



Introduction

Policies and procedures help you to provide good quality provision. They do this by making clear to staff and parents what sort of setting you want to be and what has to be done to make this happen. Section 3.8 in the Statutory Framework of the Early Years Foundation Stage requires providers to have written policies and procedures and to ensure all staff are given copies at their induction and that they are provided and explained to parents. The Welfare Requirements within the Statutory Framework of the Early Years Foundation Stage replace the National Standards for Under 8s Daycare & Childminding. There are five overarching general requirements, as follows.

Safeguarding and promoting children's welfare

The provider must take necessary steps to safeguard and promote the welfare of children. The provider must promote the good health of the children, take necessary steps to prevent the spread of infection and take appropriate action when they are ill. Children's behaviour must be managed effectively and in a manner appropriate for their stage of development and particular individual needs.

Suitable people

Providers must ensure that adults looking after children, or having unsupervised access to them, are suitable to do so. Adults looking after children must have appropriate qualifications, training, skills and knowledge. Staffing arrangements must be organised to ensure safety and to meet the needs of the children.

Suitable premises, environment and equipment

Outdoor and indoor spaces, furniture, equipment and toys must be safe and suitable for their purpose.



Organisation

Providers must plan and organise their systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs.

Documentation

Providers must maintain records, policies and procedures required for the safe and efficient management of the setting and to meet the needs of children.

Each general requirement is set out in three sections: the overarching general requirements; the specific requirements; and the statutory guidance.

Providers must meet all the statutory requirements and have regard to statutory guidance. The required policies and procedures within this publication have been organised under each of the five general requirements as they appear in the statutory guidance document. Also included are policies or procedures that we recommend as good practice. Where appropriate, links to the corresponding EYFS Key Themes and Commitments are made.

Section 3.10 in the Statutory Framework of the Early Years Foundation Stage requires providers to carry out formal risk assessments and constantly re-appraise the environment and activities to ensure safety is maintained. Therefore risk assessments have also been included, as in some cases these stand alongside procedures, especially, for example, for health and safety. Templates for, and a brief guide to, risk assessment have been included as well as links to relevant legislation or guidance.

In this book, the overarching policy statement is set out at the start of each section followed by the relevant procedure describing how the policy will be fulfilled in a consistent and standardised way. All staff and parents should be involved in adopting,



implementing and reviewing policies so that all the adults involved can influence the way the setting is run.

Adopting policies

Copies of the policies and procedures to be adopted should be made available to all parents and staff.

A meeting to discuss and adopt the policies and procedures should be held. This will enable everyone to discuss and agree each policy statement and procedure.

Implementing policies

All new parents and staff should be introduced to the setting's policies and procedures. It should be explained to all parents and staff that the policies are the rules required for running a setting registered with Ofsted and must be adhered to.

Reviewing policies

Each policy and procedure should be continually monitored by collecting evidence about the results of its implementation.

The evidence should be used to make any necessary changes to the policy or procedure and/or the way it is implemented.

All staff and parents should contribute to the evidence collected and share in decisions about any necessary changes.

The enclosed policies include those that are required by the Welfare Requirements and the Learning and Development Requirements of the Early Years Foundation Stage. If you decide to make adaptations to any policy, you should ensure it still meets the requirements of the relevant regulations.

1.1 Safeguarding children

1.1 Children's rights and entitlements

Policy statement

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

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

To be strong means to be:

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

- to participate and be able to represent themselves in aspects of service delivery that affects them as well as aspects of key decisions that affect their lives.

To be resilient means to:

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

To be listened to means:

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

1.1 Safeguarding Children

1.1.2 Safeguarding children and child protection

(Including managing allegations of abuse against a member of staff)

Policy statement

Wee Ones Nursery will work with children, parents and the community to ensure the rights and safety of children and to give them the very best start in life. Our safeguarding policy is based on the three key commitments of the Pre-school Learning Alliance Safeguarding Children Policy.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe	2.1 Respecting each other 2.2 Parents as partners	3.4 The wider context	4.4 Personal, social and emotional development

Procedures

We carry out the following procedures to ensure we meet the three key commitments of the Alliance Safeguarding Children Policy.

Key commitment 1

The Alliance is committed to building a 'culture of safety' in which children are protected from abuse and harm in all areas of its service delivery.

Wee Ones trains all staff to understand their safeguarding policy and procedures, and ensure that all staff has up to date knowledge of safeguarding issues. Training made available by the provider enables staff to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way. These may include:

- Significant changes in children's behaviour;
- Deterioration in children's well-being;
- Unexplained bruising, marks or signs of possible abuse or neglect;
- Children's comments which give cause for concern;
- Any reason to suspect neglect or abuse outside the setting, for example the child's home and or/

- 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.

Staff and volunteers

- Our designated person (a member of staff) who co-ordinates child protection issues is:

Karolina Szerszen

Our Deputy Safeguarding Officer is:

Edwina Angell-James

- We ensure all staff and parents are made aware of our safeguarding policies and procedures.
- We provide adequate and appropriate staffing resources to meet the needs of children.
- Applicants for posts within the setting are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.
- Candidates are informed of the need to carry out 'enhanced disclosure' checks with the Criminal Records Bureau. Members of staff and must not supervise children alone and must not change nappies until this comes through. Our staff rotas allow for this.
- We keep a list of all Criminal Record Bureau reference numbers.
- Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.
- We abide by Ofsted requirements in respect of references and Criminal Record Bureau checks for staff and volunteers, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children.
- Volunteers do not work unsupervised.
- We abide by the Protection of Vulnerable Groups Act requirements in respect of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have lead to dismissal for reasons of child protection concern.
- We have procedures for recording the details of visitors to the setting.
- We take security steps to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children. If emergency work in required in the Nursery, those carrying out the work are not left alone with the children.
- We take steps to ensure children are not photographed or filmed on video for any other purpose than to record their development or their participation in events organised by us. Parents sign a consent form and have access to records holding visual images of their child.

Key commitment 2

The Alliance is committed to responding promptly and appropriately to all incidents or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in 'What to do if you're worried a child is being abused' (HMG 2006).

What is child abuse and neglect?

Child abuse and neglect are forms of maltreatment of children including serious physical and sexual assaults, as well as cases where the standard of care does not adequately support the child's health or development. Children can be abused through infliction of harm, or through failure to act to prevent harm.

- Abuse and neglect can affect children of any age, class or family background.
- Children may be abused within their family, in a setting, in an institution or in the community.
- Children are abused by people, who know them or, more rarely, by a stranger.
- An adult or adults or another child or children can abuse children.
- Children may show signs of being abused in different ways – physically, emotionally, behaviourally or they may tell you directly.

General Risk Factors

In an abusive relationship the child may:

- Appear frightened of the parent/s.
- Act in a way that is inappropriate to her/his age and development.

The parents may:

- Persistently avoid routine child health services and/or treatment when the child is ill.
- Have unrealistic expectations of the child.
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment).
- Be absent or leave the child with inappropriate carers.
- Have mental health problems, which they do not appear to be managing.
- Be misusing substances.
- Persistently refuse to allow access to the child on home visits.
- Persistently avoid contact with services or delay the start or continuation or treatment.
- Be involved in domestic violence

The four main categories of abuse are:

- Physical Abuse

- Emotional Abuse
- Sexual Abuse
- Neglect

Physical abuse

Definition

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

Recognising physical abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with injury.
- Several different explanations provided for an injury.
- Unexplained delay in seeking treatment.
- The parents are uninterested or undisturbed by an accident or injury.
- Parents are absent without good reason when their child is presented for treatment.
- Repeated presentation of minor injuries (which may represent a 'cry for help' and if ignored could lead to a more serious injury).
- Family use different doctors and accident and emergency departments.
- Reluctance to give information or mention previous injuries.

The following must be considered as indicators of harm unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby.
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding.
- Two simultaneous bruised eyes, without bruising to the forehead (rarely accidental, though a single bruised eye can be accidental or abusive).
- Repeated or multiple bruising in the head or on sites unlikely to be injured accidentally.
- The outline of an object used, e.g. belt marks, handprints or a hairbrush.
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting, bruising around the face, bruising on the arms, buttocks and thighs, which may indicate sexual abuse.
- Grasp marks on small children.

- Bite marks – those over 3cm in diameter are more likely to have been by an adult or older child.
- Burns and scalds with a clear outline may be suspicious e.g. circular burns from cigarettes, linear burns from hot metal rods, scalds that have a line indicating immersion or poured liquid with no splash marks.
- Fractures – non-mobile children rarely sustain fractures. The history provided is vague, non-existent or inconsistent with the fracture type. There is a delay in seeking medical attention.
- Scars – a large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

Emotional Abuse

Definition

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development and may involve:

- Conveying to children that they are worthless or unloved, inadequate, or valued only as far as they meet the needs of another person.
- Imposing developmentally inappropriate expectations on children. These may include interactions that are beyond the child's development capability, as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction.
- Causing children to feel frightened or in danger, e.g. witnessing domestic violence or experiencing bullying from siblings or peers.
- Exploiting or corrupting children.

Recognising emotional abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The indicators of emotional abuse are often also associated with other forms of abuse. Professionals should be aware that emotional abuse might also signify the presence of other kinds of abuse. The following may be indicators of emotional abuse:

- Development delay.
- Abnormal attachment between a child and parent/carer, e.g. anxious indiscriminate or no attachment.
- Aggressive behaviour towards others.
- Appeasing behaviour towards others.
- Scapegoated within the family.
- Frozen watchfulness, particularly in pre-school children.

- Low self-esteem and lack of confidence.
- Withdrawn or seen as a 'loner' difficulty relating to others.

Sexual abuse

Definition

Sexual abuse involves forcing or enticing a child to take part in sexual activities, including prostitution, whether or not the child is aware or what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery, oral sex) or non-penetrative acts. They may include non-contact activities such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Recognising sexual abuse

Recognising sexual abuse can be difficult unless the child discloses and is believed. There may be no signs and indications are likely to be emotional and behavioural. Boys and girls or any ages may be sexually abused and are often scared to say anything due to fear and/or guilt. It is particularly difficult for a child to talk about their sexual abuse. Disclosure can often initially be indirect as the child tests the professional's response.

Behavioural indicators

- Inappropriate sexual contact.
- Sexually explicit behaviour, play or conversation, inappropriate for the child's age.
- Anxious unwillingness to remove clothes for sports.
- Parents may ask staff not to undress or change their child.
- Continual, excessive or inappropriate masturbation.
- Self-harm (including eating disorder), self-mutilation or suicide attempts.
- Involvement in sexual exploitation.

Physical Indicators

- Pain or itching of genital area.
- Bloodstains on underwear.
- Physical symptoms such as injuries to the genital or anal area; bruising to buttocks, abdomen and thighs; sexually transmitted disease; presence of semen on vagina, anus, external genitalia or clothing.

Neglect

Definition

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Neglect may involve a parent failing to:

- Provide adequate food and clothing.
- Provide shelter including exclusion from home or abandonment.
- Protect a child from physical and emotional harm or danger.
- Ensure adequate supervision including the use of inadequate carers.
- Ensure access to appropriate medical care or treatment.
- Meet or being unresponsive to a child's basic emotional need to feel loved and secure.

Recognising neglect

Evidence of neglect is often built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet essential physical needs e.g. adequate or appropriate food, clothes, warmth, hygiene and medical care.
- Failure by parents or carers to meet essential emotional needs, e.g. to feel loved and valued, to live in a safe, predictable home environment.
- A child seen to be listless, apathetic and unresponsive with no apparent medical cause.
- Failure of child to grow within normal expected pattern, with accompanying weight loss.
- Child frequently absent from school/setting.
- Child left with inappropriate carers, e.g. too young, complete strangers.
- Child left with adults who are intoxicated or violent.
- Child abandoned or left alone for excessive periods.

Responding to suspicions of abuse

- We acknowledge that abuse of children can take different forms - physical, emotional, and sexual, as well as neglect.
- When children are suffering from physical, sexual or emotional abuse, or may be experiencing neglect, this may be demonstrated through the things they say (direct or indirect disclosure) or through changes in their appearance, their behaviour, or their play.

- We are aware of other factors that affect children’s vulnerability such as abuse of disabled children, fabricated or induced illness, child abuse linked to beliefs in spirit possession, sexual exploitation of children such as through internet abuse and Female Genital Mutilation that may affect or may have affected children and young people using our provision.
- Where we believe a child in our care or known to us may be affected by any of these factors we follow the procedure for reporting child protection concerns as detailed below.
- Where such evidence is apparent, the child's key person informs the Safeguarding Officer and completes a Child Protection Recording Form. This information is then stored in a confidential and safe ‘child protection file’ in the owners office. The information should only be shared with those who need to have access to the information to ensure the child’s safety.
- We refer concerns to our Wandsworth Early Years Designated Safeguarding Advisor who is

SUSAN REID and can be contacted on 020 8871 8789

- We take care not to influence the outcome either through the way we speak to children or by asking questions of children.
- We use the detailed procedures and reporting format contained in the Safeguarding Children Policy and guidance for Early Years publication. Detailed procedures can also be on each class notice board.

Recording suspicions of abuse and disclosures

- Where a child makes comments to a member of staff that gives cause for concern (disclosure), observes signs or signals that gives cause for concern, such as significant changes in behaviour; deterioration in general well-being; unexplained bruising, marks or signs of possible abuse or neglect that member of staff:
 - listens to the child, offers reassurance and gives assurance that she or he will take action;
 - does not question the child;
 - makes a written record that forms an objective record of the observation or disclosure that includes:
 - the date and time of the observation or the disclosure;
 - the exact words spoken by the child as far as possible;
 - the name of the person to whom the concern was reported, with date and time; and
 - The names of any other person present at the time.
- This information is recorded on Child Protection Record form signed and dated and kept in the child protection file, which is kept securely and confidentially in the owner’s office.

Making a referral to the local authority social care team

We refer to the Wandsworth Early Years publication Safeguarding Children Policy and Guidance for Wandsworth Early Years revised 2010 edition if we have concerns about a child and follow the procedures for making a referral to the local children's social care team. We use the template form in the appendix to record concerns and to make a referral. A copy of this is kept in each classroom at all times.

- All members of staff are familiar with the above procedure and any action they must take.

Informing parents

- If there are signs of child abuse in a child the first point of contact is the Safeguarding Officer. She will discuss concerns with parents to gain their view of events **unless we feel this may put the child in greater danger.**
- The Safeguarding Officer informs parents where we make a record of concerns and also makes a note of any discussion we have with parents regarding a concern.
- If a suspicion of abuse warrants referral to social care, parents are informed at the same time that the referral will be made, except where the guidance of the Local Safeguarding Children Board does not allow this, for example, where it is believed that the child may be placed in greater danger.
- This will usually be the case where the parent is the likely abuser. In these cases the social workers will inform parents.

Liaison with other agencies

- We follow Wandsworth Early Years Guidelines.
- We have a copy of 'What to do if you're worried a child is being abused' for parents and staff and all staff are familiar with what to do if they have concerns.
- We have procedures for contacting the local authority on child protection issues, including maintaining a list of names, addresses and telephone numbers of social workers, to ensure that it is easy, in any emergency, for the setting and social services to work well together. This information can be found on each class notice board.
- We notify the registration authority (Ofsted) of any incident or accident and any changes in our arrangements, which may affect the wellbeing of children or where an allegation of abuse is made against a member of staff.

- Contact details for the local National Society for the Prevention of Cruelty to Children (NSPCC) are also kept.
- If a referral is to be made to the local authority social care department, we act within the area' Safeguarding and Child protection guidance in deciding whether we must inform the child's parents at the same time.

Allegations against staff

- We ensure that all parents know how to complain about the behaviour or actions of staff or volunteers within the Nursery or anyone working on the premises occupied by the setting, which may include an allegation of abuse.
- We follow the guidance of the designated Safeguarding Advisor when responding to any complaint that a member of staff, or volunteer within the setting, or working on the premises occupied by the setting, has abused a child.
- We respond to any disclosure by children or staff that abuse by a member of staff or volunteer within the Nursery, or anyone working on the premises occupied by the Nursery, may have taken, or is taking place, by first recording the details of any such alleged incident. The Child Protection Recording form can also be used for this purpose.
- We refer any such complaint immediately to the local authority's social care department to investigate. We also report any such alleged incident to Ofsted and what measures we have taken. We are aware that it is an offence not to do this.
- We co-operate entirely with any investigation carried out by children's social care in conjunction with the police.
- Where the Owner and Manager and children's social care agree it is appropriate in the circumstances, the Owner will suspend the member of staff on full pay, or the volunteer, for the duration of the investigation. This is not an indication of admission that the alleged incident has taken place, but is to protect the staff as well as children and families throughout the process.

Disciplinary action

- Where a member of staff or volunteer has been dismissed due to engaging in activities that caused concern for the safeguarding of children or vulnerable adults, we will notify the Independent Safeguarding Authority (ISA) of relevant information so that individuals who pose a threat to children (and vulnerable groups), can be identified and barred from working with these groups.

Key commitment 3

The Alliance is committed to promoting awareness of child abuse issues throughout its training and learning programmes for adults. It is also committed to empowering young children, through its early childhood curriculum, promoting their right to be strong, resilient and listened to.

Training

- We seek out training opportunities for all adults involved in the Nursery to ensure that they are able to recognise the signs and signals of possible physical abuse, emotional abuse, sexual abuse and neglect and that they are aware of the local authority guidelines for making referrals.
- We ensure that all staff knows the procedures for reporting and recording their concerns in the setting.
- It is our aim to send all members of staff on the Wandsworth Early Years Safeguarding Course.

Planning

- When changing nappies staff must inform other staff on duty and sign nappy changing record.
- Teachers assisting children in the toilet area must inform other members of staff that they are dealing with a child's needs and the doors to these rooms must remain open.

Curriculum

- We introduce key elements of keeping children safe into our programme to promote the personal, social and emotional development of all children, so that they may grow to be *strong*, resilient and listened to and that they develop an understanding of why and how to keep safe.
- We create within the setting a culture of value and respect for the individual, having positive regard for children's heritage arising from their colour, ethnicity, languages spoken at home, cultural and social background.
- We ensure that this is carried out in a way that is developmentally appropriate for the children.

Confidentiality

- All suspicions and investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the Designated Safeguarding Advisor.

Support to families

- We believe in building trusting and supportive relationships with families, staff and volunteers in the group.
- We make clear to parents our role and responsibilities in relation to child protection, such as for the reporting of concerns, providing information, monitoring of the child, and liaising at all times with the local children's social care team.
- We will continue to welcome the child and the family whilst investigations are being made in relation to any alleged abuse.
- We follow the Child Protection Plan as set by the child's social care worker in relation to the setting's designated role and tasks in supporting that child and their family, subsequent to any investigation.
- Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child in accordance with the Confidentiality and Client Access to Records procedure and only if appropriate under the guidance of the Local Safeguarding Officer.

In addition to the above we have a responsibility to ensure that we do not hand over any child to a Parent, legal guardian or authorised person, if we suspect that they are under the influence of alcohol or drugs and that this may affect their ability to care for the child. Member of staff on duty will speak with the adult in question and request that they arrange for someone else to collect the child. If the individual does not co-operate then the second person listed on the child's record should be contacted. Two members of staff should stay with the child and adult. In the instance that the adult in question is employed by the parent to care for the child i.e. childminder, the parents will be telephoned immediately to advise and to request that they arrange for someone to collect the child.

If the adult is in anyway inappropriate or abusive the Police should be called.

1.1 Safeguarding Children

1.1.3 Confidentiality and client access to records

Policy statement

Definition: ‘Confidential information is information that is not normally in the public domain or readily available from another source, it should have a degree of sensitivity and value and be subject to a duty of confidence. A duty of confidence arises when one person provides information to another in circumstances where it is reasonable to expect that the information will be held in confidence.’ (Information Sharing: Guidance for Practitioners and Managers (DCSF 2008))

In our Nursery, staff and managers can be said to have a ‘confidential relationship’ with families. It is our intention to respect the privacy of children and their parents and carers, while ensuring that they access high quality early years care and education in our setting. We aim to ensure that all parents and carers can share their information in the confidence that it will only be used to enhance the welfare of their children. There are record keeping systems in place that meet legal requirements; means of storing and sharing that information take place within the framework of the Data Protection Act and the Human Rights Act.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe	2.1 Respecting each other 2.2 Parents as partners	3.4 The wider context	

Confidentiality procedures

- We treat information given to us by parents with confidentiality
- Some parents sometimes share information about themselves with other parents as well as staff; the setting cannot be held responsible if information is shared beyond those parents whom the person has 'confided' in.
- Information shared between parents in a discussion or training group is usually bound by a shared agreement that the information is confidential to the group and not discussed outside of it.
- We inform parents when we need to record confidential information beyond the general personal information we keep (see our record keeping procedures) - for example with regard to any injuries, concerns or changes in relation to the child or the family, any discussions with parents on sensitive matters, any records we are obliged to keep regarding action taken in respect of child protection and any contact and correspondence with external agencies in relation to their child.
- We keep all records securely (see our record keeping procedures).

Client access to records procedures

Parents may request access to any confidential records held on their child and family following the procedure below:

- Any request to see the child's personal file by a parent or person with parental responsibility must be made in writing to the Nursery Manager/Owner.
- The Nursery Manager/Owner sends a written acknowledgement.
- The setting commits to providing access within 14 days, although this may be extended.
- The Nursery Manager/Owner 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 disclose to the person requesting it. Copies of these letters are retained on file.
- 'Third parties' include all family members who may be referred to in the records.
- It also includes workers from any other agency, including social services, the health authority, etc. It is usual for agencies to refuse consent to disclose, preferring the individual to go directly to them.

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

All the undertakings above are subject to the paramount commitment of the setting, which is to the safety and well-being of the child. Please see also our policy on child protection.

1.1 Safeguarding children

1.1.4 Information sharing

“Practitioners need to understand their organisation’s position and commitment to information sharing. They need to have confidence in the continued support of their organisation where they have used their professional judgement and shared information professionally.”

Information Sharing: Guidance for Practitioners and Managers (DCSF 2008)

Policy statement

We recognise that parents have a right to know that information they share will be regarded as confidential as well as be informed about the circumstances, and reasons, when we are obliged to share information.

We are obliged to share confidential 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 intervene where one may have been, or to prevent harm to a child or adult; or
- 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 back-up of the Nursery Manager/Owner. The three critical criteria are:

- Where there is *evidence* that the child is suffering, or is at risk of suffering, significant harm.
- Where there *is reasonable cause to believe* that a child may be suffering, or at risk of suffering, significant harm.
- To *prevent* significant harm arising to children and young people or serious harm to adults, including the prevention, detection and prosecution of serious crime.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice 1.3 Keeping safe	2.1 Respecting each other 2.2 Parents as partners	3.4 The wider context	

Procedures

Our procedure is based on the 7 golden rules for information sharing as set out in *Information Sharing: Guidance for Practitioners and Managers (DCSF 2008)*.

1. Remember that the Data Protection Act is not a barrier to sharing information but provides a framework to ensure that personal information about living persons is shared appropriately.
 - Our policy and procedures on information sharing provide guidance to appropriate sharing of information with external agencies.
2. Be open and honest. Explain to families how, when and why information will be shared about them and with whom. Seek consent to share information, unless it puts the child at risk or undermines a criminal investigation.

In our setting we ensure parents:

- Receive information about our information sharing policy when starting their child in the setting and they sign a form to say that they *understand* circumstances when information may be shared without their consent. This will only be when it is a matter of safeguarding a child or vulnerable adult. This is in our information handbook.
 - have information about our Safeguarding Children and Child Protection policy; and
 - have information about the circumstances when information will be shared with external agencies, for example, with regard to any special needs the child may have or transition to school.
3. Seek advice when there are doubts about possible significant harm to a child or others.
 - Managers contact children's social care for advice where they have doubts or are unsure.
 4. Share with consent where appropriate. Respect the wishes of children and parents not to consent to share confidential information. However, in the interests of the child, know when it is reasonable to override their wish.
 - Guidelines for consent are part of this procedure.
 5. The Nursery Manager/Owner is conversant with this and able to advise staff accordingly. Consider the safety and welfare of the child when making a decision about sharing

information – if there are concerns regarding ‘significant harm’ the child’s well being and safety is paramount.

In our setting we:

- Record concerns and discuss these with the Nursery Manager/Owner. Record decisions made and the reasons why information will be shared and to whom; and
 - Follow the procedures for reporting concerns and record keeping.
6. Information shared should be accurate and up-to-date, necessary for the purpose it is being shared for, shared only with those who need to know and shared securely.
- Our Child Protection procedure and Record Keeping procedure set out how and where information should be recorded and what information should be shared with another agency when making a referral.
7. Reasons for decisions to share information, or not, are recorded.
- Provision for this is set out in our Record Keeping procedure

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:

- Our policies and procedures set out our responsibility regarding gaining consent to share information and when it may not be sought or overridden.
- We may cover this verbally when the child starts or include this in our prospectus.
- Parents sign a form at registration to say they understand this.
- Parents are asked to give written consent to share information about any additional needs their child may have, or to pass on child development summaries, to the next provider/school.
- Copies are given to parents of the forms they sign.

We consider the following questions when we need to share:

- Is there legitimate purpose to sharing the information?
- Does the information enable the person to be identified?

- Is the information confidential?
- If the information is confidential, do you have consent to share?
- Is there a statutory duty or court order to share information?
- If consent is refused, or there are good reasons not to seek consent, is there sufficient public interest to share information?
- If the decision is to share, are you sharing the right information in the right way?
- Have you properly recorded your decision?

All the undertakings above are subject to the paramount commitment of the setting, which is to the safety and well-being of the child. Please also see our Safeguarding Children and Child Protection policy.

1.1 Safeguarding children

1.1.5 Uncollected child

Policy statement

In the event that a child is not collected by an authorised adult at the end of a session/day, the setting puts into practice agreed procedures. These ensure the child is cared for safely by an experienced and qualified practitioner who is known to the child. We will ensure that the child receives a high standard of care in order to cause as little distress as possible.

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

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe 1.4 Health and well-being	2.2 Parents as partners	3.4 The wider context	

Procedures

- Parents of children starting at the setting are asked to provide the following specific information which is recorded on our Registration Form:
 - Home address and telephone number - if the parents do not have a telephone, an alternative number must be given, perhaps a neighbour or close relative.
 - Work telephone number (if applicable).
 - Mobile telephone number (if applicable).
 - Names, addresses and telephone numbers of adults who are authorised by the parents to collect their child from the setting, for example a childminder or grandparent.
 - Who has parental responsibility for the child?
 - Information about any person who does not have legal access to the child.

- On occasions when parents are aware that they will not be at home or in their usual place of work or out of contact they must email the office giving detail of who should be contacted. This information is reported to the Key Worker/Team Leader and recorded in communication book or diary.
- On occasions when parents or the persons normally authorised to collect the child are not able to collect the child, they provide us with written details of the name, address and telephone number of the person who will be collecting their child. We agree with parents how to verify the identity of the person who is to collect their child by use of a password.
- Parents are informed that if they are not able to collect the child as planned, they must inform us so that we can begin to take back-up measures. We provide parents with our contact telephone number.
- We inform parents that we apply our child protection procedures in the event that their children are not collected from setting by an authorised adult within one hour after the setting has closed and the staff can no longer supervise the child on our premises.
- If a child is not collected at the end of the session/day, we follow the following procedures:
 - The child's file, floor communication book or diary is checked for any information about changes to the normal collection routines.
 - If no information is available, parents/carers are contacted at home or at work.
 - If this is unsuccessful, the adults who are authorised by the parents to collect their child from the setting – and whose telephone numbers are recorded on the Registration Form – are contacted. A reasonable time to do this is half an hour after the child should have been collected. All reasonable attempts are made to contact the parents or nominated carers.
 - The child does not leave the premises with anyone other than those named on the Registration Form or in their file.
 - If no one collects the child after one hour and there is no one who can be contacted to collect the child, we apply the procedures for uncollected children.

PROCEDURE FOR UNCOLLECTED CHILDREN

Contact Wandsworth Referral and Assessment Team

Contact Number: 020 8871 6622 during office hours 9.00-5.00pm
 0208871 6000 outside office hours 5.00pm – 9.00am

- The child stays at setting in the care of two fully vetted workers until the child is safely collected either by the parents or by a social care worker.
- Social Care will aim to find the parent or relative if they are unable to do so, the child will become looked after by the local authority.
- Under no circumstances do staff go to look for the parent, nor do they take the child home with them.
- A full written report of the incident is recorded in the child's file.
- Follow up report should be sent to Wandsworth Referral and Assessment Team within 48 hours.
- Depending on circumstances, we reserve the right to charge parents for the additional hours worked by our staff.
- Ofsted should be informed on the following number: 0845 601 4771

1.1 Safeguarding children

1.1.6 Missing child

Policy statement

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

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe 1.4 Health and well-being	2.2 Parents as partners	3.4 The wider context	

Procedures

Child going missing on the premises

- As soon as it is noticed that a child is missing the Key Worker/Team Leader alerts the Nursery Manager
- The Nursery Manager will carry out a thorough search of the building and garden.
- The Nursery Manager calls the police and reports the child as missing and then calls the parent.
- The register is checked to make sure no other child has also gone astray.
- Doors and gates are checked to see if there has been a breach of security whereby a child could wander out.
- The Nursery Manager talks to the staff to find out when and where the child was last seen and records this.
- The Nursery Manager contacts the Owner and reports the incident. The Owner comes to the setting immediately to carry out an investigation, with the staff where applicable.

Child going missing on an outing

This describes what to do when members of staff have taken a small group on an outing, leaving the Nursery Manager and/or other staff back in the nursery. If the Nursery Manager has accompanied children on the outing, the procedures are adjusted accordingly.

- As soon as it is noticed that a child is missing, staff on the outing ask children to stand with their designated carer and carry out a headcount to ensure that no other child has gone astray. One staff member searches the immediate vicinity but does not search beyond that.
- The Nursery Manager is contacted immediately (if not on the outing) and the incident recorded.
- The Team Leader contacts the police and reports the child as missing.
- The Nursery Manager contacts the parent, who makes their way to the venue where the child went missing.
- Staff takes the remaining children back to the Nursery.
- In an indoor venue, the staff contacts the venue's security that will handle the search and contact the police if the child is not found.
- The Nursery Manager comes to the venue immediately to carry out an investigation.
- The Team Leader, or a member of staff may be advised by the police to stay at the venue until they arrive.

The investigation

- Staff keep calm and do not let the other children become anxious or worried.
- The Nursery Manager speaks with the parent(s).
- The Nursery Manager carries out a full investigation taking written statements from all the staff in the room or who were on the outing.
- The Team Leader writes an incident report detailing:
 - The date and time of the report.
 - What staff/children were in the group/outing and the name of the staff designated responsible for the missing child.
 - When the child was last seen in the group/outing.
 - What has taken place in the group or outing since the child went missing.
 - The time it is estimated that 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 co-operate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff. Children's social care may be involved if it seems likely that there is a child protection issue to address.

- The incident is reported under RIDDOR arrangements (see the Reporting of Accidents and Incidents policy); 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 Worker or the designated carer responsible for the safety of that child for the outing. They may 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. Team Leader needs to ensure that staff under investigation are not only fairly treated but receive support while feeling vulnerable.
- The parents will feel angry, and fraught. They may want to blame staff and may single out one staff member over others; they may direct their anger at the Team leader. When dealing with a distraught and angry parent, there should always be two members of staff, one of whom is the Manager and a Team Leader. No matter how understandable the parent's anger may be, aggression or threats against staff are not tolerated, and the police should be called.
- The other children are also 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 children's 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 Nursery Manager will use their discretion to decide what action to take.
- Staff must not discuss any missing child incident with the press without taking advice.

1.1 Safeguarding children

1.1.7 Supervision of children on outings and visits

Policy statement

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

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe 1.4 Health and well-being	2.2 Parents as partners	3.3 The learning environment	4.2 Active learning

Procedures

Parents sign a general consent on registration for their children to be taken out as a part of the daily activities of the setting. This is kept in their record file.

This general consent details the venues used for daily activities.

A risk assessment for each venue is carried out, which is reviewed regularly.

Parents are always asked to sign specific consent forms before major outings.

A risk assessment is carried out before an outing takes place.

All venue risk assessments are made available for parents to see.

Our adult to child ratio is high, normally one adult to three children, depending on their age, sensibility and type of venue as well as how it is to be reached.

Named children are assigned to individual staff to ensure each child is individually supervised, to ensure no child goes astray, and that there is no unauthorised access to children.

Outings are recorded in an outings record file kept in the setting stating:

- The date and time of outing.
- The venue and mode of transport.

- Names of staff assigned to named children.
- Time of return.

Staff take school mobile phone on outings (which has no camera), and supplies of tissues, wipes, pants etc as well as a mini first aid pack, snacks and water. The amount of equipment will vary and be consistent with the venue and the number of children as well as how long they will be out for.

Staff takes a list of children with them with contact numbers of parents/carers.

Records are kept of the vehicles used to transport children, with named drivers and appropriate insurance cover.

A minimum of two members of staff should accompany children on outings and a minimum of two should remain behind with the rest of the children.

Any parents wishing to help will be asked to make their own way to the venue.

Children must wear identifiable school uniform that varies due to time of year. Information about what to wear will be given on letter to parents.

A school camera may be taken on outings but memory card must be cleared before leaving the building. All photographs must be printed at school.

1.1 Safeguarding children

1.1.8 Maintaining children’s safety and security on premises

Policy statement

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

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe	2.2 Parents as partners		

Procedures

Children's personal safety

- We ensure all employed members of staff have been checked for criminal records by an enhanced disclosure from the Criminal Records Bureau (CRB).
- Adults do not normally supervise children on their own.
- All children are supervised by adults at all times.
- Whenever children are on the premises at least two adults are present.
- We carry out risk assessment to ensure children are not made vulnerable within any part of our premises, nor by any activity.
- Any person who does not have a CRB certificate is not left alone with the children at any time.

Security

- 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 and departure times of adults - staff, volunteers and visitors - are recorded.
- Our systems prevent unauthorised access to our premises.
- Our systems prevent children from leaving our premises unnoticed.
- The personal possessions of staff and volunteers are securely stored during sessions in the lockers

1.1 Safeguarding children

1.1.9 Making a complaint

Policy statement

Our setting believes that children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. We welcome suggestions on how to improve our Nursery and will give prompt and serious attention to any concerns about the running of the Nursery. 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 Nursery to a satisfactory conclusion for all of the parties involved.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice	2.1 Respecting each other 2.2 Parents as partners	3.2 Supporting every child 3.4 The wider context	

Procedures

Wee Ones Nursery keeps a 'summary log' of all complaints that reach stages two or beyond. This is to be made available to parents as well as to Ofsted inspectors. A full procedure is set out in the Pre-school Learning Alliance publication *Summary Complaints Record* which acts as the 'summary log' for this purpose.

Making a complaint

Stage 1

- Any parent who has a concern about an aspect of the Nursery's provision talks over, first of all, his/her concerns with the Team Leader/ Nursery Manager.
- Most complaints should be resolved amicably and informally at this stage.

Stage 2

- If this does not have a satisfactory outcome, or if the problem recurs, the parent moves to this stage of the procedure by putting the concerns or complaint in writing to the Nursery Manager/ Owner.
- The setting stores written complaints from parents in the child's personal file. However, if the complaint involves a detailed investigation, the owner may wish to store all information relating to the investigation in a separate file designated for this complaint.
- When the investigation into the complaint is completed, the Nursery Manager/Owner meets 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 in the Complaints Summary Record.

Stage 3

- If the parent is not satisfied with the outcome of the investigation, he or she requests a meeting with the Nursery Manager/Owner. The parent should have a friend or partner present if required and the Nursery Manager/Owner should have support.
- An agreed written record of the discussion is made as well as any decision or action to take as a result. All of the parties present at the meeting sign the record and receive a copy of it.
- This signed record signifies that the procedure has concluded. When the complaint is resolved at this stage, the summative points are logged in the Complaints Summary Record.

Stage 4

- If at the stage three meeting the parent and Nursery cannot reach agreement, an external mediator is invited to help to 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 to define the problem, review the action so far and suggest further ways in which it might be resolved.
- The mediator keeps all discussions confidential. S/he can hold separate meetings with the Nursery Manager/Owner and the parent, if this is decided to be helpful. The mediator keeps an agreed written record of any meetings that are held and of any advice s/he gives.

Stage 5

- When the mediator has concluded her/his investigations, a final meeting between the parent and the Nursery Manager/Owner is held. The purpose of this 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 the Office for Standards in Education, Children's Services and Skills (Ofsted) and the Local Safeguarding Children Board

- Parents may approach Ofsted directly at any stage of this complaints 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 Requirements of the Early Years Foundation Stage are adhered to.

The number to call Ofsted with regard to a complaint is:

0300 123 1231

Or you can write to the following address

The National Business Unit
Ofsted
Piccadilly Gate
Store Street Manchester M1 2WD

- These details are displayed on our setting's notice board.
- If a child appears to be at risk, our setting follows the procedures of the Wandsworth Early Years Safeguarding Children Policy.
- In these cases, both the parent and setting are informed and the Nursery/ Owner works with Ofsted or the Local Safeguarding Children Board to ensure a proper investigation of the complaint, followed by appropriate action.

Records

- A record of complaints against our setting and/or the children and/or the adults working in our setting is kept, including the date, the circumstances of the complaint and how the complaint was managed.
- The outcome of all complaints is recorded in the Summary Complaints Record which is available for parents and Ofsted inspectors on request.

1.1 Safeguarding children

1.1.10 Mobile Phones

Policy statement

Wee Ones Nursery operates a Mobile Phone Policy to ensure that mobile phones are used appropriately while staff parents/carers are on the premises.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping Safe	2.1 Respecting each other 2.3 Supporting Learning	3.3 The Learning Environment	N/A

Procedures

Parents/Carers or Visitors:

To ensure the protection of the children in our care, the use of mobile phones in the setting is prohibited. We respect that there are times when adults may need to use their mobile phone and they will be asked politely by a member of staff to move outside of the setting until they have finished.

Employees

All employees must ensure that their mobile phones are placed in the labeled box in a designated area: Garden Room: cupboard outside the room, Balcony: kitchen cupboard, Tree Tops: Locker cupboard, Clouds: box in the kitchen. They must not be carried about their person during working hours. Mobile phones must not be used whilst the session is in progress, unless agreed in advance by the Team Leader. The phone call must be made in the office.

Members of staff are requested to give the Nursery phone number as an emergency contact number:

020 8870 7729

Trips and Outings

For trips outside the setting the Nursery has a school mobile phone without a camera.

1.1 Safeguarding

1.1.11 Use of mobile phones and digital photography policy

Policy statement

Children have their photographs taken to provide evidence of their achievements for developmental records and displays. Staff, visitors, volunteers and students are not permitted to use their own mobile phones or cameras to take or record any images of children.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1 Keeping Safe	2.1 Respecting each other	3.3 The Learning Environment	

Procedures

- Under Data Protection Act 1998, the Nursery must seek parental consent to take photographs and use video recorders. Photographs will be stored on the setting's computer, which is password protected.
- Each floor has a digital camera for the sole purpose of taking pictures of children.
- The photographs will be shredded or deleted once a child has left the setting.
- The digital camera or memory card must not leave the setting. The class camera may be taken on a school trip to record visit. Before leaving the building all previous images should be deleted.
- Photographs must be printed in the setting and the images then removed from the camera's memory.
- Photographs may occasionally contain other children in the background. Parental permission is requested when the child joins the nursery.
- **Cameras and mobile phones are strictly prohibited in the toilet or nappy changing areas.**

- Occasionally the nursery may wish to use photographs of the children taking part in an activity to advertise/promote the setting via leaflets, prospectus or our website etc. Specific parental permission is required for this which they sign when the child starts.
- All members of staff adhere to a separate mobile phone policy at all times.
- The school has a mobile phone without a camera, which is to be used on outings.

1.1 Safeguarding Children

1.1.12 – Personal websites, weblogs and social networking sites policy

Policy statement

Our Nursery recognises that many employees, parents/carers use the internet for personal purposes and they may participate in social networking on websites such as Facebook, MySpace, Twitter etc. In addition, employees, parents/carers may set up personal weblogs or “blogs” on the Internet.

Whilst employees, parents/carers are free to use the internet in this way, they must ensure that they do not breach the law or disclose Wee Ones Nursery’s confidential information, breach copyright, defame the Nursery its suppliers, partners, customers or other employees, or disclose personal data or information about any individual that could breach the Data Protection Act 1998 and to keep completely confidential any information regarding the children, their families or other staff which is learned through the Nursery.

The purpose of this policy is to outline the responsibilities of employees, parents/carers setting up personal websites and blogs and using social network websites. This Policy relates to material posted on public areas and those restricted to certain individuals

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive Practice 1.3 Keeping Safe	2.1 Respecting each other 2.2 Parents as Partners	3.3 The Learning Environment	N/A

Procedures

Websites and weblogs:

The Nursery does not encourage employees to write about their work in any way and would prefer them not to do so. If individuals choose to do so, then they should follow the rules below. Employees who have a weblog or website should not disclose the name of Wee Ones Nursery School on it or allow it to be identified by any details at all. This includes posting photographs of the Nursery premises or events with work colleagues, parents, children etc.

The following guidelines apply:

- Employees, parents/carers must not disclose any information that is confidential to the Nursery or any third party that has disclosed information to the Nursery. The Nurseries Confidentiality and Client Access to Records Policy provides guidance about what constitutes confidential information.
- If employees, parents/carers choose to write about their work or experience at Nursery even without identifying the precise name of the Nursery, it may still be possible for people to work out the employer's / Nurseries identity. Individuals should always be conscious of their duty to act in good faith and in the best interests of the Nursery under English Law. This is a very strong legal obligation.
- The Nursery will not tolerate criticisms in weblogs. Even where they are true and not defamatory, they will amount to a breach of the employee's contract / child's registration and could lead to action under the Company's Disciplinary Procedure or withdrawal of the child from Nursery. The Nursery's Whistle Blowing and Making a Complaint Policies aim to provide guidance to all those who work with or within the Nursery or anyone who may from time to time think that they need to raise with someone in confidence certain issues relating to the Nursery. Employees with complaints about their own personal circumstances should use the Nursery's Whistle Blowing Policy and parents and carers should refer to the Making a Complaint Policy.
- Employees, parents and carers should not link their site to the Nurseries website.
- Employees, parents and carers must not use the Nurseries website, Internet systems, e-mail addresses or intranet for their weblog and employees must not write their weblog in employer time.

- Employees, parents and carers must not have any hyperlinks to the Nursery website or resources.
- If an employee, parent or carer is asked to contribute to an official weblog connected to the Nursery, then special rules will apply and they will be told in detail how to operate and what to write.

Social networking sites

The Nursery must ensure that confidentiality and its reputation are protected. The Nursery therefore requires all employees using social networking sites to:

- Refrain from identifying themselves as working for the Nursery
- Ensure that they do not conduct themselves in a way that is detrimental to the Nursery
- Take care not to allow their interaction on these websites to damage working relationships between members of staff and clients of the Nursery

Important consideration:

When writing a weblog and placing information on social networking sites, employees, parents/ carers should be careful not to:

- Include any information that breaches copyright and should link to other material rather than cutting and pasting it.
- Defame (libel) anyone. An employee, parent/carer who makes a defamatory statement that is published on the Internet may be legally liable for any damage to the reputation of the individual concerned.
- Include personal information about an individual without his / her consent, otherwise they risk breaching the Data Protection Act 1998, which is a criminal offence.
- Include material that is abusive, defamatory, sexist, and racist or that could be interpreted as harassment or bullying.

Cyber Bullying:

Wee Ones Nursery School is committed to ensuring that all of its staff parents/carers are treated with dignity and respect. Bullying and harassment of any kind will not be tolerated.

Cyber- bullying methods could include text messages, mobile phone calls, instant messenger services, circulating photos or video clips or by posting comments on web sites, blogs or in chat rooms. Personal blogs that refer to colleagues without their consent is also unacceptable. Employees, parents/carers who cyber-bully could also face criminal prosecution under various laws, including the Malicious Communications Act 1988.

Personal use of the internet:

Wee Ones Nursery School does not allow personal use of the Internet during session times.

Disciplinary action:

If necessary, action will be taken against any employee, parent/carer who is found to have breached this Policy. Employees should also refer to the Disciplinary Policy.

Security and identity theft:

Employees, parents/carers should be aware that social networking websites are a public forum, particularly if they are part of a "network". Employees, parents and carers should not assume that their entries on any website will remain private.

1.1 Safeguarding Children

1.1.13 Out of Hours Babysitting Policy

Policy statement

Historically it has not been uncommon for Nursery staff to offer babysitting services to the nursery clients, outside nursery working hours. This policy has been introduced to provide clarification of some points regarding private arrangements between staff and parents/carers.

Procedures

- It is up to the individual staff member if they wish to babysit for the children from the setting in their own time. This arrangement is to be made with that member of staff and the parent/carer outside of working hours and must not interfere with the operation of the nursery.
- The Nursery will not be responsible for any private arrangements or agreements that are made.
- Out of hours work arrangements must not interfere with staff members' employment at the Nursery.
- Confidentiality of employment must be adhered to and respected at all times.
- Parents should be aware that other adults accompanying the babysitter may not have the relevant Criminal Records Bureau clearance, and it may not be appropriate for them to care for children.
- The Nursery will not be held responsible for any health and safety or other issues that may arise from these private arrangements.
- The Nursery has a duty to safeguard all children whilst on our premises and in the care of our staff, but this duty does not extend to private arrangements between staff and parents/carers outside of nursery hours.
- If a member of staff is taking the child straight from the premises to babysit, the parent/carer must inform the office by email. Without this we will not let your child leave with a member of staff.

- Members of staff are not permitted to approach parents at the nursery and offer babysitting.

PLEASE NOTE: The Nursery cannot be liable or responsible for any occurrence or eventuality that takes place once your child has left the premises.

Employment of Wee Ones Staff

Where a member of staff leaves to commence employment with a family whose child has attended or is attending Wee Ones Nursery Ltd an introductory fee of £1800.00 is payable to Wee Ones Nursery Ltd. The fee is payable if employment with the family commences within 3 months of staff terminating their contract with Wee Ones Nursery Ltd. If more than one family employs the staff member the introductory fee is due in full by each benefitting family.

1. Safeguarding

1.1.14 Arrivals and departures policy

Policy statement

We maintain strict arrival and departure procedures to ensure that each child is safely cared for as they arrive and depart from the nursery. Staff and parents are informed of the arrivals and departures policy. In October 2012 we introduced a fob system to further ensure the safety of the children at Nursery.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe	2.2 Parents as partners		

Procedures

Garden Room arrival and departures procedures

Arrival

- Children arrive from 7.30am. There are at least two members of staff on duty.
- On arrival parents enter main gate using security fob.
- Parent/carer uses keypad to access side gate and knocks on Garden room door where member of staff on duty meets them.
- Parent/carer leaves via side gate. Making sure main gate is closed behind them.

Departure

- Parent/carer rings Garden room bell.
- Member of staff identifies parent/carer and uses entry system to open the gate.
- Parent/carer uses keypad to access side gate and makes way round to Garden room door.
- Member of staff hands over child.
- Parent/carer and child leave via main gates using Fob to sign out.

- Parent/carer is asked not to let anyone in through the gate at any time.

Balcony Room, Tree Tops and Clouds arrival and departure procedure

Arrival

- Children arrive from 7.30. There are at least two members of staff on duty.
- Parent/carer use Fob to let themselves in through front gate.
- **Balcony Room** - Parent/carer use keypad to enter side gate and make way to Balcony Room entrance where a member of staff will meet them.
- **Clouds/Treetops** – parents ring Clouds bell, Staff buzz the door open and parent/carer take children up to Clouds where they are met by staff.

Departure

- Parent/carer rings Balcony/Tree Tops/Clouds room bell.
- Member of staff identifies parent/carer and uses entry phone to open gate.
- Children from Clouds, Treetops and Balcony Room all leave through front door.
- Parent/Carer is asked not to let anyone in through the gate at any time.

Late collection Policy

All children should be collected by 6.30pm. Parents/carers who arrive after 6.30pm to collect their child will be required to pay a late collection fine of £20 per half-hour of lateness. Parents who have repeated episodes of late collection may risk losing their child's nursery place.

Please note that we have a duty to contact Social Services regarding any child uncollected by 7:30pm and whose parents have not made contact with the nursery.

If parent/carer is running late to pick up the child, they should contact the nursery and let us know as soon as possible.

1.1 Safeguarding children

1.1.15 Whistle blowing procedure

Policy statement

If workers bring information about a wrongdoing to the attention of their employers or a relevant organisation, they are protected in certain ways under the Public Interest Disclosure Act 1998.

This is commonly referred to as 'Whistle Blowing'. The law that protects whistle blowers is for the public interest – so people are encouraged to speak out if they find malpractice in an organisation.

The Public Interest Disclosure Act 1998 protects workers who 'blow the whistle' about wrongdoing. It applies where a worker has a reasonable belief that their disclosure tends to show one or more of the following breaches:

- a criminal offence;
- a breach of a legal obligation;
- a miscarriage of justice;
- a danger to the health and safety of any individual;
- damage to the environment; or
- deliberate covering up of information tending to show any of the above.

Wee Ones Nursery strongly supports measures, which protect whistleblowers from any form of victimisation. Wee Ones Nursery has a procedure to ensure that concerns are dealt with effectively and efficiently and will do all that they can to preserve the confidentiality of workers who raise such concerns.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1 Keeping safe 1.4 Health and well being	2.1 Respecting each other	3.2 Supporting every child	

Procedures

In the first instance concerns should normally be raised with the Nursery Manager/Owner. This depends, however, on the seriousness and sensitivity of the issues involved and who is suspected of any wrongdoing. Staff can raise concerns with Wandsworth Early Years Designated Safeguarding Officer

SUSAN REID - 0208 871 8789

Concerns may be raised verbally or in writing. Members of staff who wish to make a written report are advised to set out the background and history of the concern, giving names, dates, places, where possible and the reasons for making the disclosure.

Although a member of staff is not expected to prove beyond doubt the truth of the allegation, they will need to demonstrate that they have an honest and reasonable suspicion that malpractice has occurred, is occurring or is likely to occur.

The Nursery will respond to any concerns raised. Initial enquires will be made to decide whether and investigation is appropriate and, if so, what form it should take. Concerns or allegations that fall within the scope of specific procedures will normally be referred for consideration under those procedures. Some concerns may be resolved by agreed action without the need for investigation. If urgent action is required this will be taken before any investigation is conducted. The staff involved will be told how the Nursery proposes to deal with a concern within ten working days of the concern being brought to the Nursery's attention.

Confidentiality

All concerns will be treated with confidence and every effort will be made not to reveal a staff members identity. However, while making all reasonable efforts to maintain the confidentiality of the matter as a whole, at a certain stage in the investigation it will be necessary to make the origin of the complaint known to the person or people the allegations concern. All concerns raised within the remit of this procedure will be assessed to determine if the confidentiality extends to withholding the name of the complainant.

Untrue allegations

The Nursery accepts that deciding to report a concern can be difficult or uncomfortable.

If a member of staff makes an allegation in good faith, but it is not confirmed by the investigation, no action will be taken against him/her. If a member of staff makes an allegation frivolously, maliciously or for personal gain, disciplinary action may be taken against them.

1.2 Equality of opportunity

1.2.1 Valuing diversity and promoting equality

Policy statement

We will ensure that our service is fully inclusive in meeting the needs of all children. We recognise that children and their families come from diverse backgrounds. All families have needs and values that arise from their social and economic, ethnic and cultural or religious backgrounds.

Our Nursery 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 our 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-stereotyping information about gender roles and 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 of the activities of the setting; and
- foster good relations between all communities.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice 1.3 Keeping safe	2.1 Respecting each other 2.2 Parents as partners 2.3 Supporting learning 2.4 Key person	3.2 Supporting every child 3.4 The wider context	4.4 Areas of learning and development

Procedures

Admissions

Our Nursery is open to all members of the community.

- We advertise our service widely.
- We reflect the diversity of our society in our publicity and promotional materials.
- We provide information in clear, concise language, whether in spoken or written form.
- We base our admissions policy on a fair system.
- We ensure that all parents are made aware of our equal opportunities policy.
- We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of a protected characteristic as defined by the Equalities Act 2010. These are:
 - disability;
 - race;
 - gender reassignment;
 - religion or belief;
 - sex;
 - sexual orientation;
 - age;
 - pregnancy and maternity; and
 - marriage and civil partnership.
- We do not discriminate against a child with a disability or refuse a child entry to our setting for reason relating to disability.
- We develop an action plan to ensure that people with impairments can participate successfully in the services offered by the setting and in the curriculum offered.
- We take action against any discriminatory behaviour by staff or parents. Displays of open discriminatory and possibly offensive materials, name calling, or threatening behaviour are unacceptable on or around the premises and will be dealt with in the strongest manner and will be recorded in our incident book.

Employment

- Posts are advertised and all applicants are judged against explicit and fair criteria.
- Applicants are welcome from all backgrounds and posts are open to all.

- We may use the exemption clauses in relevant legislation to enable the service to best meet the needs of the community.
- The applicant who best meets the criteria is offered the post, subject to references and checks by the Criminal Records Bureau. This ensures fairness in the selection process.
- All job descriptions include a commitment to promoting equality and recognising and respecting diversity as part of their specifications.
- We monitor our application process to ensure that it is fair and accessible.

Training

- We ensure that our first aid trained members of staff are confident and fully trained in administering relevant medicines and performing invasive care procedures when these are required.
- We review our practices to ensure that we are fully implementing our policy for promoting equality, valuing diversity and inclusion.

Curriculum

The curriculum offered in our Nursery encourages children to develop positive attitudes about themselves as well as to people who are different from them. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

Our environment is as accessible as possible for all visitors and service users. If access to the settings is found to treat disabled children or adults less favourably then we make reasonable adjustments to accommodate the needs of disabled children and adults. We do this by:

- making children feel valued and good about themselves and others;
- ensuring that children have equality of access to learning;
- undertaking an access audit to establish if the setting is accessible to all children;
- making adjustments to the environment and resources to accommodate a wide range of learning, physical and sensory impairments;
- making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities, e.g. recognising the different learning styles of girls and boys;
- positively reflecting the widest possible range of communities in the choice of resources;

- avoiding stereotypes or derogatory images in the selection of books or other visual materials;
- celebrating a wide range of festivals;
- creating an environment of mutual respect and tolerance;
- differentiating the curriculum to meet children's special educational needs;
- helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
- ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities;
- ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning; and
- English is the main language of the nursery and we ensure that children speaking languages other than English are supported.

Valuing diversity in families

- We welcome the diversity of family lifestyles and work with all families.
- We encourage children to contribute stories of their everyday life to the Nursery.
- We encourage mothers, fathers and other carers to take part in the life of the Nursery.

Food

- We work in partnership with parents to ensure that dietary requirements of children that arise from their medical, religious or cultural needs are met. All staff are made aware of special dietary requirements.
- We help children to learn about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences among them.

Meetings

- We arrange parents evenings, social evenings i.e. drinks party, nativity play, art gallery morning, charity events to enable parents to feel involved in the setting.
- We positively encourage other family members to be involved.
- Information about meetings is communicated in a variety of ways – written, verbal and via email.

Monitoring and reviewing

- To ensure our policies and procedures remain effective we will monitor and review them annually to ensure our strategies meets the overall aims to promote equality, inclusion and valuing diversity.
- We provide a complaints procedure and a complaints summary record for parents to see.

1.2 Equality of opportunity

1.2.2 Supporting children with special educational needs

Policy statement

We provide an environment in which all children, including those with special educational needs, are supported to reach their full potential.

- We have regard for the DfES Special Educational Needs Code of Practice (2001).
- We ensure our provision is inclusive to all children with special educational needs.
- We support parents and children with special educational needs (SEN).
- We identify the specific needs of children with special educational needs and meet those needs through a range of SEN strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1 Child development 1.2 Inclusive practice 1.4 Health and well-being	2.1 Respecting each other 2.2 Parents as partners 2.3 Supporting learning 2.4 Key person	3.2 Supporting every child 3.3 The learning environment 3.4 The wider context	4.1 Play and exploration 4.2 Active learning 4.3 Creativity and critical thinking

Procedures

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give his/her name to parents. Our SENCO is

SALLY LEIGHTON

We ensure that the provision for children with special educational needs is the responsibility of all members of the setting. We ensure that our inclusive admissions practice ensures equality of access and opportunity.

- We use the graduated response system for identifying, assessing and responding to children's special educational needs.
- We work closely with parents of children with special educational needs to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- We provide parents with information on sources of independent advice and support.
- We liaise with other professionals involved with children with special educational needs and their families, including transfer arrangements to other settings and schools.
- We provide a broad, balanced and differentiated curriculum for all children with special educational needs.
- We use a system of planning, implementing, monitoring, evaluating and reviewing individual educational plans (IEPs) for children with special educational needs.
- We ensure that children with special educational needs are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- We have systems in place for supporting children during Early Years Action, Early Years Action Plus, Statutory Assessment and the Statementing process.
- We use a system for keeping records of the assessment, planning, provision and review for children with special educational needs.
- We provide resources (human and financial) to implement our Special Educational Needs Policy.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. Individual Education Plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure.
- We monitor and review our policy annually.

1.2. Equality of opportunity

1.2.3 Achieving positive behaviour

Policy statement

Our setting believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

Children need to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example. The principles that underpin how we achieve positive and considerate behaviour exist within the programme for promoting personal, social and emotional development.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1 Child development 1.2 Inclusive practice 1.3 Keeping safe	2.2 Parents as partners 2.3 Supporting learning	3.2 Supporting every child 3.3 The learning environment	4.4 Personal, social and emotional development

Procedures

We have a named person who has overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour.

Positive Behaviour co-ordinator:

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- We require the named person to:
 - keep her/himself up-to-date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support;
 - access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development
- 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.
- We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- We familiarise new staff and volunteers with the setting's behaviour policy and its guidelines for behaviour.
- We expect all members of our setting - children, parents, staff, volunteers and students - to keep to the guidelines, requiring these to be applied consistently.
- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person or other designated member of staff (at least once per week). We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

Strategies with children who engage in inconsiderate behaviour

- We require all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response.
- We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns. In keeping with the Montessori ethos some activities allow children individual choice from a variety of activities where only one piece of

equipment is available in each classroom and children are taught to wait until the activity has been returned to the shelf.

- We acknowledge considerate behaviour such as kindness and willingness to share.
- We support each child in developing self-esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.
- We never send children out of the room by themselves, nor do we use a 'naughty chair' or a 'time out' strategy that excludes children from the group.
- We never use physical punishment, such as smacking or shaking. Children are never threatened with these.
- We do not use techniques intended to single out and humiliate individual children.
- We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property.
- Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the team leader and are recorded in the child's personal file. The child's parent is informed on the same day.
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.
- To reinforce positive behaviour at the beginning of the school year children spent time on grace a courtesy. This is recapped throughout the year.

Children under five years

- When children under five behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.

- We recognise that babies and very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this.
- Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Members of staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.
- If tantrums, biting or fighting are frequent, we try to find out the underlying cause - such as a change or upheaval at home, or frequent change of carers. Sometimes a child has not settled in well and the behaviour may be the result of 'separation anxiety'.
- We focus on ensuring a child's attachment figure in the setting, their key person, is building a strong relationship to provide security to the child.

Rough and tumble play and fantasy aggression

Young children often engage in play that has aggressive themes – such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using strategies as above.

- We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or aggressive.
- We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.
- We recognise that fantasy play also contains many violently dramatic strategies, blowing up, shooting etc., and that themes often refer to 'goodies and baddies' and as such offer opportunities for us to explore concepts of right and wrong.
- The Montessori ethos does not promote fantasy play and encourages play that the children can relate to and that is age appropriate.
- We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

Hurtful behaviour

We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. For children under five, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt.

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- We will help them manage these feelings, as they have neither the biological means nor the cognitive means to do this for them.
- We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear.
- Therefore we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings.
- We do not engage in punitive responses to a young child's rage as that will have the opposite effect.
- Our way of responding to pre-verbal children is to calm them through holding and cuddling. Verbal children will also respond to cuddling to calm them down, but we offer them an explanation and discuss the incident with them to their level of understanding.
- We recognise that young children require help in understanding the range of feelings they experience. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. "Adam took your car, didn't he, and you were enjoying playing with it. You didn't like it when he took it, did you? Did it make you feel angry? Is that why you hit him?" Older children will be able to verbalise their feelings better, talking through themselves the feelings that motivated the behaviour.
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. "When you hit Adam, it hurt him and he didn't like that and it made him cry."

- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy. "I can see you are feeling better now and Adam isn't crying any more. Let's see if we can be friends and find another car, so you can both play with one."
- We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
- We support social skills through modelling behaviour, through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. The main reasons for very young children to engage in excessive hurtful behaviour are that:
 - they do not feel securely attached to someone who can interpret and meet their needs – this may be in the home and it may also be in the setting;
 - their parent, or carer in the setting, does not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger;
 - the child may have insufficient language, or mastery of English, to express him or herself and may feel frustrated;
 - the child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse;
 - the child has a developmental condition that affects how they behave.
- Where this does not work, we use the Code of Practice to support the child and family, making the appropriate referrals to a Behaviour Support Team where necessary.

Bullying

Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by intent to hurt, often planned, and accompanied by an awareness of the

impact of the bullying behaviour. Bullying is rare in children under five. If however we feel it is taking place we take it very seriously.

A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress in another.

If a child bullies another child or children:

- we show the children who have been bullied that we are able to listen to their concerns and act upon them;
- we intervene to stop the child who is bullying from harming the other child or children;
- we explain to the child doing the bullying why her/his behaviour is not acceptable;
- we give reassurance to the child or children who have been bullied;
- we help the child who has done the bullying to recognise the impact of their actions;
- we make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour;
- we do not label children who bully as 'bullies';
- we recognise that children who bully may be experiencing bullying themselves, or be subject to abuse or other circumstance causing them to express their anger in negative ways towards others;
- we recognise that children who bully are often unable to empathise with others and for this reason we do not insist that they say sorry unless it is clear that they feel genuine remorse for what they have done. Empty apologies are just as hurtful to the bullied child as the original behaviour;
- we discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour; and
- we share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

1.3 Promoting health and hygiene

1.3.1 Animals in the setting

Policy statement

Children learn about the natural world, its animals and other living creatures, as part of the Early Years Foundation Stage curriculum. This may include contact with animals, or other living creatures, either in the setting or in visits. We aim to ensure that this is in accordance with sensible hygiene and safety controls.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.4 Health and well-being	2.3 Supporting learning	3.3 The learning environment	4.1 Play and exploration 4.4 Knowledge and understanding of the world

Procedures

Animals in the setting as pets

We don't have any school pets at the moment but may sometimes have visiting animals as part of a topic.

- We take account of needs of children when selecting an animal to visit the Nursery.
- 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 right times.
- We make arrangements for weekend and holiday care for the animal or creature.
- 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 and are supervised.
- Children wash their hands after handling the animal or creature and do not have contact with animal soil or soiled bedding.
- Members of 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 addressed.

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.