nursery

15 Aubert Park London N5 1TL 020 7354 4292
enquiries@highburnursery.org.uk

Whittington Health 

REFERRAL FOR STOP SMOKING SUPPORT

Please complete this form fully and send it by email or secure post as soon as possible to:



Islington NHS Stop Smoking Service,
Finsbury Health Centre, Pine Street,
London EC1R 0LP



Tel: 0800 093 9030



stop-smoking-islington.whithealth@nhs.net

*Please note that we do not accept faxed copies



Client information *(Please use BLOCK CAPITALS)*

Title:	First Name:	Last Name:
Gender:	Date of birth:	
Address:		
Postcode:		
Day-time telephone number:		Mobile number:
Email address:		

Language support for non-English speaking clients – please specify language requirements

Please ask your client these two simple questions and indicate on this form which number your client chose:

How important is it to you personally to stop smoking?
 Not important at all 1 2 3 4 5 extremely important

How confident do you feel about succeeding to stop smoking?
 Not confident at all 1 2 3 4 5 extremely confident

COPD (Chronic Obstructive Pulmonary Disease)

Does your client have COPD (Chronic Obstructive Pulmonary Disease)? Yes No

Is your client unable to leave the house as a result of their COPD or other illnesses? Yes No

If yes, please give more information here:

Referrer information

Full name:	Telephone number:
Job title:	Workplace:

The Islington Stop Smoking team will contact clients within 24 hours of receiving the referral.

Office use only

Date form received:

Date of first appointment:

