

Nursery Operations Handbook



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About Us

We are a charity which owns 7 Children's Nurseries across Ipswich, Suffolk: Wigwams, Buttons and Bows, The Children's Triangle, The Nature Den, Wellington, Little Learners and Forest Learners.

Our charitable objectives are

To advance the education and development of young children, in particular in the borough of Ipswich, Suffolk, and in so doing

- (a) offer appropriate learning experiences and play facilities
- (b) ensure the nursery offers opportunities for all children whatever their race, culture, means or ability
- (c) encourage parents to become involved in the activities of the nursery
- (d) signpost families to additional support in the best interest of children attending the setting.

With over 10 years proven experience, we pride ourselves on offering the very best care for young children. Our high-quality care has been recognised by Ofsted and as a result most of our Nurseries are rated as 'OUTSTANDING IN ALL AREAS'.

We offer education and care to children aged up to 5 years old, with opening hours that suit working families. We are here to advocate children, care for families and provide exceptional early years education.

Bows and Arrows is led by Anne and Michelle, the Joint CEOs and governed by our talented Board of Trustees.

This handbook of our Nursery Policies is written for

- Bows and Arrows Board of Trustees
- Bows and Arrows employees, volunteers and students
- Parents, carers & guardians of children in our care
- Any other party interested in our operations

1. Bookings, Fees & Funding

SECURING A CHILD'S PLACE AT NURSERY

Availability of nursery places changes all the time and a child's place is not reserved until Nursery Support or the Nursery Manager are in receipt of the items below and the booking has been confirmed to the parent via email:

1. our Registration Form
and if the place is supported by Local Authority funding
2. a Local Authority Parent Authorisation Form ('PAF'), and,
3. a Validity Code or Golden Ticket, if claiming funding.

We will not normally be able to reserve a space more than 4 months in advance.

Parents should allow at least 2-3 weeks between registering and the start date so that there is time for a Home Visit and Settling In Sessions.

Once we confirm a child's place, the Nursery Manager will start preparations including:

- enrol the child onto our systems; reserving their place at nursery until he or she reaches school age (typically the end of the August before their 5th birthday).
- book dates for Home Visit(s) and Settling In Sessions. These are free of charge.
- carefully consider any special adaptations the child needs e.g. physical support or 1-to-1 care
- choose an appropriate Key Person for the child and prepare a 'Learning Journey'
- recruit additional staff to the team; where we have a number of new children or a child with additional needs

At this point we are already making a considerable commitment to our new child. Although we do not ask for a deposit or booking fee, we expect any parent needing to cancel a place to do so promptly.

OPENING

Our nurseries are generally open Monday to Friday 8 a.m. to 6 p.m.

The times of our Sessions ('Early', 'Morning', 'Afternoon' & 'Late') & weeks of operation are as advertised on our website. We reserve the right to change these, giving at least 3 months' notice.

Some of our settings operate in term-time (38 weeks per academic year). Due to the way this local authority funds Early Years, parents should note that our term time is unlikely to exactly match that of local primary schools.

We will ordinarily be closed, and do not charge Fees on

- all customary English Bank and Public Holidays,
- staff Professional Development days, advertised in advance (customarily one day per term)
- 'Shut Down' weeks advertised in advance (customarily but not confined to one in the Summer Holidays, and one week at Christmas)

If parents have an ongoing booking for a date on which we will be closed and funding is being or has been claimed, the Nursery Manager will endeavour to offer an alternative session(s) within the same term.

CLOSURES

In the rare event that the nursery is subject to interruption of service or temporary closure of the site due to significant events such as but not limited to unsafe premises, fire, flood, failure to water, power or heat supply, notifiable disease, or government or police instruction beyond our reasonable control, we will credit the billpayer's account for the Sessions we were unable to offer.

LATE COLLECTION

If a parent collects a child later than the end of their booked session, we usually incur additional staff costs in order to still meet the legal ratios. Nursery Managers will charge a late collection fee on the next monthly bill at £5 per occasion (plus the relevant hourly rate charged in 30 minute blocks).

Because late collection is difficult to accommodate, if late collection persists a Nursery Manager may decide to cancel a child's place at nursery by giving the parent 7 days' notice in writing.

Please also refer to the operational policy on Departures, and Uncollected Children.

CHANGING A BOOKING OR ADDING SESSIONS

When a child is registered with a Bows & Arrows nursery, parents are booking an ongoing place. Nurseries plan their operations & recruitment so that they can accommodate the child's attendance until the end of the August before their 5th birthday (i.e. when they typically leave for school).

Bows & Arrows understand that over time parents may wish to change their child's booking pattern and, subject to availability, and 4 weeks' written notice nurseries will endeavour to accommodate those requests.

To avoid the introduction of an administration fee we respectfully ask that parents keep the number of booking changes to a minimum.

Subject to availability, parents are welcome to book ad-hoc additional sessions at the ongoing Fee rate - but we cannot 'swap' sessions.

HOT LUNCH

We believe that sharing a hot meal together at nursery is a positive social and educational experience. As a default, our Morning Session (for all children over 12 months) is booked with an additional charge for a professionally-catered two course hot lunch. This charge is as advertised on our website.

If you do not want your child to have this meal each time they attend Morning Session, you may opt-out at the time you commit to your booking pattern. You agree to bring in a healthy packed lunch for your child instead (see our policy on Food Hygiene & Healthy Eating). If you opt-out, you may still order a hot lunch or lunches from time to time at least 2 weeks' in advance. The charge will be added to the appropriate month's Bill. Please note that these lunch bookings are a commitment and cannot subsequently be cancelled or swapped to a different day.

You can opt-out of hot lunches at any time, giving 4 weeks' written notice.

We regularly review the cost of providing hot meals and the price will ordinarily rise annually. We will give you at least three calendar months' notice of this.

FEES & FUNDING

We provide sessional care paid by fees or funding, or a mixture of both. In both cases, we charge on the basis of sessions booked, not sessions attended. Refunds nor credits to a parents account are given for days where a child cannot attend because of the Ill or Infectious Child policy, or a holiday.

Current fees are as shown on the Fee Schedule on our website. Fees are reviewed by the charity's Board every year and they will ordinarily rise annually with at least three calendar months' written notice being given.

See also 'Local Authority Funding'.

PAYMENT OF BILLS

Bills for session fees, hot lunches and any extras (e.g. late fees or admin fees) are emailed out by Bows & Arrows' Finance team on or around the 14th of each month. The bill is for care booked for the following calendar month. We may, at our discretion, send you an interim bill for late fees, extra sessions, or additional hot lunches.

- Payment for a bill must be received by Finance before 1st of the following month. E.g. a bill for May's sessions will be sent out in mid-April and we expect to receive payment no later than 1 May. We accept that regular payments from Childcare Voucher companies can be a little delayed.
- Parents need to actively 'push through' payments from a Tax Free Childcare Account each month.
- Bill payment is otherwise by bank transfer. We cannot take cash, cheques or credit or debit card payments.
- Because of the volume of payments we receive, parents should allow 7 working days for payments to be credited onto their account. Payment will normally be receipted on the subsequent Bill.
- If a parent's bill is paid by a third-party (e.g. an employer or other family member), the parent(s) named on the registration form remain liable for all fees due

If fees are not paid by the due date, we will contact you by phone or email to chase payment. Parents are encouraged to talk honestly with Nursery Support or the Nursery Manager as soon as possible if they are likely to have difficulty paying on time. Once a debt has accrued, we reserve the right to refuse to provide further care and/or lunches for any child of the parent until the debt is cleared. When necessary we pursue debt via routes such as the County Court.

LOCAL AUTHORITY FUNDING

The local authority (Suffolk County Council) fund early years care within strict terms and conditions set out to parents and providers (us). We will deduct the relevant number of funded hours from the bills of parents who have evidenced that they qualify for funding for their children.

If parents first claim funding in a Spring or Summer Term they may not have enough hours to cover the remainder of the academic year or may not be able to use the full entitlement advertised by the local authority.

To evidence that a child has qualified, or continues to, qualify for funding parents must:

1. accurately complete & sign the local authority's Parent Authorisation Form ('PAF') that we send out every term, by the deadline we advise, and
2. apply in good time for their unique validity code and pass it (or your two-year old's 'Golden Ticket'), to the Nursery or Nursery Support by the deadline we advise

Failing that, we cannot apply to receive the child's funding and parents will be liable for fees for sessions at the prevailing rates shown on our Fee Schedule.

If a parent provides a form or code which we subsequently find to be invalid or ineligible, the parent will be liable for fees for sessions booked at the prevailing rates shown on our Fee Schedule.

It is a condition of local authority funding that children attend their place regularly and we keep attendance records for children in receipt of funding. Nursery Managers will talk with parents if a child is not attending their funded place regularly.

LEAVING NURSERY

Due to the long-term commitment we make to accommodate a child's booking, parents must give 4 weeks' written notice (email will suffice) to leave. Any outstanding bill must be settled promptly.

Because not all children leave us at the same time to go to school, this notice is also required when moving on to school.

Section 2: Policies for Early Years Practice

2.1 Behaviour Management

Introduction

Children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. Behaviours are always a form of communication. It really helps to understand children's behaviour by watching and noticing what they might be trying to communicate. Very young children are unlikely to have the words and emotional experience to describe their feelings and articulate how that affects them. Sometimes adults make assumptions about how a child should behave at certain ages, without thinking about their individual circumstances. Some children will come from very busy households where they might learn to share and collaborate with others well. An only child might, for example, find it difficult to share with children of the same age if they are not used to having to share attention and toys. A child's age and developmental stage will also affect how they behave.

Children learn to manage their emotions with the support of a nurturing adult. Adults need to recognise, name and 'hold' those emotions when they feel overwhelming to the child. This helps children to start to learn to regulate them. Whilst in the grip of an overwhelming emotion, just allowing and acknowledging it is enough. Only once a child is completely calm can there be a meaningful discussion about the emotion, which will help them process it and give value to it. Having activities which teach children to self-regulate such as accessing a comfort toy, sensory activities and weighted blankets can help children when they are feeling overwhelmed.

Aim

To teach children to behave in socially acceptable ways and to understand the needs and rights of others. The principles guiding management of behaviour exists within the programme for supporting personal, social and emotional development.

The Named Behaviour Coordinator & Deputy will be shown on a notice board in nursery.

Methods

The Nursery Manager has overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour. Each setting has a named SENDCo to provide support and give advice to children, families and staff members.

As part of this responsibility the Nursery Manager will:

- keep themselves 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; and to
- check that all staff have relevant in-service training on promoting positive behaviour. We keep a record of staff attendance at this training.
- recognise that codes for interacting with other people vary between cultures and require staff to be aware of - and respect - those used by everyone at the setting.

- 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.
- familiarise new staff and volunteers with the setting's policy for supporting behaviour and its guidelines for behaviour.
- teach children the expectations of the setting by introducing them to simple rules. The children are encouraged to listen to and follow the rules. We talk about the rules on a regular basis and especially when the children are new to the nursery. This helps children understand the boundaries for behaviour.
- expect all members of our setting - children, parents, staff, volunteers and students - to keep to the guidelines, requiring these to be applied consistently.
- work in partnership with parents. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address recurring inappropriate 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 Inappropriate Behaviour

We require all staff, volunteers and students to use positive strategies for handling any inappropriate 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 is a wide range of stimulating equipment and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- 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 inappropriate 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 play rooms by themselves.
- 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 the child or other children or adults and/or serious damage to property.
- In cases of serious concern, 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 inappropriate behaviour.

Children Under Three Years Old

When children under three 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 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 inappropriate or hurtful behaviours of young children include tantrums, biting or fighting. 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.

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 inappropriate at times and may need addressing.

- We recognise that 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 is 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.
- We tune in to the content of the play, 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.

Conflict Resolution

We use the High Scope approach when dealing with disputes between the children. High Scope has developed a conflict resolution approach designed for young children aged 18 months to six years. The approach is based on six simple mediation steps that educators use with children during emotionally charged conflict situations. The steps are:

1. Approach calmly, stopping any hurtful actions;
2. Acknowledge children's feelings;
3. Gather information;
4. Restate the problem;
5. Ask for ideas for solutions and choose one together; and
6. Be prepared to give follow-up support.

Adults often underestimate the capacity of young children to find solutions to their problems. Young children are capable of quick, honest expressions of feeling, and with educators support they can often come up with simple, creative solutions to problems. Using the six mediation steps above helps turn problems into opportunities. The process of resolving disputes helps children build problem-solving and social skills that they can rely on throughout their lives.

The six steps are used differently depending on the age and developmental levels of the children. With toddlers, the adult observes what is going on and provides much of the language describing both the problem and the solution. On the other hand, pre-schoolers having a dispute are often able to describe what the problem is and suggest solutions.

Children's participation and agreement with the process is important, even when children's language skills are limited. A young child may confirm that the adult is on the right track by nodding, answering yes/no questions, or pointing. As children mature, they are able to take over more and more of the process themselves, and eventually are able to do it independently.

Hurtful behaviour

We take hurtful behaviour very seriously. Young children 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'. This hurtful behaviour can be 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 young children lack the biological means and the cognitive means to do this for themselves.
- 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 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 experienced. 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.
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings.
- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy.
- 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 may 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:

- Their needs are not being met. For example, 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 (please see Maslow's Hierarchy of Needs for further information)
- 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 is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse; and

- the child has an additional need that affects how they behave.
- Where the strategies described above fail to work, the SEND policy will be adhered to and further support will be given to the child through using the Code of Practice.

Bullying

We take bullying very seriously. 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. 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 to 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.
- 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.

2.2 Departures, and Uncollected Children

Introduction

Bows & Arrows nurseries are here to care for children, and we will only release children into the care of individuals named by the parent or carer. We will only release children from our care to adults who have permission to collect them. Therefore we ask parents to provide us with a list of people authorised to collect their child.

General Policy

Parents must inform staff if someone else is coming to collect their child. Children can be collected by siblings, but the sibling must be 16 years or older. If a person unrecognizable to the nursery staff comes to collect the child they may be asked for identification or a code word, and in certain circumstances the parent may be called to verify identity.

It is important that parents arrive at the contracted time to collect their child. Even very young children learn our routine and know when their parents are due. They can become distressed if parents are late. We know sometimes delays are unavoidable, especially if parents are relying on public transport. If a parent is delayed for whatever reason, they should contact the nursery and advise when they expect to arrive. We will normally be able to accommodate the additional care; however, if we are unable to do so, we will contact other adults from the authorised list and arrange for them to collect the child. We will reassure the child that an appropriate person is on the way and if necessary, organise additional activities and a meal.

If we have not heard from the parent or carer they are late we will try and make contact and we will also attempt to contact the emergency numbers provided. If we are unable to make contact with anyone we will inform Social Services or the Police and follow their advice. Under no circumstances will any person be permitted to collect a child without prior permission from a parent.

Uncollected Children

If a parent fails to collect a child at the appointed time. Staff will:

- ensure that there are two members of staff on duty with the child
- wait for 15 minutes after the appointed collection time before taking any action
- contact the parent, where possible, or any other adults normally authorised to collect the child
- contact either the police or the local authority social care for children, if no authorised person is able to collect the child after all reasonable attempts have been made to contact them
- ensure that the child does not leave the premises with anyone other than the parent or the people authorised by them
- not take the child to the child's home or to another house, nor transport them in a staff member's own car.

Late collections will also incur a charge as set out in the Booking, Fees & Funding Policy.

2.3 Emergency Closures

Introduction

In the event of an emergency, health and safety and preservation of life will override all other considerations. It is the duty of all staff to study and make themselves familiar with the emergency procedures and details of this policy. As part of the regular review of safety and risk assessment this policy will be kept under continual review by the management.

Aims

- identify the different types of emergencies which may be experienced and lead to temporary closures
- provide details of emergency procedures
- ensure the swift resumption of “business as usual”
- confirm arrangements for dealing with the media after an emergency incident
- confirm arrangements for fees and funding if the nursery is closed

Types of Emergencies

- unwelcome intruders or terrorist actions
- bomb threats
- lockdowns
- extreme weather conditions
- failure of power, water or other utilities

The management of an emergency situation should include:

- a focus on the effects of the incident, rather than the cause
- plans which are flexible
- reference to other policies, especially health and safety

The person in charge should avoid assuming that information is correct without checking and panic trying to rush the process.

Unwelcome Intruders and Terrorist Action

All visitors found on the premises without due cause will be challenged and accompanied to reception. If an intruder refuses to co-operate, staff will inform the person in charge immediately and the police should be called.

In the event of a hostage-type situation the members of staff involved will try to remain calm, avoid confrontation and concentrate on the welfare of children until the police or other emergency services can be summoned. The police should be called immediately and a pre-arranged “lock-down” procedures followed. On no account will any member of staff attempt to use force to attack or evict an unwelcome intruder.

Terrorist activity are very rare but are a serious threat in modern society. Should the nursery be at immediate risk of terrorism, then emergency lockdown procedures should be implemented.

Bomb Threat

The vast majority of bomb threats are hoaxes. They are designed to cause alarm and disruption. However, all bomb threats should be taken seriously and appropriate emergency action taken. No matter how ridiculous or implausible a threat may seem, all such communications are a crime and should be reported to the police by dialling 999. Nurseries should be evacuated as advised by the police in the event of a credible threat. In some cases, it may be safer to remain indoors and operate lockdown procedures. The police are experts in analysing risk and will give clear advice.

Procedures covering bomb threat searches and what to do in the event of the discovery of a suspicious package should be based upon safety guidance from the police. The police advise that under no circumstances should any suspicious item be touched or moved in any way. It should be immediately reported to the police and evacuation started.

Lockdowns

If an emergency happens the person in charge must act quickly to assess the likelihood of immediate danger. In most cases the assumption should be that it is safer to stay put and place the setting into 'lockdown' until the emergency services arrive. As soon as the emergency services arrive it is essential staff always comply with instructions.

Upon alert to lockdown:

- Stay calm
- Ensure staff and children stay in their designated areas. Stay in the room you are working in, secure all doors and windows and await further instructions
- Close curtains and blinds where possible
- Stay away from windows and doors
- Stay low and keep calm, it might be an idea to rehearse this with children in an age appropriate way, in the same way that you would rehearse fire evacuation
- If appropriate, tune into a local TV or radio station for more information
- Do NOT make non-essential calls on mobile phones or landlines

If the fire alarm is activated, remain where you are and await further instructions from emergency services unless the fire is in your area. In which case, move to the next room/area, following your usual fire procedures.

Be alert:

- Do NOT open the door once it has been secured until you are officially advised 'all clear' or are certain it is emergency services at the door
- Do NOT travel down long corridors
- Do NOT assemble in large open areas
- Do NOT call 999 again unless you have immediate concern for your safety, the safety of others, or feel you have critical information.

Following the lockdown:

- Co-operate with the emergency services to help in an orderly evacuation
- Ensure you have the Register and children's details with you
- Any staff or children who have witnessed an attack or incident will need to tell the police what they saw
- The police may require other individuals to remain available for questioning

Managing parents

In the event of an incident it is inevitable parents will want to come to the setting and collect their children immediately. They must be discouraged from doing so, until the emergency services give the all clear. Even then, depending on the severity and type of incident, children may need to be checked by medical teams or questioned by the police. It must be made absolutely clear to parents that the setting will be acting on the advice of the emergency services at all times.

With regard to getting information to parents during 'lockdown', the person in charge should use the existing systems in place for sending group messages, such as social media, text, emails. Discourage parents from ringing directly for further updates during 'lockdown'; it will be vital the phone lines remain clear.

Extreme Weather Conditions

In extreme weather conditions such as heavy rainfall, snow, gale force winds and ice we will endeavour to keep the nursery open as usual. We will always try to care for children whatever the weather, because we recognise that working families rely on our service. However, our priority is safety of the staff, children and families and this will not be compromised. In the unlikely event that that severe weather conditions occur please take note of the following:

Nursery closures will only occur if the legal child to adult ratios cannot be met or the health and safety of our staff or children would be compromised. Some of our nurseries are located on school sites, but we are not influenced by their operations. Therefore, if the local school is closed, this does not mean the nursery will be closed too. We will endeavour to always keep open, when possible.

If legal staff to child ratios cannot be met, priority will be given to the children of working families, on a first come first serve basis. The person in charge has the discretion to make these decisions. In order to ensure sufficient spaces available with a reduced staff team we may ask families that receive funded care and education not to attend on this day, and an equivalent session will be offered at a later date. If staff members are late into work due to the weather, families may be asked to wait with their child until ratios can be fully met.

Early closure in extreme weather may be required in order to ensure families and staff can travel home at the safest point of the day. This is extremely rare and is at the discretion of the Joint Chief Executive Operations who will coordinate this across all settings looking closely at current weather conditions and MET office advice. Families will be contacted at the earliest opportunity to inform them of an early closure.

Wind	Windy weather may mean that Forest Schools is cancelled for the day. The weather forecast for forest school days is reviewed the night before and then again on the morning of the forest visit. The settings will not participate in Forest schools if the Beaufort Scale is 6 or higher. Please read the Forest Schools Policy for further information.
Heat	During a heatwave we take steps to ensure the safety of children. The occurrence of a heatwave is a strong possibility in the summer months and therefore we carefully consider the impact that a heatwave might have. Vulnerable children and staff should be identified by managers and given additional support not to experience heat exhaustion.

	<p>On very hot days (i.e. where temperatures are in excess of 30°C)</p> <ul style="list-style-type: none"> • children should not take part in vigorous physical activity • children playing outdoors should be encouraged to stay in the shade as much as possible • loose, light-coloured clothing should be worn to help children keep cool and shoulders and necks should be covered • Children should be encouraged to wear hats with wide brims so that most of their face is shaded. • Spare clothing and hats will be available for children who have forgotten theirs. • Children are allowed to wear UV protective sunglasses • Children must be provided with plenty of cool water and encouraged to drink more than usual <p>Parents will be asked permission to apply sunscreen to their child as part of the registration process. Parents will be asked to provide sunscreen for their child. A supply of sunscreen will be held at the nursery for parents who have forgotten or cannot provide their own supply.</p> <p>Sunscreen should be applied that is factor 30+, to all exposed parts of the body 15-30 minutes before going out in the sun not forgetting ears, shoulders, necks, noses and tops of feet etc. If children are playing in the water, sunscreen will wash off and will need to be reapplied once they have been dried.</p> <p>When indoors:</p> <ul style="list-style-type: none"> • open windows during the cool of early morning to allow stored heat to escape • reduce (but not close) window and ventilation openings when the outdoor air becomes warmer than the air indoors • use outdoor sun awnings if available, or indoor blinds, but do not let solar shading devices block ventilation openings or windows • keep the use of electric lighting to a minimum • switch off electrical equipment, including computers, monitors and printers, when not in use – electrical equipment, when left on, or in “standby” mode generates heat
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Failure of Power, Water or Other Utilities

On occasion there may be a temporary cessation of power, water or utilities supply at one of the nurseries. Should this happen the following procedures must be adopted:

Water/Hot Water	This is an environmental health concern. It is possible that water/hot water will be unavailable. All people on site should continue to wash their hands in the usual way using soap and cold water or they should use an anti-bacterial gel on their hands and wrists. Staff preparing food should use disposable gloves to reduce the risk of contamination.
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Fire Safety	All staff need to be extra vigilant with regards to detecting a fire because the fire alarm system will not be operational. Manual building checks should be completed by the person in charge to ensure the building is safe.
Heating	The heating system may be comprised in the building. If a power cut occurs in winter months, staff must monitor the temperature in the nursery and ensure children are warm enough and comfortable. This may include wearing coats indoors.
Extended power cuts	If the power has failed for a period of 24 hours and it is not expected to return within the next 24 hour period, then the person in charge should wait until all the children have left the nursery and then take the necessary action to close the nursery until the power is connected again. Nursery Support or Finance maintain records of account numbers, helplines and online access codes etc for utilities.
Phones	If main line phones are affected, then settings are required to raise a ticket with Lucid and switch to their nursery mobile phones to make outgoing calls. The phone VOIP system is dependent on internet so if the phone system is not operating then explore if the web service is active before contacting the phone service provider. The Central Team will continue to receive calls and will assist with communications.
Electronic Doors	The person in charge is responsible for ensuring a member of staff is deployed to manually monitor electronic doors at all times, especially if they are linked to any nursery rooms. Manual monitoring must remain active throughout, as the doors will not be secure.
Shared buildings	In relation to settings joined to other premises, the person in charge must liaise directly with the person in charge of the other premises to ensure any alarms can be activated throughout the entire joined premises.
Hot meal preparation	Power supply failure usually affects a settings ability to reheat frozen meals for the children. If this occurs then the person in charge is responsible for organising a non-cooked alternative lunch or to inform parents to bring in a packed lunch if this has not been possible. If a power failure happens during preparation for more than a few moments, then the meals must be disposed of.

Dealing with the Media

It is probable that some media interest will follow an emergency incident. Any media requests for information will be directed to the most senior member of staff, i.e. the Joint Chief Executives. No members of staff will give interviews or express an opinion or comment on any written or printed material without the express permission of the Joint Chief Executives.

Staff Attendance at Work

Unless informed otherwise, staff are to assume the setting is open during emergency situations and they should follow the usual procedures for notifying their manager about absence. They must inform their manager at the earliest opportunity if they are likely to be delayed for any reason.

2.4 Equality & Diversity

Introduction

Bows and Arrows is committed to taking positive and proactive steps to ensure that we provide a safe and caring environment free from discrimination for everyone in our community. Our setting actively promotes equality of opportunity, tolerance, fairness and anti-discriminatory practice towards all children, families, members of staff, students, volunteers. We fully and wholeheartedly adhere to both the spirit and detail of the Equality Act 2010, the Race Relations Act 1976 and the Race Relations (Amendment) Act 2000, which outlaw discrimination against anyone on grounds of race, colour, nationality or ethnicity.

The organisation accepts its duty to try to eliminate discrimination and to promote equality of opportunity and good race relations. All staff and children at the setting are entitled to an environment free from harassment and discrimination.

The setting is open to children of all cultures, religions, linguistic backgrounds and abilities. All children are treated as individuals with equal concern, in order that they should feel equally valued regardless of their sex, disability, religion, nationality, ethnic or national origins. All staff work to encourage each child's self-esteem and respect for others by promoting the positive values of diverse cultural identities through anti-racist activities and resources.

Our setting is aware that some children have disabilities/additional needs and are proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. We are committed to taking appropriate action to make sure that all children can access our services, are made to feel welcome, and that our activities promote their welfare and development in partnership with parents/carers and other relevant parties.

The setting is committed to the integration of all children with disabilities/additional needs and comply with the current Code of Practice on Special Educational Needs, the Special Educational Needs and Disability Act 2001, and the Disability Discrimination Act. The setting also believes that children with disabilities/additional needs have a right to play, learn and be able to develop to their full potential alongside other children. The setting will do all it can to ensure children with disabilities/additional needs have access to the same facilities, activities and play opportunities as their peers. Everybody stands to gain if all children are allowed to share the same opportunities and are helped to overcome any disadvantages that they may face.

The setting's equal opportunities procedures aim to help everyone involved in the setting to counteract and eliminate both direct and indirect discrimination in decision making, employment practices and service provision and to ensure that our services strive to achieve equality of opportunity for all.

The setting will endeavour to challenge any offensive behaviour, language or attitudes with regards to race, ethnicity, nationality, class, religion, culture, gender, language, sexual orientation and disability towards staff, parents/carers, children and visitors.

The setting will facilitate regular opportunities for consultation with parents/carers about the service that the setting provides, as a means of monitoring the effectiveness of the Equality and Diversity policy.

We aim to:

- provide a secure environment in which all our children can flourish and in which all contributions are valued
- To ensure that all children attending the setting have equal access to activities that will support and extend their knowledge and experiences in all areas of learning and development
- include and value the contribution of all families to our understanding of equality and diversity
- provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and people with disabilities
- improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity
- make inclusion a thread that runs through all the activities of the setting.

Methods

EYFS Curriculum

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

We do this by:

- making children feel valued and good about themselves
- ensure each child, parent and staff member knows that they are valued, and that their background (culture and religion) is understood, respected and reflected
- encourage and support staff to act as positive role models to children by displaying and promoting tolerant and respectful behaviour, language and attitudes and challenging any discriminatory incident
- treat seriously any member of staff found to be acting, or have been acting, in a discriminatory way, according to the provisions of the Staff Handbook
- work to fulfil all the legal requirements of the Sex Discrimination Act 1975, the Disability Discrimination Act 1995, the Human Rights Act 1998 and the Race Relations (Amendment) Act 2000/2010.
- we will ensure that our childcare practice is regularly reviewed in order to remove those practices which discriminate unfairly on the grounds of gender, culture, religion or sexuality ensuring that children have equality of access to learning
- recognising the different learning styles, making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities
- 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
- introducing a wide range of festivals and celebrations
- creating an environment of mutual respect and tolerance
- helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable e.g. circle time and persona dolls
- 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
- ensuring that children speaking languages other than English are supported in the

maintenance and development of their home languages.

Valuing Diversity in Families

- We welcome and appreciate the diversity of family lifestyles.
- We encourage children to contribute stories of their everyday life to the setting.
- We encourage parents/carers to take part in the life of the setting and to contribute fully.
- For families who speak languages in addition to English, we will develop means to ensure their full inclusion.
- We offer information regarding sources of financial support, e.g. Working Tax Credit (Childcare Element).

Social Mobility and Disadvantage

- Together with the local authority, Bows and Arrows promotes equality and inclusion, particularly for disadvantaged families, children in care and children in need by removing barriers of access to funded places and working with parents to give each child support to fulfil their potential.
- We positively identify the disadvantaged children in our settings and use EYPP and any locally available funding streams or support to improve outcomes for this group.
- Food
- We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met.
- 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.

Partnership with Parents

- The views of all parents/carers will be welcomed, respected and carefully considered.
- Collect and monitor information about the ethnic background of the children with the aim of making our service as accessible as possible

Training

- We provide opportunities for staff and volunteers to access training to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish.
- We continuously review our practices to ensure that we are fully implementing our policy for equality, diversity and inclusion.

2.5 Forest Schooling

INTRODUCTION

Forest school originated in Scandinavia in the 1950s and is based on the philosophy that children's interaction with nature and the natural world is a very important factor in their development. Forest schools are now fully integrated in the Danish education system and have been in use for three generations. The development of forest schools in Britain began around 1993, when tutors and students from Bridgwater College in Somerset visited Denmark to look at the pre-school system. They were so inspired by the emphasis placed on child-led outdoor learning that they set up their own forest school in the grounds of their college on their return to England.

The Forest School Association (FSA) defines forest school as an inspirational process that offers all learners regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in a woodland or natural environment with trees. It is a specialised learning approach that sits within and compliments the wider context of outdoor and woodland education.

Bows and Arrows offer forest school sessions to children aged 2, 3 and 4 years old across all our sites. The sessions are inclusive and all children can access them. We do not charge any additional fees for the sessions and waterproof clothing is provided for every child participating.

There are many reasons why we have chosen to undertake forest school sessions, but listed below are the main reasons we think it will benefit our specific children:

- More time outdoors - We recognise that many of our children can't spend long periods of time outside because they don't have easy access to a garden or park nearby. Forest school participation compensates for this.
- Improvements to physical and mental health – A significant proportion of our children have additional needs, behaviour issues or health issues. NHS guidelines suggest that children under the age of 5 need 3 hours of exercise per day and that it should be a mixture of bone strengthening, muscle building and cardiovascular. The Forest School environment provides a range of opportunities for these needs. Forest school children are active a lot of the time and they build up stamina as they go through their forest school sessions. This experience helps with a healthy lifestyle, can improve sleep patterns as children sleep more deeply and generally makes children fitter, stronger and more resilient. Time engaging with nature also improves their mental health too.
- Wellbeing and Fun – Our nurseries are fantastic, but they can be busy places with lots of noise and not a huge amount of space to play in. In contrast, the woodland is a peaceful, calming and a very spacious place to play and learn. Running, jumping and climbing is encouraged. The children enjoy the freedom to explore and play and the staff find the sessions liberating and fun.
- Empathy for others and nature – Some of our children are unfamiliar with common woodland animals and insects and require guidance on how to care for living creatures. They are also still learning how to cooperate with their peers and resolve conflicts. Working as a team in a natural setting bonds children as a group. It also makes them aware of the need to care for each other and for the environment.

DEFINITION OF A FOREST SCHOOL

The forest school ethos has six guiding principles which were agreed by the UK Forest School community in 2011. A forest school:

- is a long-term process of regular sessions, rather than one-off or infrequent visits; the cycle of planning, observation, adaptation and review links each session
- takes place in a woodland or natural environment to support the development of a relationship between the learner and the natural world
- uses a range of learner-centred processes to create a community for being, development and learning
- aims to promote the holistic development of all those involved, fostering resilient, confident, independent and creative learners
- offers learners the opportunity to take supported risks appropriate to the environment and to themselves
- is run by qualified level 3 forest school practitioners who continuously maintain and develop their professional practice.
- At Bows and Arrows we abide by all these principles in our forest school sessions.

BENEFITS OF FOREST SCHOOL SESSIONS

Playing and learning outside improve children's physical and emotional wellbeing and the forest school experience has been shown to be hugely beneficial for children with a range of emotional and developmental needs. Rather than using classroom resources and equipment, children can use natural materials found in the woodland and enjoy activities such as collecting sticks and leaves, tying knots, making dens, handling tools, using twigs to write in the mud, climbing trees, jumping across stones and building fires.

Forest school can help children to develop:

- self-awareness
- motivation
- empathy
- social skills
- communication skills
- independence
- self-esteem and confidence
- physical skills including the development of both gross and fine motor skills
- problem solving and risk taking
- resilience
- concentration
- knowledge and understanding of the world around them.

Forest school therefore supports the EYFS curriculum and can be linked to other themes being covered at the early years provision or to experiences at home.

RISKS AND RISK BENEFITS

Undoubtedly, Forest Schools Sessions provide a number of new risks for the children and staff. Tool use and fire lighting present obvious risks but because forest school sessions take place outdoors there are a number of other inherent, and often uncontrollable, risks presented by the weather or conditions of the site.

Therefore we conduct thorough and ongoing risk assessments on forest school sessions to keep everyone safe. Our process of risk management is proactive not reactive and our risk management is a continuous process. As parameters, such as weather or the condition of a forest school site change,

so does the probability and potential impact of the risk. When running sessions we risk assess prior to the session, but also re-evaluate at the beginning and middle of the day and in context of the group we are working with.

It is important though that as well as analysing the potential risk of an activity that its potential benefits are also considered. There is a danger that we try to eliminate all the risks entirely, but this could lead to a loss of vital learning opportunities. With this in mind here are a list of risk benefits offered by Forest School Sessions:

- Development of motor skills
- Development of tool use/skills
- Development of creativity and imagination
- Improve balance and spatial awareness
- Learn about rules and boundaries
- Learn about how insects and bugs behave
- Children learn how to identify plants, fungi and trees-including seeds, fruits, nuts and berries
- Children learn how to deal with an emergency and to ask for help
- Children learn to be aware of their limits
- Children learn that their actions have consequences
- Problem solving
- Opportunity to reflect
- Learn to become self-aware

RESPONSIBILITY OF THE TRUSTEES AND JOINT CHIEF EXECUTIVES

To maintain the provision of forest schools sessions at each nursery site. To ensure the Forest School Leaders have the resources and training needed to run the Forest Schools sessions effectively and safely.

RESPONSIBILITY OF THE NURSERY MANAGERS

To monitor the provision of the Forest Schools Sessions to ensure the sessions are effective and safe. To ensure the practitioners have the time and resources necessary to run the session. To provide adequate staff resource and to maintain consistency with the staff deployed. To ensure families are kept informed about forest school sessions including any cancelled sessions.

RESPONSIBILITIES OF THE QUALIFIED FOREST SCHOOL LEADER

To plan and oversee the running of each forest school session using their expert skills and knowledge gain through their qualification. To participate in regular meetings to review and improve the forest school sessions at all the sites. To be responsible under the Health and Safety at Work Act 1974 to eliminate exposure to significant risks that could cause harm to people, the environment and to things or equipment.

RESPONSIBILITIES OF ALL EMPLOYEES

To promote the forest schools session to children, families and the wider community. To read and understand the ethos of the forest schools movement. It is the responsibility of all staff to remain vigilant throughout a forest school session, especially with regard to health and safety issues.

2.6 Lost Children

The safety of the children is paramount and the setting will make every effort to ensure that whilst on outings all children are closely supervised to ensure they remain safe and within the group.

Parents are kindly requested to inform the person in charge if there is any risk of abduction from an estranged parent. Staff are unable to prevent a parent taking their own child unless they have been given copies of any legal injunction preventing the parent having access.

In the extremely unlikely event that a child was to become detached from the group and become lost then we have the following procedure in place.

- All staff and helpers to be alerted and a search made of the immediate and surrounding areas.
- Depending on location, others alerted, for example if in a shop then the shop staff.
- If the search proves negative then parents, police and Ofsted are to be informed.
- Staff must ensure the welfare, both physical and emotional, of other children in their care.
- Person in charge to provide the police with details of the child and incident.
- The person in charge to be responsible for gathering all relevant information and liaising with the required authorities and parents.

2.7 Data Privacy (GDPR)

The General Data Protection Regulation (GDPR) gives individuals controls over their own personal data. As a nursery it is necessary for us to collect personal information about the children who attend as well as staff and parents/carers. Bows & Arrows is registered with the Information Commissions Office.

GDPR principle

GDPR condenses the Data Protection Principles into 8 areas, which are referred to as the Privacy Principles. They are:

1. You must have a lawful reason for collecting personal data and must do it in a fair and transparent way.
2. You must only use the data for the reason it is initially obtained.
3. You must not collect any more data than is necessary.
4. It must be accurate and there must be mechanisms in place to keep it up to date.
5. You cannot keep it any longer than needed.
6. You must protect the personal data.
7. You must have appropriate measures against unauthorised or unlawful processing or personal data and against accidental loss or destruction/damage to personal Data.
8. Personal Data shall not be transferred to any outside agency or country within the EU that does not comply with the new General data protection regulations.

The GDPR provides the following rights for individuals:

- The right to be informed.
- The right of access.
- The right to rectification.
- The right to erase.
- The right to restrict processing.
- The right to data portability.

- The right to object.
- Rights in relation to automated decision-making and profiling.

There are two main roles: the data *controller* and the data *processor*. As a childcare provider, we are a data controller. The data is our data that we have collected about the children and their families, or our staff. We have contracts with other companies to process data, which makes them the data processor. The two roles have some differences but the principles of GDPR apply to both. We have a responsibility to ensure that other companies we work with are also GDPR compliant.

Lawful basis for processing personal data

We must have a lawful basis for processing all personal data within our organisation. The six reasons as follows:

- Consent:** the individual has given clear consent for you to process their personal data for a specific purpose.
- Contract:** the processing is necessary for a contract you have with the individual, or because they have asked you to take specific steps before entering into a contract.
- Legal obligation:** the processing is necessary for you to comply with the law (not including contractual obligations).
- Vital interests:** the processing is necessary to protect someone's life.
- Public task:** the processing is necessary for you to perform a task in the public interest or for your official functions, and the task or function has a clear basis in law.
- Legitimate interests:** the processing is necessary for your legitimate interests or the legitimate interests of a third party unless there is a good reason to protect the individual's personal data which overrides those legitimate interests.

For the majority of data we collect, the lawful basis for doing so falls under the category of 'legal obligation' such as names, date of birth and addresses as we have a legal requirement to obtain this data as part of the Statutory Framework for the Early Years Foundation Stage. We may also be required to collect data as part of parent's contract with the setting or local authority, for example, for us to claim government funding.

Some data we collect, for example, photographs, requires parents to give consent for us to do so. Where this is the case, parents are asked to consent or 'opt in' (typically via our Registration Form) and have the right to withdraw their consent at any time.

Data Retention

We will hold information about individuals only for as long as the law says and no longer than necessary. After this, we will dispose of it securely. This is set out in our separate Retention Chart.

Security

We keep data about all individuals secure and aim to protect data against unauthorised change, damage, loss or theft. All data collected is only accessed by authorised individuals. All paper forms are securely stored and all computers are password protected.

Ensuring compliance

The member of staff responsible for ensuring that the nursery is compliant is the Nursery Manager. Their main duties are:

- Ensure that the Principles of data privacy are observed
- Hold and destroy data in accordance with the Retention Chart

- Undertake investigations when there is a breach of personal data and when necessary report to the Information Commissions Office.
- Ensure their training on privacy is up to date, and that of their teams is up to date

The Business Support Manager has the same duties for our central administration function.

2.8 Supporting Children with Special Educational Needs & Disabilities

Bows and Arrows will use its best endeavours to ensure that educators in our nurseries are able to identify and provide for those children who have special educational needs and disabilities. We are committed to the inclusion of all children. All children have the right to be cared for and educated to develop to their full potential alongside each other through positive experiences, to enable them to share opportunities and experiences and develop and learn from each other. We provide a positive and welcoming environment where children are supported according to their individual needs and we work hard to ensure no children are discriminated against or put at a disadvantage as a consequence of their needs.

We are committed to working alongside parents in the provision for their child's individual needs to enable us to help the child to develop to their full potential.

We are committed to working with any child who has a specific need and/or disability and making reasonable adjustments to enable every child to make full use of the nursery's facilities. All children have a right to a broad and well-balanced early learning environment. Where we believe a child may have additional needs that have previously been unacknowledged, we will work closely with the child's parents and any relevant professionals to establish if any additional action is required.

A child or young person has special educational needs and disabilities if they have a learning difficulty and/or a disability that means they need special health and education support, we shorten this to SEND.

Children have SEND if they:

- have a significantly greater difficulty in learning than the majority of children of the same age
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age
- are under compulsory school age and fall within the definition above or would so do if special educational provision was not made for them

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

- We provide an environment in which all children are supported to reach their full potential.
- We have regard for the DfES Special Educational Needs and SEND Code of Practice (2014), the Early Years Foundation Stage 2021, and the Equality Act 2010.
- We ensure our provision is inclusive to all children with special educational needs and disabilities.
- We support all parents and children with special educational needs and disabilities.
- We ensure that play is inclusive and encourages anti-discriminatory practice by enabling all children to take part and ensuring appropriate risk assessments are put in place if necessary.

- We identify the specific needs of children with special educational needs and disabilities, and meet those needs through a range of SEND strategies, both in setting and working with outside professionals.
- 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.

The name of our Special Educational Needs and Disabilities Co-ordinators (SENDCO) are displayed in nursery

The role of the SENDCO is:

- Ensuring close involvement from parents throughout the care and provision provided, and planned for by the setting of children with special educational needs or disabilities. They should also ensure that the parents insights inform the action taken by the setting. They are also responsible for sharing information regarding how any additional funding is allocated for the child.
- Advising and supporting other practitioners in the setting, ensuring that they are aware of their role and responsibilities to children with SEND and identifying any staff training needed.
- Ensuring that appropriate support is in planned for and carried out specific to each child needs, for example in the form of an Individual Education Plan (IEP) and support plans.
- Ensuring that relevant background information about individual children with special educational needs is collected, recorded and updated.
- Meeting with relevant professionals relating to the child's SEND needs, alongside the family.
- Sign posting families to other sources of support and outside agencies.
- Applying for additional funding to support children with SEND (if appropriate).
- Making referrals for children with possible SEND to ensure that they are receiving all possible support both inside the nursery and beyond.
- Ensuring all Health care plans are completed appropriately and kept up to date, providing appropriate support where necessary.
- Applying for Educational and Health Care Plans alongside families.
- Be able to identify SEN and disabilities, applying a graduated approach to identify and meet children's needs.
- Be able to challenge and overcome negative attitudes and discriminatory behaviours from staff, parents and sometimes children.

Identification and assessment of children with Special Educational Needs

If a member of staff has concerns about a child's development they will take the following steps to ensure early intervention:

- Once an initial concern has been identified this will be discussed with the setting SENDCO.
- All concerns will then be confidentially discussed with families, sharing their thoughts and feelings.
- With permission from parents the child's key person and/or SENDCO will carry out some focussed observations of the child
- Once sufficient observations have been taken these will then be discussed with parents, and interventions will be put in place to support the child.
- With permission from parents, staff will liaise with outside agencies (when/if appropriate)
- Staff will review interventions regularly (usually within 6-8 weeks) to see progress and to adapt as necessary in collaboration with the parents.

Graduated approach

The 'graduated approach' is the steps taken by the setting when a practitioner identifies an area of SEND. There are four steps to the approach; assess, plan, do and review.

1. Assess

When an early education practitioner, who works with the child, or the SENDCO, identifies a child with special educational needs or disability (SEND), they should devise an assessment of the child and their need. This assessment should be reviewed regularly to ensure that support given is matched to the need. Where necessary as a setting we may contact specialist teachers/ health care professionals for more specialist support and assessment.

2. Plan

Where it is decided to provide support which is different from or additional too those provided as part of the settings curriculum and strategies the SENDCO and key person will meet with the child's family. Together we will plan for each of the child's needs and put in place appropriate interventions agreed by all, and a clear review date for this will be set, this is usually every 6-8weeks. Any related staff development needs will be identified and addressed here, in the form of training for example.

3. Do

The key person will be responsible for working with the child on a daily basis. With support from the SENDCO they will oversee the implementation of the interventions agreed by all. The SENDCO will support the practitioner in assessing the child's response to the action and support where they are needed.

4. Review

The support put in place will be reviewed with a meeting with the parents. Here it will be discussed how the support has impacted on the child and the quality of this to achieving their goals. The views of the parents, child, SENDCO and key person will all be taken into consideration during this time. Together any changes agreed will be agreed, as well as support for the child in light of the child's progress and development. Parents will have clear information about the impact of the support in setting, as well as in the home.

Partnership with parents

We understand that Parents are a child's first and most enduring educators and therefore we value the input of each family as they hold a wealth of knowledge about their child. This will be drawn upon in all aspects of our assess, plan, do and review strategy.

Staff

We ensure that the provision for children with special educational needs and disabilities is the responsibility of all members of staff. All staff are willing to attend training courses to help them broaden their knowledge of a specific need if necessary.

Facilities and resources

At Bows and Arrows we provide opportunities for children with special needs to have access to facilities, activities and play opportunities. The nursery is fully accessible to wheelchair users including toilet facilities. At the nursery we provide a range of equipment and resources, and would purchase further equipment if necessary to meet the child's specific needs.

Health care plans

At our setting we ensure children's health needs are met fully, and support is centred around this. We therefore complete a 'Health care plan' upon entry/ diagnosis with the family, which is reviewed termly by the setting SENDCo. This outlines all necessary procedures when supporting health

conditions in line with parent's views and wishes, to ensure the child has complete access to the setting and education. The SENDCO will also ensure that any training required to meet the health needs of a child is undertaken before/ as soon as possible to when the child joins the setting or is diagnosed.

Sharing information

As part of the identification and assessment it may be necessary for us to contact outside agencies, with parental consent. This can be done in a number of ways, usually beginning with contacting relevant services and agencies, for example, SEN support services (IAA). All information shared with these will be discussed with parent prior to the referral, and always documented.

We may also need to share information when your child moves onto school. In regards to children with SEN, this will generally be done in the form of a 'Transition Passport'.

Procedures

- We ensure that our inclusive admissions practice ensures equality of access and opportunity
- We work closely with parents of children with special educational needs and disabilities to create and maintain a positive partnership
- We ensure that parents are informed at all stages of the assessment, planning, doing and reviewing 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
- 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 for children with special educational needs
- We provide resources (human and financial) to implement our Special Educational Needs Policy

The Local Offer

The Bows and Arrows Nurseries are part of The Local Offer. The Local Offer provides information about support services and local opportunities for children and young people with SEND. To find out more about the local offer please visit <https://www.suffolk.gov.uk/children-families-and-learning/send-and-the-local-offer/what-is-the-local-offer/>

2.9 Transitions

Introduction

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

Aim

- We aim to make the nursery a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.
- We believe that all children should feel as comfortable, confident and emotionally secure as possible when entering an early years setting and during transition periods. We realise that a transition is a process which staff and families have a role to support the child in feeling as secure as possible
- The early year's foundation stage guidance states "children's social, emotional and educational needs are central to any transition between one setting and another or within one setting". We also recognise that effective communication is the key to a positive transition.

Transition from home into setting

- Once a family has booked for their child to start at the nursery, they will be contacted by the setting to book settling in/trial sessions. These sessions are to help the child settle and get to know the staff before they begin their first day.
- Children are allocated a key person by the room leader who will ensure that this person is available to be with the child at their settling in/trial sessions. The key person will also have a buddy who would support the child in their absence. The buddy will be introduced to the family and child during these sessions.
- When a child comes for their settling in/trial sessions, they will spend time meeting their new key person and be able to explore the nursery environment alongside their parent. The first two sessions are carried out with the parent so that they are on hand to support the child and give information to the new key person. The key person will ask the family about the child's interests, development, and any support needs they may have. This will help the key person to learn more about the child and to support them to settle in those first few weeks of starting at the setting.
- During the last settling in/trial session, the parent will leave the child for this session so they can spend time with their new key person. If the child needs more settling in sessions this will be discussed with the parents.
- On some occasions it is necessary to change a child's key person. This could be due to staff moving to another room or setting or because their hours do not match the child's attending hours. When this happens, parents will be notified by the nursery of the changes and the new allocated key person will be introduced to the family.
- If a child has additional support needs, there may be another meeting arranged to enable the setting SENDCO to discuss any support that may need to be in place before the child starts.
- During the first few sessions, parents will be given feedback of how their child has settled and any support that was given during this time.

- We encourage parents to say goodbye to their children as opposed to just leaving them without saying goodbye to help support children with separation anxiety and to support children to understand that their parent has gone, but will return for them.

In-setting Transitions

Methods

- We recognise the child will already have a strong bond with their key person from their current room, therefore we allow time for the child, along with their current key person to visit their new room during the child's sessions at the setting. This is to play and explore the next room during their session before they move up.
- The senior educator of the new room will be given a list of children moving up and will plan in advance who is to become the child's new key person. This will be dependent on the child's sessions at the setting, coinciding with staffs working hours and bonds already formed between staff and children. Parents will be advised who the new key person will be.
- During the visits to the new room with the current key person and the new key person will aim to play alongside the child securing bonds prior to the move.
- We provide opportunities for the child and his/her parents to visit the new room at times which are convenient for the family. This is to meet staff and talk through routines, needs, interests and any other questions regarding the needs of the child and family. These visits will be coordinated and initiated by the child's existing key person who will be liaising with the new key person.
- We judge a child to be settled when they have formed a relationship with their new key person; for example, the child looks for the key person when he/she arrives, goes to where things are and is pleased to see other children and participate in activities.
- We recognise that some children will settle more readily than others, and we will discuss with parents/carers the best way meet their child's needs.
- Children who have had a period of absence may also need their parent to be on hand to re-settle them into their new room.
- All children will have a record of their learning completed up to date when leaving one room to go to another. These records will be passed on from existing key person to new key person and the new key person can then familiarise themselves with the child's developmental stage. This will support them in providing activities suitable to the needs of the child and supporting them in the feeling comfortable, confident, and emotionally secure.
- The two key people will have an informal conversation regarding the child, where current interests, developmental stages, individual planning, dietary requirements, and any other areas regarding the child will be shared, this will ensure continuity of care for the child.
- We also hold a meeting for key persons and families to share information and talk through possible lines of direction for their child's development and transitions, these will be initiated by the child's key person. Although upon request, families can have meetings with their child's key person whenever they require.
- After the move has occurred and the child is in their new room settling in, the old key person is always at hand to offer advice and support to the child, family and new key person.

Transitions between the nursery and other childcare providers

Methods

- We recognise the child will already have a strong bond with their key person from their current setting who holds valuable information and knowledge of the child

- To help us support a transition we require parents to inform us in advance of where and when a child maybe leaving us to attend a new setting to enable us to create a link between the key person, child and the new setting.
- We aim to gain a lot of valuable information from the family including start dates at the new setting and whenever possible a name of their new key person or teacher.
- We then aim to contact the new setting to introduce ourselves and share information regarding the child with the permission and support of the family.
- We offer opportunities for new key people and or teachers to come and visit the child in the setting to play alongside them to start forming bonds. This is to ensure that the child is well prepared for the new experience.
- When leaving the nursery to go to school, the key person accompanies the child for a short visit, usually in a group with other children, so they can see first-hand their new environment, discuss it and share their thoughts about moving on.
- The child's up to date record of learning is then handed over to the families who will have time to read and add to if they wish before handing it on to the new setting. This is so the new key person can familiarise themselves with the child and see their achievements and developmental stage. This will support the new key person in planning suitable activities for the child.
- The name of the child's last key person and the contact number of the setting will be offered to provide any follow up support to the child, family or setting to achieve the best outcome for the child.

What if the child is attending two separate settings at the same time?

If a child is attending two settings at the same time, we will again confer with the family to get the name of the other setting and possibly a name of key person or teacher. Once we have this information, we will aim to make contact with this person to introduce ourselves, and then share information on a regular basis via telephone or meetings regarding the child's current interests, developments and any other information. By doing this we will ensure the continuity of care for the child which will achieve the best outcomes. We will keep a record of learning for all children attending the setting and will share this information with parental permission with the other setting the child attends.

Section 3: Policies for Health & Safety

Bows & Arrows has a broader Health & Safety Handbook. These sections relate to the specific Health & Safety of children in our care.

3.2 General Hygiene

Practical hygiene tips for preventing infections

Nurseries provide the perfect breeding ground for a whole host of germs because of the close proximity of so many children. The problem is further compounded by the fact that many pre-school children may not have yet developed good hygiene habits or built up an immunity against infection. Illnesses that most commonly effect nurseries include coughs and colds, diarrhoea and vomiting illnesses, head lice, skin infections such as ring worm and common infections such as chicken pox.

Good infection control measures are therefore essential for ensuring the protection of both children and staff. Parents should be informed if any child has been in contact with any infectious disease.

Good hygiene procedures

The kitchen areas, toilets, rest areas including floors, corridors and walls along with equipment and furniture must be clean and the building well ventilated. The following hygiene measures are in place:

Hand hygiene

Regular and effective hand washing among both staff and children is one of the most effective ways of controlling the spread of germs

- All children should be encouraged to cover their mouth when coughing or sneezing, then they should wash their hands.
- Hands should always be washed after using the toilet, after dealing with waste/spillages, playing with animals and before eating or handling food
- Hands should be washed after playing outside.
- Children should wash their hands after having their nappy changed.
- Warm water and a mild, liquid soap should be used to wash hands
- Hands should be rubbed vigorously to ensure that both sides are properly cleaned, and rinsed under warm, running water.
- Children should wash their hands continuously for a period of at least 20 seconds.
- Hands should then be thoroughly dried with a disposable paper towel or cloth towel.
- Hand wash basins and toilets should be kept clean, regularly checked and not used as a source of drinking water
- Tissues are available and the children are encouraged to blow and wipe their noses when necessary. The soiled tissues are disposed of hygienically and the child should wash their hands.

Protective Clothing

There are disposable gloves and plastic aprons for the staff to wear when handling body fluids such as urine, faeces, blood or vomit. Plastic gloves should always be worn during nappy changing.

Cleaning up body fluid spills

Any spillage of body fluids should be cleaned up immediately with paper towels and an effective disinfectant solution. This should always be done wearing disposable gloves. The paper towels should then be removed safely to a waste bin site. Floor mops used to clean up spillages should be rinsed

with hot water and detergent and allowed to dry - a disinfectant maybe used. Any contaminated clothing should be removed from the child and given to the parent to take home.

Nappy changing areas

All nurseries that cater for children in nappies should ensure that:

- Nappies are changed in designated areas away from play facilities and food or drink
- Soiled nappies should be disposed of in a designated nappy bin with a foot operated lid
- Nappy changing mats should be cleaned with a paper towel and anti-bacterial spray after each nappy change. The changing mat must be replaced if torn in any way.
- Both staff and children should wash their hands after every nappy change.
- Children on potties
- Potties should only be used in designated areas away from food and drink
- Contents of the potty should be flushed down the toilet. The potty must be cleaned with anti-bacterial spray or soapy water, dried and stored inverted to allow it to dry

Food management

Please refer to the Food Hygiene and Healthy Eating Policy.

When handling food:

- Always wash hands before handling food and check the 'use by' date
- Keep children and pets away from the preparation areas
- Never reheat food that has been cooked outside of the nursery.
- Keep surfaces clean and wash with anti-bacterial spray before and after use
- Personal hygiene
- People working in the premises must maintain a high standard of personal hygiene, particularly regular hand washing. Regular hand washing is important for personal cleanliness and to prevent cross contamination.

All staff should wash their hands when appropriate and specifically:

- After using the toilet.
- After handling rubbish.
- After smoking (you must not smoke in or near the nursery).
- After taking a break.
- Before and after handling food.
- After spending time outside.
- After coming into contact with Nursery pets

Outbreaks of Infection

If a nursery suspects that some of its children are part of an outbreak of infection they should inform their Consultant in Communicable Disease Control in public health.

Norfolk, Suffolk and Cambridge Health Protection Unit
Thetford Community Healthy Living Centre
Croxtan Road
Thetford
IP24 1JD

Telephone: 0300 303 8537

Generic email: EastofEnglandHPT@phe.gov.uk or phe.EoEHPT@nhs.net

Secure email: hpa-ag.adminNSCHPU@nhs.net

3.3 Safeguarding & Child Protection (inc British Values & Prevent, Cameras & Mobile Phone Use)

INTRODUCTION

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

Safeguarding is not just about protecting children from deliberate harm. For our nurseries it includes things such as safety and protecting our children from bullying, harassment, missing nursery sessions and online abuse. The witnessing of abuse can also have a damaging effect on those who are a party to it, as well as the child subjected to the actual abuse, in itself will have a significant impact on the health and emotional wellbeing of the child.

Abuse can take place in any family, institution or community centre, by person, on the telephone, on the internet and in many other forms. Abuse can often be difficult to recognise as children may behave differently or seem unhappy for many reasons, as they move through the stages of childhood or their family circumstance change. However, it is important to know the indicators of abuse and to be alert to the need to consult further.

Safeguarding and promoting the welfare of children refers to the process of protecting children from abuse or neglect, preventing the impairment of their health or development, ensuring that children grow up in circumstances consistent with the provision of safe, effective and nurturing care and undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

Child Protection refers to the processes undertaken to meet statutory obligations laid out in the Children Act 1989 and associated guidance (see Working Together to Safeguarding Children, An Interagency Guide to Safeguard and Promote the Welfare of Children) in respect of those children who have been identified as suffering or being at risk from suffering.

The Children Act 1989 states that the child's welfare is paramount and that every child has a right to protection from abuse, neglect and exploitation.

The primary legislations we refer to, to protect the children in our care include:

- The Children's Act 1989 (section 47)
- Data Protection Act 2018
- The Protection of Children Act 1999
- The Children's Act 2004 Every Child Matters

The guidance we refer to includes:

- What to do if you are worried a child is being abused (2004)
- The Framework for assessment of children in need and their families (2000)
- Working together to Safeguard Children (revised 2018)
- The Common Assessment framework (2005)
- Suffolk Safeguarding Children Board – website www.suffolkscb.org.uk

- Suffolk Safeguarding Children Board – Flow chart for referral
- Suffolk Safeguarding Children Board – Are you concerned about a child?

The secondary legislation we refer to, to protect children in our care includes:

- Sexual Offences Act (2003)
- Criminal Justice and Court Services Act (2000)
- Human Rights Act (1999)
- Race Relations Act (1999)
- Race Relations (amendment) Act (2000)
- Race Relations (amendment) Act (1976 regulations)
- Rehabilitation of Offenders Act (1974)
- Section 26 of the counter terrorism act and security act 2015

TRAINING

It is important that all staff have training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern. Child protection training is mandatory for all staff and will be part of their induction process. The Designated Safeguarding Person (where applicable) will ensure that the staff's knowledge, understanding and practice of safeguarding children are current and up-to-date at all times through regular discussions during staff meetings, supervisions and an annual training session. Where gaps are identified support and training will be mandatory.

The designated lead and deputy safeguarding officer should undertake/renew their safeguarding children training every three years and further training should be completed when necessary. (See suffolkcpd.co.uk for updates of new courses and when updates are available)

- All members of staff should complete their formal safeguarding children training and every five years and earlier if necessary.
- Safeguarding training will be delivered internally every year as a refreshers and reminder for all staff.
- All trustees will attend basic awareness training on Safeguarding

SAFER RECRUITMENT

We practise robust recruitment procedures in checking the suitability of staff, volunteers to work with children, this will include DBS checks, health checks and references.

Safer recruitment means that applicants will;

- complete an application form, including their work history
- provide two referees including at least one who can comment on the applicant's suitability to work with children
- Provide evidence of identity and qualifications
- Be checked through the DBS as appropriate to their role
- Be interviewed
- All new members of staff will undergo an induction that includes familiarisation with the settings safeguarding policy and identification of their own safeguarding and training needs. All new staff must read and understand the safeguarding policy before commencing work with the children.

INTIMATE AND PERSONAL CARE

Children's dignity will be preserved and a level of privacy ensured. The normal process of nappy changing should not raise child protection concerns. There are no regulations that indicate that a second member of staff must be available to supervise the nappy changing process to ensure that abuse does not occur, but we ensure that staff do not leave themselves vulnerable and will always work in an open environment by avoiding private or unobserved situations or closing doors to toilet areas.

USE OF MOBILE PHONES

Mobile phones have a place in settings, especially those without a landline and on outings. They are often the only means of contact available in settings and can be helpful in ensuring children are kept safe. To protect children we will:

- only use mobile phones appropriately, and ensure staff have a clear understanding of what constitutes misuse
- ensure the use of a mobile phone does not detract from the quality of supervision and care of children
- ensure all mobile phone use is open to scrutiny
- provide secure storage facilities for the work mobile
- store personal mobile phones in a secure area whilst staff are on duty
- ensure any staff known or seen to be using a personal mobile phone will be cautioned/disciplined
- prohibit staff from using their personal mobile phones to take pictures of the children attending the setting
- ask visitors either to turn their mobile phones off/remove or store the phone before spending time in the setting
- ensure the use of mobile phones on outings is included as part of the risk assessment; for example, how to keep personal numbers that may be stored on the phone safe.

DIGITAL IMAGES

- It is important that staff, parents and volunteers in the provision are fully aware of their duties and responsibilities with regard to digital images.
- All photographs and film taken of the children and families within the provision, and while on visits, remain the property of the provision.
- All digital images will be taken with cameras owned by the provision. Staff and volunteers are not permitted to use personal equipment (cameras or mobile phones) to take images without permission.
- Staff and volunteers must follow parents' wishes with regard to photographs of their child.
- Staff and volunteers must be diligent in ensuring that photos taken of children do not place themselves or the child at risk, eg making sure that the child is appropriately dressed.
- Images included in external publications and documents, such as promotional materials, websites and social media pages, must never include children's names.
- Images of children should not be stored on personal computers, laptops or memory sticks without permission from the manager.
- The provision has the right to monitor the ICT equipment of staff in order to safeguard children.
- Photographs stored electronically must not contain other information about the child, in order to protect their identity.

BEHAVIOURAL EXPECTATIONS OF ADULTS

Whilst caring for other people's children, we are in a position of trust and our responsibilities to them and the organisation must be uppermost in practitioners' minds at all times.

We do **not**:

- use any kind of physical punishment or chastisement such as smacking, hitting or rough housing
- behave in a way that frightens or demeans a child
- use any racist, sexist, discriminatory or offensive language
- let allegations a child makes go unchallenged, unrecorded or not acted upon

Staff at this childcare provision are not permitted to use any form of corporal punishment. In some exceptional circumstances, it may be necessary to physically restrain a child in order to prevent:

- personal injury to themselves
- personal injury to another child or adult
- immediate danger of death to themselves
- immediate danger of death to another child or adult
- serious damage to property.

Under these circumstances staff will not be in breach of the law. The staff will make the judgment to physically restrain a child only when there is a real or potential danger. The child will only be restrained by holding them until the danger has passed and they will be released as soon as it is safe to do so. The child will then be spoken to, preferably in a quiet area. They will be calmed and reassured by the staff. An explanation will be given to the child as to why they were restrained using language appropriate to their understanding. Parents will be informed as soon as possible of the incident. Any occasions when restraint is used will be recorded by the member of staff responsible for the restraint and include witness's signatures. Physical contact and restraint should be a last resort.

ALLEGATIONS MADE AGAINST AN EMPLOYEE, VOLUNTEER OR OTHER ADULT

It is essential that any allegation of abuse made against a person who works with children and young people including those who work in a voluntary capacity is dealt with fairly, quickly, and consistently, in a way that provides effective protection for the child, and at the same time supports the person who is the subject of the allegation. The framework for managing allegations is set out in statutory guidance contained in Working Together to Safeguard Children [WT]: A guide to inter-agency working to safeguard and promote the welfare of children 2010, and Safeguarding Children and Safer Recruitment in Education 2007.

We follow the advice given by the Suffolk Safeguarding Children's Board and further details on managing allegations can be found on the Suffolk Safeguarding Children Board website at www.suffolkscb.org.uk

If an allegation of abuse is made against a member of staff or volunteer, the nursery manager or the person in charge must be informed immediately. The Executives and/or Chair of Trustees will also be informed within 24 hours.

The flowchart below can be used to manage any allegations or relevant concerns:

An allegation is made or a concern is raised about an adult.

Is it alleged that the adult has:

- Behaved in a way that has, or may have harmed a child?, or

- Possibly committed a criminal offence against, or in relation to a child?, or
- Behaved in a way that indicates they are unsuitable to be working with young children?



If yes, or not sure, contact
LADO straight away



If no, follow Bows and Arrows
disciplinary procedures

DON'T

- Interview or take statements from the adult child or anyone else involved.
- Inform the adult until advised to do so by the LADO
- Delay informing the LADO – this must be done straight away, ie on the same day.

DO

- Check with the person making the allegation very basic facts ie when? who? where?
- Make a record of the facts
- Then take further advice from the LADO
- Take all allegations/concerns seriously

LADO CONTACT DETAILS

Contact details for Safeguarding Managers who will undertake the role of Local Authority Designated Officer for allegations against all staff and volunteers:

Email on LADO@suffolk.gov.uk or LADO central telephone number 0300 123 2044

<https://www.suffolksp.org.uk/working-with-children-and-adults/children/local-authority-designated-officers-lado/>

LADO INVOLVEMENT

The Local Authority Designated Officer (LADO) is a local authority representative who is independent of any investigation into an allegation and who:

- Provides advice and guidance to employers and voluntary organisations.
- Liaises with the Police and Social Care in case of criminal or child care investigations.
- Monitors the progress of all investigations to ensure they are dealt with as quickly and consistently as possible.

Usually a strategy meeting will be called by the LADO to coordinate any investigation. This is a meeting bringing together representatives of Bows and Arrows, police, social care and other agencies where appropriate, to share relevant information, agree actions and timescales and consider support available for staff member and child, where appropriate. A summary of the allegation and its outcome will be provided through the minutes of the strategy meeting(s) for use in the investigation.

Procedures need to be applied with common sense and judgement. Some allegations are so serious as to require immediate referral to social care and the police for investigation. Others are much less serious, and at first sight may not seem to warrant consideration of a police investigation or enquiries by Children and Young People's Service. However, it is important to ensure that even apparently less serious allegations are seen to be followed up and that they are examined objectively by someone independent of the organisation concerned. Consequently, the Local Authority Designated Officer (LADO) should be informed of all allegations that come to the senior manager's attention and appear

to meet the criteria so that s/he can consult police and social care colleagues as appropriate. The LADO will provide advice and guidance as required, but it is also necessary to inform Ofsted about any allegations of abuse or concerns about a member of staff or volunteer.

SUSPENSION

Suspension will be considered in any matter where there is cause to suspect that a child is at risk of significant harm, or the allegation warrants a police investigation. Suspension will also be considered if the allegation is of such a serious nature that the behaviour might be grounds for dismissal. The volunteer or employee involved will be suspended on full pay until the matter is resolved. All concerns and allegations will be treated with sensitivity and confidentiality and the staff member will be formally referred by the Nursery Manager or CEO Operations to the Company's Employee Assistance Programme for access to counselling services and support during and after the investigation.

WHISTLE BLOWING

Any individual who has reasonable suspicion of malpractice should inform the manager immediately. If they do not feel this is the appropriate person they should approach the Executives, Chairperson, Local Authority or Ofsted. It is recognised for some people that this can be a daunting and difficult experience.

All reports will be investigated and dealt with in confidence, including only those staff on a 'need to know' basis.

Whistle blowing at Ofsted Hotline: To contact the hotline call 0300 123 3155 (Monday to Friday from 08.00 to 18.00), email whistleblowing@ofsted.gov.uk or write to WBHL, Ofsted, Royal Exchange Buildings, Piccadilly Gate, Manchester M1 2WD.

A charity called 'Public Concern at Work' give free and confidential advice and can help you to decide whether and/or how to raise your concerns at work first. You can call Public Concern at Work on 020 7404 6609, email helpline@pcaw.co.uk or visit www.pcaw.co.uk/law/uklegislation.htm for useful information about whistle blowing legislation.

All concerns of poor practice or concerns about a child's welfare brought about by the behaviour of colleagues should be reported to the designated safeguarding person and/or Nursery Manager.

RECOGNISING ABUSE

To ensure that our children are protected from harm, we need to understand what types of behaviour constitute abuse and neglect. We will ensure all staff understands their responsibilities in being alert to indicators of abuse and their responsibility for referring any concerns to the designated person responsible for child protection.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

Emotional abuse

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. It may involve conveying to children that they are worthless or unloved, inadequate or valued only for meeting the needs of another person. It may feature age – or developmentally-inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative and non-penetrative acts. They may include noncontact 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.

Neglect

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 misuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing or shelter, including exclusion from home or abandonment; failing to protect a child from physical and emotional harm or danger; failure to ensure adequate supervision, including the use of inadequate care-takers; or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

PREVENTING RADICALISATION AND EXTREMISM

We are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, that in the exercise of their functions, to have "*due regard to the need to prevent people from being drawn into terrorism*". This duty is known as the Prevent duty.

Alongside this the EYFS states;

Early years providers must take action to protect children from harm and should be alert to harmful behaviour by other adults in the child's life. Practitioners will therefore know how to identify children that are at risk from radicalisation and know when, where, and how to refer them for help if necessary.

Staff will therefore

- Be alert to changes in children's behaviour which could indicate that they may be in need of help or protection
- Be aware that children at risk of radicalisation may seek to hide their views, the key person approach means that we get to know the child and family well and therefore will be aware of any personality, behaviour or demeanour changes quickly

- Seek advice from senior staff or manager where they have concerns about a child at risk of radicalisation and work with Suffolk county council safeguarding board to seek advice or refer where necessary (Customer first 0808 800 4005)

The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff to raise concerns relating to extremism directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk. Please note that the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.

Undertake awareness training to become more aware of extremist ideas and terrorist ideology and signs that children could be at risk

It is unacceptable to

- Actively promote intolerance of other faiths, cultures and races
- Gender stereotype and separate girls and boys
- Isolate children from the wider to community
- Fail to challenge behaviours from staff, children or parents that are not in line with fundamental British values of democracy, rule of law, individual liberty, mutual respect, and tolerance for different faiths and beliefs.

Definition of terms

Collaboration: the action of working with someone to do something

Extremism: The holding of extreme political or religious views

Radicalisation: is a process by which an individual or group comes to adopt increasingly extreme political, social or religious ideas or aspirations, that reject or undermine the status quo or reject and undermine contemporary ideas and expressions of freedom of choice.

Terrorism: The unofficial or unauthorised use of violence and intimidation in the pursuit of political aim

Tolerance: the ability or willingness to tolerate the existence of opinions or behaviour that one dislikes or disagrees with

BRITISH VALUES

The concept of 'Fundamental British Values' has been implicitly within the EYFS since 2014. Now, it is a part of the statutory Prevent guidance that all childcare providers need to follow. All in, there are four British Values which we promote. In turn, these four values all fit somewhere within the EYFS categories of Personal, Social, and Emotional Development (PSED) and Understanding the World (UW).

Here are the four individual values and examples of how we incorporate them in our nurseries.

1. Democracy

Democracy is where we make decisions together. Like many of the other British Values, it's also about making sure that everyone has equal rights and is treated equally. Each child's views matter, and it's important they are given the opportunity to share and collaborate to make decisions together.

Where it fits into the EYFS – PSED, Self-Confidence and Self-Awareness

Examples

- Nursery Managers and educators encourage children to see their views count, to value each other's views, and to talk about their feelings.
- Staff support decisions that children make and provide activities to encourage collaboration, turn taking, and sharing.
- We create an environment where children staff and families, questions and opinions are heard, listened to and valued.
- Practitioners ensure that children views are listened to and support them in expressing and defending their opinions, this will support children's understanding of the advantages and disadvantages of democracy.

2. Rule of Law

The Rule of Law is about understanding that rules matter in our society. And that's about understanding that there are some rules that we need to follow. At an earlier level, it's more about understanding cause and effect and that our actions have consequences. This also ties into distinguishing between right and wrong.

Where it fits in the EYFS – PSED, Managing Feelings and Behaviour

Examples

- Incorporating a short set of simple, consistent rules in the nurseries.
- Understanding the nature of cause and effect.
- Teaching children that actions have consequences. We explain to children how something they have done might have made another child feel, instead of just asking them to say a meaningless 'sorry'.

3. Individual Liberty

Individual Liberty focuses on freedom for everyone. Developmentally, we give children a positive sense of themselves and promote their self-confidence and self-awareness.

Where it fits in the EYFS – PSED, Self-Confidence and Self-Awareness, UTW, People and Communities

Examples

- Child-led play and allowing children to explore their own interests rather than moving them towards a pre-made plan.
- Acknowledging and celebrating children's favourite things, maybe a book or soft toy which is special to them.

3. Mutual Respect and Tolerance

We teach children to treat others as they would like to be treated creating an environment where there is tolerance of all faiths, cultures, races and views, along with an understanding of our differences and similarities.

Where it fits in the EYFS – PSED, Managing Feelings and Behaviour, PSED, Making Relationships, UTW, People and Communities

Examples

- We celebrate cultural events and find ways to bring them into the activities. This helps children to understand and play a part in cultures that they wouldn't necessarily see in their lives outside of the nursery.
- Understand and visit the wider community. We take children out on trips to participate in local events.

FEMALE GENITAL MUTILATION

Female Genital mutilation is against the law but in some countries is considered a religious act and a cultural requirement. FGM is a criminal offence, it is child abuse and a form of violence against women and girls, and therefore should be treated as such. Cases should be dealt with as part of our existing structures, policies and procedures on child protection. Staff will be made aware of FGM and signs of symptoms to be aware of through their safeguarding training. The designated lead and safeguarding officer will have training on FGM and any concerns over a child who may be at risk of FGM will be reported immediately.

FGM is a procedure where the female genital organs are injured or changed and there is no medical reason for this. It is frequently a very traumatic and violent act for the victim and can cause harm in many ways. The practice can cause severe pain and there may be immediate and/or long-term health consequences, including mental health problems, difficulties in childbirth, causing danger to the child and mother; and/or death. FGM is prevalent in 30 countries located around the Atlantic coast to the Horn of Africa, in areas of the Middle East, and in some countries in Asia.

FGM has been classified by the World Health Organisation (WHO) into four types:

Type 1 – Clitoridectomy: partial or total removal of the clitoris (a small, sensitive and erectile part of the female genitals) and, in very rare cases, only the prepuce (the fold of skin surrounding the clitoris);

Type 2 – Excision: partial or total removal of the clitoris and the labia minora, with or without excision of the labia majora (the labia are the 'lips' that surround the vagina);

Type 3 – Infibulation: narrowing of the vaginal opening through the creation of a covering seal. The seal is formed by cutting and repositioning the inner, or outer, labia, with or without removal of the clitoris;

Type 4 – Other: all other harmful procedures to the female genitalia for nonmedical purposes, e.g. pricking, piercing, incising, scraping and cauterising the genital area.

Indicators of FGM and risk factors:

It is vital that staff are aware of the range of behavioural indicators and risk factors of FGM and report any concerns to the designated person. We are aware that it is our responsibility to report concerns. It is not our responsibility to investigate or decide whether a child has been abused.

There are a number of factors in addition to a girl's or woman's community, country of origin and family history that could indicate she is at risk of being subjected to FGM.

Potential risk factors may include:

- a female child is born to a woman who has undergone FGM
- a female child has an older sibling or cousin who has undergone FGM
- a female child's father comes from a community known to practise FGM

- the family indicate that there are strong levels of influence held by elders and/or elders are involved in bringing up female children
- a woman/family believe FGM is integral to cultural or religious identity
- a girl/family has limited level of integration within UK community
- parents have limited access to information about FGM and do not know about the harmful effects of FGM or UK law
- a girl confides to a professional that she is to have a 'special procedure' or to attend a special occasion to 'become a woman'
- a girl talks about a long holiday to her country of origin or another country where the practice is
- parents state that they or a relative will take the girl out of the country for a prolonged period
- a parent or family member expresses concern that FGM may be carried out on the girl
- a family is not engaging with professionals (health, education or other)
- a family is already known to social care in relation to other safeguarding issues
- a girl requests help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
- a girl talks about FGM in conversation, for example, a girl may tell other children about it.
- a girl is unexpectedly absent from nursery
- sections are missing from a girl's Red book
- a girl has attended a travel clinic or equivalent for vaccinations / anti-malarials

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They will be viewed as part of a jigsaw, and each small piece of information will help the Designated Safeguarding Person to decide how to proceed. It is very important that you report your concerns – you do not need 'absolute proof' that the child is at risk.

Taking action:

Key points to remember for taking action are:

- in an emergency take the action necessary to help the child, for example, call 999
- report your concern to the Designated Safeguarding Person immediately
- if the Designated Safeguarding Person is not available, ensure the information is shared with the most senior person in the nursery that day and ensure action is taken to report the concern to children's social care
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- complete a record of concern about children, even where there is no need to refer the matter immediately (dated and signed on each page) see appendix for 'Record of Concern' form
- If a referral is made please then go on to complete a 'Chronology of Events'
- seek support for yourself if you are distressed.

PARENTAL PARTNERSHIP

Where possible, concerns will be discussed with the parent/carer for an explanation, providing it does not put the child at immediate risk. Parental agreement will be sought for a referral unless seeking agreement is likely to place the child at risk of significant harm through delay or the parent's actions or reactions.

Parents must notify the nursery regarding any concerns they may have about their child and any accidents, incidents or injuries affecting the child, which will be recorded. We will involve parents and carers wherever possible and ensure they have an understanding of the responsibilities placed on the setting for safeguarding children by setting out its statutory duty in the nursery policy and procedures, prospectus, notice board and newsletter.

REFERRALS

The Designated Safeguarding Person will follow the procedures set out by the Suffolk Safeguarding Children Board if it is believed that a child is suffering or is at risk of suffering significant harm. The child (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

Please follow the SSCB Referral Flowchart attached to this policy and displayed in the office at each nursery.

Referral Contact Telephone Numbers:

Children's Services:

Customer First freephone No: 0808 800 4005

Emergency Duty Service

Week days: 5.20pm to 8.45am

Weekends: 4.25pm Friday to 8.45am Monday 0808 800 4005

Suffolk Police: Main Switchboard No: 01473 613500

However, if we are seriously concerned about a child's immediate safety, we will dial 999.

All telephoned referrals must be confirmed in writing and the information given must be as complete and clear as possible. The appropriate referral form should be used unless to do so is impracticable or would cause dangerous delay. This form is available on the Suffolk Safeguarding Children website www.suffolkscb.org.uk and should always be submitted within 24 hours of the telephone referral.

The referral will be confirmed in writing within 24 hours. All referrers should expect to be contacted by a social worker about their referral in order to ensure that their information has been properly understood. You should initiate this contact if you have not heard from a social worker within 24 hours of making the referral. If you need any advice or support in making a referral you are able to contact the LADO Local Authority Designated Officer. It is your responsibility to ensure that your concerns have been received and understood, and that they are receiving appropriate attention. Children's Social Care have a legal duty to determine a course of action within one working day of receipt of referral and should invariably be prompt to confirm receipt and check details with any referrer. The time of receipt of referral by Children's Social Care is to be taken as the time of receipt of the call by Customer First.

Staff will create a precise and detailed written record of the concerns and share it with the Social Worker. It is important to record precise details of injuries and signs of neglect and diagrams should be used to illustrate injuries and clinical findings. Care should be taken to record exactly what was said by a child or parent or referrer, because the details and exact words used can be very significant. A "body map" should be used to record physical injuries.

Care should be taken to distinguish between fact and opinion, and to identify the information and thinking that underpins them. Much of this detail should normally be included on, or referenced in, the referral form. This must be sent to Children's Social Care (either via Customer First or direct to the Social Worker if this has been agreed with them) within 24 hours of any telephone referral. It is important to give as much detail as possible on the referral form, but care should be taken not to delay

referral. Any information not given on the referral form should be sent on as soon as possible. All referrals should be reported to the executives and where necessary Ofsted/LADO.

CONFIDENTIALITY AND SHARING INFORMATION

All staff understand that child protection issues warrant a high level of confidentiality, not only out of respect for the child and staff involved but also to ensure that information being released into the public domain does not compromise evidence. Staff should only discuss concerns with the designated person or manager. That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis. Child protection information will be stored and handled in line with Data Protection 2018 principles.

Information is:

- processed for limited purposes
- adequate, relevant and not excessive
- accurate
- kept no longer than necessary
- processed in accordance with the data subject's rights
- secure

Record of concern forms and other written information will be stored in a locked facility. We will develop effective links with relevant agencies and cooperate as required with any enquires regarding child protection matters including attendance of case conferences.

ADDENDUM FOR COVID 19

From 20th March 2020, families were asked to keep their children at home, wherever possible, and for nurseries and education settings to remain open only for those children of workers critical to the COVID-19 response and for vulnerable children. Since then, the pandemic has interrupted the delivery of early educational and childcare through lockdowns and restrictions to provision.

This addendum contains details of our individual safeguarding arrangements in the following areas:

- Vulnerable Children
- Attendance Monitoring
- Designated Safeguarding Lead
- Safeguarding Training
- Reporting a Concern
- Supporting Children in Nursery
- Supporting Children not in Nursery
- Supporting Children's Mental Health and Wellbeing
- How this addendum links to the Bows and Arrows Covid 19 Risk Assessment

This addendum is in addition to our existing policies and must be referenced to and implemented until further notice.

Vulnerable children

Vulnerable children include those who have a social worker and those children with an education, health and care (EHC) plan. Those who have a social worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section

17 of the Children Act 1989. Those with an EHC plan will be risk-assessed in consultation with the Local Authority and parent/carers, to decide whether they need to continue to be offered a nursery place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

Nursery Management and the Designated Safeguarding Lead know who our most vulnerable children are. They have the flexibility to offer a place to those on the edge of receiving children's social care support. Where vulnerable children join our nursery from another setting we will ensure that we secure sufficient information from the child's previous setting by directly communicating with a member of the DSL team. We acknowledge that this may prove difficult given some nurseries have closed and we will contact the local authority for their support and contact the child's social worker where applicable.

There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at risk. In circumstances where a parent/carer does not want to bring their child to an education setting, and their child is considered vulnerable, together with the social worker we will explore the reasons for this directly with the parent/carer. Where parent/carers are concerned about the risk of the child contracting COVID 19 we will talk with the family about their anxieties and outline our preventative measures in the setting to protect people from contracting COVID 19. Attendance will be encouraged wherever possible.

Attendance Monitoring

Attendance monitoring is required, however with reduced attendance and partial closures, non-attendance of children will be followed up in order of priority. Where a vulnerable family does not take up their child's place at nursery, or discontinues their place, we will notify their social worker.

Vulnerable children

If a child is expected to attend, and is a no-show on the day, contact must be made with the parent/carer on the same day to make enquiries about the family and to establish the reason for the absence. If the family cannot be reached, the social worker must be notified, or MASH must be contacted. In some cases, a doorstep visit may be necessary to undertake a welfare check, subject to undertaking a comprehensive risk assessment before the visit.

Nursery Managers and DSL may also have concerns about other children not considered vulnerable. For example, they may have children on the edge of social care involvement, or families who have had social care involvement in the past. The Person in Charge and DSL will also monitor the attendance of these children in the same way as vulnerable children above.

All other Children

Generally, for all other children, we attempt to call the parent/carer on the first day of absence. If we are unable to reach the family and there are three consecutive 'no-shows', then we either instigate a doorstep visit or report the absence to the authorities.

Designated Safeguarding Lead

The optimal scenario is to have a trained DSL (or deputy) available on site. Where this is not the case a trained DSL (or deputy) will be available to be contacted via phone or online video, for example when working from home. Our group of six nurseries has a central head office and we hold a list of active DSLs in the network, so we are able to signpost to other nurseries for DSL support where required. Where a trained DSL (or deputy) is not on site, in addition to the above, the group nursery management team

(Nursery Managers and CEO Operations) will assume responsibility for co-ordinating safeguarding on site. The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely. It is important that all staff have access to a trained DSL (or deputy) at all times.

Safeguarding Training

The DSLs and Nursery Managers continue to do what they reasonably can to keep up to date with safeguarding developments and training. DSL training is likely to be disrupted whilst there remains a threat of the COVID 19 virus. For the period COVID 19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training. All existing nursery staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2019) and have read and understood the Safeguarding Policy. The DSL should communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

Reporting a concern

Staff will continue to follow our Child Protection procedures and advise the safeguarding leads immediately about concerns they have about any child, whether they are working from home, in the nursery or at another location. COVID 19 means a need for increased vigilance by staff due to the pressures on services, families and young people, rather than a reduction in our standards.

Children's services may be affected by the impact of the virus on staff and an increased demand for services. Where a child is at risk of significant harm there may be a need to be persistent in referring concerns to the local authority.

Supporting children in Nursery

Bows and Arrows is committed to ensuring the safety and wellbeing of all its children and we will continue to be a safe space for all children to attend and flourish. The Nursery Manager will ensure that appropriate staff are on site and staff to child ratio numbers are appropriate, to maximise safety. It has been acknowledged by the Department for Education that the COVID-19 circumstances meet the threshold of 'exceptionally' and therefore the ratios can be changed if necessary - <https://www.gov.uk/government/publications/coronavirus-covid-19-earlyyears-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures>

Supporting children not in Nursery

The pandemic has meant that some children are confined at home to reduce contacts and minimise the risk of catching the virus. However, children's vulnerability may be reinforced by their limited access to protection. For example during periods of lockdown, children's access to trusted adults beyond the household is limited and caregivers become almost wholly responsible for their children's protection. The pressures on children and their families at this time are significant. We are aware of family pressures being exacerbated by being contained in a small area, poverty, and financial or health anxiety.

To support families and to monitor children who are absent, we provide the following services when children are registered at the setting but are not physically attending the nursery due to coronavirus related issues:

Vulnerable children:

- Weekly courtesy calls to the family with follow up interventions linked to the current needs.
- Home learning packs distributed every half term. To maximize opportunities for the child to learn at home and to provide a brief face to face meeting with the family to check in and offer support.
- Email updates and general communications via our website and social media pages.

All other children:

- Non vulnerable children receive the same support, but courtesy calls occur on a fortnightly basis.

Supporting Children's Mental Health and Wellbeing

Research suggests that the pandemic will affect everyone's mental wellbeing, particularly vulnerable groups such as children. Children may feel worried or anxious about different things. Beyond the virus itself there is the interruption of the child's normal routine, suddenly spending most of their time indoors and no longer regularly seeing family and friends. They may also experience someone close to them, such as a family member, carer, friend or teacher, becoming seriously ill or dying. This can cause feelings of sadness, loss and grief. Children under two years old may become more easily distressed. They may cry more than usual or want to be held and cuddled more. Preschool children may return to behaviours they have outgrown, such as toileting accidents, bed-wetting, or being frightened about being separated from their parents or carers. They may also have tantrums or difficulty sleeping.

We understand the importance of ensuring relevant information about each child, including safeguarding and welfare information, remains accurate. The DSL and Person in Charge will do all they reasonably can to ask parents and carers to advise them of any changes regarding welfare, health and wellbeing that they should be aware of when a child is absent from the setting. For other children attending the nursery, they will be observed and assessed in the usual manner to determine their wellbeing, social skills and emotional resilience.

Each nursery will devise an educational program which enhances our focus on children's mental health and wellbeing and reflects the needs of the current cohort of children. Additional time will be spent in providing clear information about the pandemic and listening to and acknowledging children's concerns. Existing strategies will be used to support children with mental health issues and families will be signposted to mental health services for further support.

How this addendum links to the Bows and Arrows Covid 19 Risk Assessment

By law we are required to think about the risks presented by COVID 19 and do everything reasonably practicable to minimise them, recognising we cannot completely eliminate the risk of coronavirus. We have done this by completing a COVID secure risk assessment and we have published the latest version on our website. The Bows and Arrows Covid 19 Risk Assessment encompasses many new and additional ways to keep children safe during the pandemic. These include maintaining contact with families who are not in regular attendance to ensure children are safe and well. We also note that children should be supported to understand the changes and challenges they may be encountering as a result of COVID-19 and staff need to ensure they are aware of children's attachments and their need for emotional support at this time. The Bows and Arrows Covid Risk Assessment should be read and

understood in conjunction with this addendum. The risk of COVID-19 does not override the duty on the nursery to ensure children and young people are safe.

3.4E-Safety

Introduction

E-safety is embedded across all areas of the organisation and links to existing policies concerning Safeguarding (use of mobile phones and digital images) Health and Safety (guidelines for the safe use of display screen equipment) Staff Handbook (use of IT systems and social media rules) Visitors and Parents Acceptable Behaviour (abusive or threatening emails, texts, voicemails, phone messages, social media postings, to anyone within the nursery community).

Developments in technology have transformed learning in recent years, and our early years practitioners embrace the opportunities offered by advances in information and communications technology (ICT), while ensuring children are safeguarded and protected from potential harm.

This policy sets out the provisions for e-safety in our nurseries.

Risks

Research suggests that an increasing number of young children use smartphones, tablets or similar devices on a daily basis and often without adult supervision. Ofcom's 'Children and Parents Media Use and Attitudes Report' (2018 – released in January 2019) found that: 19% of 3- 4-year-olds have their own tablet and 52% of 3-4-year-olds go online for an average of nearly 9 hours a week.

Experts believe that by raising awareness of online risks at an early age, children will be better protected as they grow up.

We recognise our duty to ensure that children are protected from potential harm, both within and beyond the learning environment, and therefore it is vital that e-safety is a priority.

The risks recognised include:

- prolonged exposure to online technologies, particularly from an early age
- exposure to illegal, inappropriate, or harmful content
- grooming
- cyberbullying
- making, taking and distribution of illegal images and “sexting”
- physical, sexual, and emotional abuse
- identity theft
- privacy issues
- addiction to gaming or gambling
- pressure from the media and targeted advertising
- theft and fraud from activities such as phishing
- viruses, malware, etc

Strategies for educators to reduce the risks:

- Check apps, websites, and search results before using them with children to ensure they are age appropriate.
- Always supervise children when accessing the internet and use a reputable and familiar internet search engine.
- Ensure safety modes and filters are applied as default settings tend not to ensure a high level of privacy or security. Supervise children closely.
- Role model safe behaviour and privacy awareness. Talk to children about safe use, for example ask permission before taking a child's picture even if parental consent has been given.
- Make use of home visits to inform your understanding of how technology is used within the home and the context of the child with regards to technology.

- Check privacy settings to make sure personal data is not being shared inadvertently or inappropriately.
- Undertake e-safety training on Noodle Now
- Manage your online reputation and relationships. Practitioners are strongly discouraged to add parents of children at your setting as friends online; this can blur professional relationships and put you at risk of allegations. If there is a pre-existing relationship or situation which means this is not achievable, you should discuss this with the Designated Safeguarding Lead (DSL) at your setting and/or your Nursery Manager so that they are aware and can give you advice.
- If you are concerned about something you see on social media, such as comments posted by a parent, make sure you report it to your DSL. If you are concerned about content posted by a colleague, follow the allegations procedure in the safeguarding policy.
- Ensure the access to your setting's network and IT infrastructure are secure. Pay particular attention to passwords, screen locks and protected devices.
- Read, understand, and apply all policies and procedures for online safeguarding.
- Protect company hardware and devices and do not leave it in unsecure locations or allow it to be used by others
- Teach children about safety with technologies as part of the wider curriculum
- Ensure that the use of any materials by staff or by children complies with copyright law.

Resources to use with parents and carers

- AskAboutGames: [Supporting families with video games](#)
- Childnet: [Keeping under-fives safe online](#)
- Internet Matters: [Guidance for parents of pre-schoolers](#)
- London Grid for Learning: [Portal](#) linking to various resources on parental engagement around online safety
- NSPCC: [Guidance for parents on keeping children safe online](#)
- Parent Zone: [Digital Parenting magazine](#)
- [Parent Info](#)
- Thinkuknow: [Guidance and information for parents/carers](#) from NCA-CEOP

CCTV

CCTV is used for maintaining the security of the company property and premises and for preventing and investigating crime, it may also be used to monitor staff when carrying out work duties. For these reasons the information processed may include visual images, personal appearance, and behaviours. This information may be about staff, children, families, offenders and suspected offenders, members of the public and those inside, entering or in the immediate vicinity of the area under surveillance. Where necessary or required this information is shared with the data subjects themselves, employees and agents, services providers, police forces, security organisations and persons making an enquiry.

Website Management

Website photographs that include children will be selected carefully. Written permission from parents or carers for featuring their child on the website is requested when each child starts at the nursery and parents/carers wishes are followed at all times. Children's names will not be used in association with any photographs of the child. Websites are password protected and only selected staff have access to upload and amend any data, this includes the Nursery Managers, IT support and the Central Support Team.

3.5 Visitors & Parents Acceptable Behaviour

INTRODUCTION

We are very proud of the fantastic community within and surrounding the nursery and the positive and harmonious relations we enjoy with the parents and carers. Incidents of unacceptable behaviour are few and far between. The need for this policy reflects good practice and a wish to be clear about how the organisation responds in the very rare incidents where behaviour from parents and visitors doesn't reflect the nursery's positive ethos and values. The purpose of this policy is to provide expectations around the code of conduct of all third parties connected to the organisation, to clarify the types of behaviour that will not be tolerated and the action the organisation should take if the policy is ignored or breached. This policy is an unsigned agreement between Bows and Arrows Nurseries and the parent, carer or visitor.

GENERAL POLICY STATEMENT

We are committed to providing a working environment free from harassment and bullying and ensuring all staff are treated, and treat others, with dignity and respect. Please see the employee handbook section 4.1 regarding the Bows and Arrows Anti-Harassment and Bullying Policy which covers harassment or bullying which occurs at work and out of the workplace, such as on business trips or at work-related events or social functions. It covers bullying and harassment by staff (which may include consultants, contractors and agency workers) and also by third parties such as customers, suppliers or visitors to our premises.

Respect is a big theme at our nursery. In line with our values of appreciation and developing positive and supportive relationships, all visitors to the nursery, including parents and carers, are expected to behave respectfully and responsibly towards staff, children and one another. Abusive or aggressive behaviour such as shouting, swearing, issuing threats or physical intimidation either on the nursery premises or on the phone, or during nursery outings to staff and parents and carers is not acceptable and will not be tolerated. If a threatening or abusive incident is witnessed or experienced by a member of staff, they should either report it straight away or call for assistance. Senior leaders will be deployed swiftly to safeguard children and adults and to calm the situation down. If an individual refuses to calm down and continues to act in an aggressive or disrespectful manner, they will be asked to leave the premises. In some circumstances the police will be notified and adults will be banned from the premises.

Advice from the Department of Education (DFE) states that a setting may consider that aggressive, abusive or insulting behaviour or language from a parent presents a risk to staff or children. It is enough for a member of staff or a child to feel threatened. In such a circumstance, settings have a power in common law to bar the visitor from the premises. It is important to recognise that all children, staff and adults have a right to expect that their nursery is a safe and orderly place in which to work and learn.

BEHAVIOUR THAT WILL NOT BE TOLERATED

- Disruptive behaviour which interferes or threatens to interfere with any of the normal operation or activities anywhere on the premises.
- Any inappropriate behaviour on the premises.
- Using loud or offensive language or displaying temper.
- Threatening in any way, a member of staff, visitor, fellow parent/carer or child.
- Damaging or destroying property.
- Sending abusive or threatening emails or text/voicemail/phone messages or other written communications (including social media) to anyone within the nursery community.

- Defamatory, offensive or derogatory comments regarding the nursery or any of the children/parents/staff/trustees at the nursery on Facebook or other social media platforms.
- The use of physical, verbal or written aggression towards another adult or child. This includes physical punishment of your own child on the nursery premises.
- Approaching someone else's child in order to discuss or chastise them because of the actions of this child towards their own child. (Such an approach to a child may be seen to be an assault on that child and may have legal consequences)
- Smoking, taking illegal drugs or the consumption of alcohol on the nursery premises.
- Dogs (or other animals) being brought on to the school premises without permission (other than guide dogs)

ACTIONS TO BE TAKEN IF THE POLICY IS IGNORED OR BREACHED

In the event of any parent, carer or visitor not complying with this policy, then proportionate actions will be taken as follows:

Serious Breaches

In cases where the unacceptable behaviour is considered to be a serious and potentially criminal matter, the concerns will in the first instance be referred to the Police. This will include any or all cases of threats or violence and actual violence to any child, staff or trustee. This will also include anything that could be seen as a sign of harassment of any member of the nursery community, such as any form of insulting social media post or any form of social media cyber bullying. In cases where evidence suggests that behaviour would be tantamount to libel or slander, then the organisation will refer the matter to our solicitors for further action.

Emergency Ban

If the incident is extremely serious, the nursery has the right to put in place an emergency temporary ban with immediate effect. Where possible, the person in charge will make this decision in consultation with the Bows and Arrows Joint CEOs. If an emergency temporary ban is put in place, the person in charge may decide to drop the ban, allow the temporary ban to run its course or extend it. They will explain their decision in writing. Repeated incidents may also result in a ban from the premises.

Less Serious Breaches

In cases where the code of conduct has been broken but the breach was not libellous, slanderous or criminal matter, then the school will send out a formal letter to the parent or carer and warn them that if they do not stop their behaviour, they may be banned from the premises. If after this, the behaviour continues, the parent or carer will again be written to and informed that a ban is now in place.

Length of Ban

The duration of the ban needs to be sufficient to convey a clear message about the seriousness of the associated misconduct and take into account any previous bans. The aim will always be to restore positive relations as soon as is reasonably practicable. Even if a ban is long term, it will be reviewed periodically, taking into account any future changes of behaviour.

Appeal

If a parent or visitor wishes to appeal the ban this can be done through the complaints procedure.

During the Ban

A banned parent or carer will be required to drop off their child/children outside the main front entrance where they will be met by a member of staff. The children will also be brought out by a member of staff at the end of their session. Every attempt will be made to maintain normal communications with parents/carers during the ban. Even where a parent/carers has been banned from the premises, they retain their right to communicate with staff to discuss the educational progress of their child or children. However, the nursery will determine who will be present at the meeting (e.g a senior member of staff might accompany the key person) and its location (it may be arranged off site) and if the meeting should be held virtually.

TRAINING

All Management staff including anyone who has the responsibility for other employees should be instructed on how to deal with reports of harassment, abuse and violence whether they come directly from the aggrieved person or from someone else who has witnessed an incident.

In addition, all Nursery Managers should have training to increase their awareness of violence and aggression in the workplace, to understand why incidents should be reported and taught practical ways to defuse aggression and deal with challenging behaviour and conflict.

RESPONSIBILITY OF THE TRUSTEES AND JOINT CHIEF EXECUTIVES

the governing body and the executives will:

- keep the incidences of harassment, unwanted behaviour and violence under review
- take all appropriate action to support senior staff in managing third party unwanted behaviour at work.
- support Nursery Managers if they are directly involved in incidents or potential incidents
- monitor the implementation of this policy
- maintain an overview of its effectiveness
- review it as required.

RESPONSIBILITY OF THE NURSERY MANAGERS AND SENIOR STAFF

- provide support to staff who they feel may be experiencing problems with the behaviour of third parties.
- ensure that staff who have experienced incidents have access to appropriate sources of confidential advice and support, such as occupational health support and the EAP
- carry out or contribute to risk assessments to protect staff and prevent incidents occurring.
- record and report all and any incidents upwards so they can be monitored.
- report to RIDDOR as appropriate.
- ensure that bullying and harassment are not tolerated within this organisation in any circumstances
- ensure staff have adequate time to recover from any incidents and record them.

RESPONSIBILITIES OF ALL EMPLOYEES

- required to record and report issues of concern to their line manager
- engage with occupational health support or EAP when experiencing problems at work
- expected to attend all relevant health and safety training.

3.6 Ill or Infectious Children

INTRODUCTION

It is the policy of this provision that children in our care are always kept safe. The provision understands its duty to promote the good health of the children, take necessary steps to prevent the spread of infection, and take appropriate action when they are ill. In this respect the provision is fully compliant with Section 3: Welfare Requirements of the Early Years Foundation Stage (EYFS) statutory framework.

GENERAL POLICY STATEMENT

In this provision we realise that all children have minor illnesses, such as minor coughs and colds, from time to time that do not prevent them from attending. In these circumstances staff should allow children to attend.

The provision is also aware that some children have longer term illnesses and conditions that, while serious, do not affect their day to day life and that living a “normal” life and attending early years care is an important part of their coping with that illness. These cases will always be discussed with the parents/guardians at the enrolment stage and, if accepted at the provision, a suitable plan of care will be agreed which may involve the administration of medication.

However, the provision is also aware that some children will have minor or serious illnesses from time to time that should prevent them from attending. It is therefore the policy of the provision that children who have anything more than a minor illness should be kept at home. This is particularly important in the case of any infectious illness that might be spread.

Children with the following signs or symptoms will be excluded from the provision:

- diarrhoea and/or vomiting
- doubtful rash
- infectious illness, eg chicken-pox, mumps or measles
- fever or temperature

Parents/guardians should be advised that their children may not return to the provision until 48 hours after they have been symptom free. If a child arrives at the provision ill, the senior member of staff will take the decision as to whether the child is fit to attend or not. If not, the parent will be asked to take the child home.

If a child becomes ill while at the provision then the duty first aider will be asked to see the child immediately and the child’s parents/guardians will be called and asked to collect the child. While waiting for the parents/guardians the child will be monitored and comforted and given the chance to rest in a quiet area. If the child’s condition worsens such that it causes concern to the first aider and staff, then suitable medical treatment should be arranged in the form of a GP, an ambulance or transport to Accident and Emergency as appropriate and the parents/guardians informed.

In the event of an illness requiring hospital treatment, the person in charge will try to inform the parents/guardians immediately and arrange to have the child taken to hospital. The person who takes the child should stay with the child until the parents/guardians arrive. If the parents/guardians do not arrive or are unable to be contacted, the member of staff should stay with the child until the appropriate treatment has been given and follow the advice of a responsible doctor. Where appropriate they should return with the child to the provision where he or she would be cared for until the arrival of the parents/guardians. In all cases the first aider will complete a detailed report of what happened and action taken.

In the case of a serious injury, an appropriate report will be made to Ofsted as required by the Early Years Foundation Stage (EYFS) statutory framework. Reports should be made via the Ofsted Contact Centre on 0300 123 1231.

PROCEDURE

Our organisation refers to the “Suffolk Health Authority’s Guide to Communicable Diseases” when giving advice to parents about specific illnesses or diseases. The appropriate information is displayed in poster format in the nursery. This gives information on the suggested period of absence for a number of conditions.

- In the event of a child who has conjunctivitis they may attend the setting as long as they are being treated.
- In the event of a child who has had chicken pox, a child may attend 48 hours after the last spot has dried out and crusted over. Parents are to make sure there are not any recurring infectious spots.
- The person in charge will make the final decision to refuse the child attendance to the setting when making a judgment on the child’s health and whether they are infectious.
- In an emergency we may give a child Calpol to bring their temperature down after we have consulted with the parent or carer via the telephone and we have permission. However, it is not our normal practise to prescribe medication to children unless doctor prescribed.
- Parents will be made aware if their child has come into contact with an apparent infectious illness.
- Parents are informed verbally and via notices within the setting of occurrences of infection.

HEAD LICE

Parents, nurseries and the community need to work together to manage and prevent head lice. The nursery will encourage parents to regularly inspect their child’s head for lice, as this is the best form of prevention. Children cannot be excluded from nursery for having head lice, but in extreme cases parents can be asked to collect their child from nursery to receive treatment.

Usual procedures will be to advise all families of an outbreak of head lice at the nursery recommending that all families check their children and themselves for lice. At no time can a child be singled out as the main cause of the head lice problem. Continued failure to treat head lice can sometimes lead to concerns of neglect, which may in time lead to a referral to the authorities (see safeguarding policy).

For repeated outbreaks of head lice, staff may keep records and have a private conversation with the child’s parents / carer regarding treatments and courses of action. Local pharmacists can give advice on headlice prevention and treatment.

Contact details for further advice:

[PHE East of England Health Protection Team \(in office hours\)](#)

call 0300 303 8537 option 1

email EastofEnglandHPT@PHE.gov.uk

[NHS Advice](#)

Call NHS Advice on 111 for nurse advice

3.7 First Aid & Medication

Bows and Arrows is committed to caring for, and protecting, the health, safety and welfare of its children, families, staff and visitors. We confirm our adherence to the following standards at all times. First Aid relating to adults (staff, visitors etc.) is dealt in the separate Health & Safety Handbook

Responsibilities of all staff

- Provide appropriate care for children who are ill or sustain an injury
- Record all accidents and injuries
- In the event of any injury to the head, however minor, ensure that the injury is recorded, and the parents/guardians are contacted by phone as soon as possible and before they collect their child.
- Make arrangements with parents/guardians to collect children and take them home if they are deemed too unwell to continue their session at nursery.
- Inform the person in charge of all incidents where first aid has been administered and stock usage.
- Ensure awareness of any specific medical requirements of the children they care for
- Ensure that correct provision is made for children with special medical requirements

Responsibilities of the trained Paediatric First Aiders

- Ensure they are familiar with measures to provide appropriate care for children with particular medical needs (e.g., Diabetic needs, EpiPens, inhalers).
- Maintain an up-to-date knowledge and understanding of guidance and advice from appropriate agencies
- Advise, monitor and support other staff who have not received first aid training
- Provide advice to families about paediatric first aid

Responsibilities of the Nursery Manager or Person in Charge

- Ensure that a list is maintained and available to staff regarding children with particular medical needs and appropriate measures needed to care for them.
- Ensure that first aid kit stocks are monitored and replenished
- Ensure that the nursery has an adequate number of appropriately trained First Aiders.
- Co-ordinate First Aiders and arrange for training to be renewed as necessary.
- On a termly basis, review First Aid records to identify any trends or patterns and report upwards to the Joint Chief Executive for Operations.
- Fulfil the organisation's commitment to report to RIDDOR
- Liaise with managers of external facilities, such as the local sports facilities and children centres, to ensure appropriate first aid provision.

What to do in the case of an accident, injury or illness

A member of staff witnessing an accident, injury or illness should immediately summon additional help as needed and ensure that first aid is administered by a qualified person. The child must not be left unattended. A written record of all accidents and injuries is maintained.

Contacting parents

For most minor injuries the event can be reported to the child's parent or carer at the end of the session using the appropriate form. Examples of minor events include bruising, cuts, scratches and grazes, which are not located on the head or the neck area.

Following a more serious or significant injury parents should be informed by telephone as soon as possible after the event. Examples of a more serious events are:

- Head injury (however minor)
- Suspected sprain or fracture
- Following a fall from height
- Dental injury
- Anaphylaxis & following the administration of an Epi-pen
- Epileptic seizure
- Severe hypoglycaemia for child with diabetes
- Severe asthma attack
- Difficulty breathing
- Bleeding injury
- Loss of consciousness
- If the child is generally unwell

The purpose of contacting the parent is to report the accident or injury as early as possible and to give the parent an opportunity to seek further medical advice or to immediately collect their child. For more information on head injuries, please see the Health and Safety Policy.

Seeking Medical advice

Sometimes we may ask parents to seek medical advice for their child if they present or develop specific symptoms. This can involve visiting a GP, pharmacy or calling 112 for advice. Examples of events when parents should seek medical advice are:

- unexplained rashes
- discharge from the ears or eyes
- significant sunburn
- severe sore throat and difficulty with swallowing or talking
- croup
- bite injury

The nursery staff ask parents to seek medical advice if their child has been bitten and the bite has broken the skin. This is because people and animals have harmful bacteria in their mouths, which can cause an infection if a bite breaks the skin, as the saliva/infection can directly enter the blood stream.

Contacting the Emergency Services

The first aider or person in charge is to **always call an ambulance** on the following occasions:

- In the event of a serious injury and/or any significant head injury
- In the event of a period of unconsciousness
- Whenever there is the possibility of a fracture
- Whenever the first aider is unsure of the severity of the injuries
- Whenever the first aider is unsure of the correct treatment
- Where there are open wounds requiring further medical attention

An ambulance should be called for any condition listed above or for **any injury or incident that requires emergency treatment**. Any child taken to hospital by ambulance must be accompanied by a

member of staff until a parent arrives. All cases of a child becoming unconscious or following the administration of an Epi-pen, must be taken to hospital.

Accident reporting

The accident book must be completed for any accident or injury occurring at nursery, at the local sports facilities, or on a trip. This includes any accident involving staff or visitors. The accident book will be monitored by the person in charge as certain injuries require reporting (RIDDOR requirements).

Informing HSE

The HSE must be notified of fatal and major injuries and dangerous occurrences immediately (e.g. by telephone). This will be followed up within 10 days with a written report on Form 2508. Other reportable accidents do not need immediate notification but will be reported to HSE within ten days on Form 2508. See following guidance for definitions: <http://www.hse.gov.uk/pubns/edis1.pdf>

Children with limited mobility

Parents must inform the nursery of the nature of injury and the anticipated duration of immobility. Information about the condition will be discussed to ensure all educators are fully aware of the child's needs. Parents must inform the nursery of any particular difficulties.

Health care plans

Some children may have needs that relate to specific medical conditions, for example diabetes, epilepsy or allergies. These children should have a health care plan written in consultation with the parents and any other professionals involved to identify how we will make special provision for them to manage their condition within our setting. The health care plan will make it clear to all staff what actions need to be taken to help the child remain as healthy as possible or how to deal with an emergency. All staff need to be aware health care plans and they must read and comply with the plan. It is within the key person's role to support the parent/carer to fill in the health care plan before the child is left on site after their trail sessions. A copy will be kept with the child's registration form as well as in the health care plans folder.

Medication

It may be the case that a child needs to take medication whilst in our care.

- Parents/Carers will be asked by the nursery during the registration process of any medical needs.
- Medicines should be stored in their original containers, clearly labelled.
- Where possible care must be taken to ensure that medication is kept at required temperature and in a safe place.
- Medication is only administered on the written authority of the child's parent/carer.
- Medication is administered and the dose is recorded, witnessed and countersigned by another member of staff on the medication form .
- The parent/carer will be asked to check and sign the record when collecting their child.
- If the child requires an asthma inhaler or an EPPI pen, the family are asked to provide an additional inhaler or EPPI pen for exclusive use whilst at the nursery.
- If the administration of medicines requires technical/medical knowledge then individual training will be provided for staff from a qualified health professional.
- It is the parent/carer's responsibility to ensure the medical information on their child is up to date.
- There may be some extreme medical circumstances/conditions that the provision cannot accept due to medical /Health and Safety and insurance reasons.

- Prescription medicines must not be administered unless they have been prescribed for a child by a doctor, dentist, nurse or pharmacist (medicines containing aspirin should only be given if prescribed by a doctor).
- All medication should be administered in accordance with the prescription or the medication instructions. Staff should never make changes to dosages on parental instruction.

The revised EYFS (2021) permits the use of over-the-counter medication such as pain and fever relief or teething gel. Written permission is required from parents and practitioners must follow the same recording procedures as those for prescribed medication. Practitioners should only give medication when asked to do so by a parent and if there is an accepted health reason to do so. The person in charge has the final say on whether medication is administered to a child.

3.8 Food Hygiene & Healthy Eating

High standards of hygiene are fundamental to protecting babies and young children in our care. The spread of infection and cross-contamination can be prevented through good hygiene practice and by maintaining a clean environment. A balanced diet is essential for good mental and physical health, and to optimise growth and development in children and young people. Adopting a healthy diet and good eating habits in the early stages of life will lay the foundations for future health.

LEGISLATION

The Early Years Foundation Stage makes requirements for the safe and hygienic storage, preparation and serving of food for babies and young children. It also states: *‘Providers must be confident that those responsible for preparing and handling food are competent to do so [and] all staff involved in preparing and handling food must receive training in food hygiene’ (p22).*

Bows and Arrows also refers to the following documentation to guide our work: “Safer Foods, Better Business” pack and guidance published by the Food Standards Agency (FSA). Eat Better, Start Better: A Practical Guide — Voluntary Food and Drink Guidelines for Early Years Settings in England published by Action for Children.

This organisation will comply with all relevant food-related legislation and local authority hygiene standards, including the Food Standards Act 1990.

We are also regularly inspected by Environmental Health Officers from Ipswich Borough Council to ensure health and hygiene standards are being met.

With regard to food allergies, this organisation complies fully with the Food Information Regulations 2014 and the EU Food Information for Consumers Regulation 1169/2011 which require organisations such as early years provisions to provide allergy information on “unpacked” or “loose” food sold or served.

This organisation will take all necessary steps to ensure that parents are given full information about any allergens in the food served and to ensure that children attending the provision are kept as safe as possible from the dangers of allergic reactions. All children will be asked about allergies on registration with the provision and every effort made to ensure their food and drink preferences are met.

Staff in the provision will be fully trained in catering for those with food allergies and in responding to queries about food content.

ROLES AND RESPONSIBILITIES

In this organisation the Nursery Manager or Person in Charge will:

- ensure that staff have basic knowledge about childhood nutrition and the importance of diet in child development
- ensure that any meals, snacks or drinks provided are healthy, balanced and nutritious
- ensure that those responsible for the preparation and handling of food are properly trained, equipped and competent
- implement food safety procedures by having effective management of food safety systems
- ensure that all food is stored, prepared, cooked and served in a hygienic and competent way in compliance with all food safety legislation and best practice
- notify Ofsted of any food poisoning affecting two or more children looked after on the premises
- obtain, record and act on information from parents about a child's dietary needs
- ensure that all staff are aware of their responsibilities under food hygiene legislation including registration with the relevant Local Authority Environmental Health Department
- keep careful records of all food hygiene activities conducted
- take note in a child's records of any food allergies they have and communicate this to kitchen and food handling staff, who will ensure that all foods are appropriately labelled if they contain an allergen (eg nuts) and are not given to affected children.

The provision will ensure the following:

- The meal menu will be on display in advance.
- The weekly menu will provide children with a varied, healthy and nutritionally balanced diet.
- All children will be offered suitable foods, including children with special dietary requirements and allergies.
- Milk or water will be served with morning and afternoon snacks.
- Water will be available at all times.
- Parents or guardians will be advised if their child is not eating well.
- Advice will be given to parents or guardians about suitable food to bring from home, including healthy options for packed lunches.
- Parents of children who are on special diets will be asked to provide as much written information as possible about suitable foods, and in some cases may be asked to provide the food themselves.
- Carers will sit with children while they eat and will provide a good role model for healthy eating.
- Withholding food will never be used as a form of punishment or coercion and food will not be used as an incentive for good behaviour.
- Children will be encouraged to develop good eating skills and table manners and will be given plenty of time to eat.

CLEANING MATERIALS

FOOD PREPARATION AND EATING AREAS

Wipe high chairs, bibs and all eating areas with a suitable detergent and disinfectant, before and after each meal. Sweep the floor in the eating area after each meal. Clean kitchen surfaces after each use; be prepared to 'clean as you go'. Disinfect taps, fridge and door handles regularly, sweep and wash floors at the end of each day.

FEEDING EQUIPMENT

Infant feeding bottles and teats must be cleaned between uses. If the child is 12 months or less, or prone to infection, bottles and teats must be cleaned in detergent and hot water and then sterilised. Use a bottle brush for thorough cleaning. Ensure that bottle brushes are disinfected daily in sterilising solution or in the top rack of a dishwasher.

PERSONAL HYGIENE

Wash hands before and after food preparation, after toilet break and after going outside. Tie hair back if possible. Remove jewellery and watches. Use the colour coded cloths, using an antibacterial solution for when they are stored. Wear gloves if nail varnish has been applied. Have a blue plaster on any cuts on hands. If available, colour coded chopping boards should be used for different food groups (veg, cooked meat, uncooked meat, fish). Avoid preparing food if you are unwell. Do not sneeze or cough near foods. Do not change nappies while in the process of preparing food.

FOOD STORAGE

Ensure families are reminded to use cooler packs in lunch boxes. Date all items with the date they were opened if they are being put in the cupboard or fridge. Ensure all items stored in the fridge are cling filmed and dated using stickers. Rotate and use food items with the shortest shelf life first. Cover hot food and leave at room temperature, return to put in the fridge once cool, ensure item is dated. Don't store food in the same areas as any cleaning chemicals. Don't put hot food into a cold fridge.

TEMPERATURE CONTROL

Chilled food must be kept below 8 degrees, so it is recommended fridges should be below 5 degrees this must be checked daily and recorded. If the recorded temperature is too high or low please adjust the fridge temp, documenting the change you have made. If cooking or reheating food, the temperature must be 80 degrees for 6 seconds or 75 degrees for 30 seconds at least

Food probes are used to test food temperature. Food probes should be inserted in the thickest part of the food. Food probes should be checked regularly for accuracy, temperature should be between -1 and 1 degrees in iced water and between 99 and 101 in boiled water. All food should be defrosted before cooking unless the manufacturers guidance states otherwise.

REHEATING FOOD

Always serve reheated food immediately. Check the food is piping hot all the way through before serving. Do not reheat rice, once rice has been cooked it needs to be eaten straight away or disposed of. Exceptions to this rule are rice dishes supplied by the Nursery Catering Company and branded rice meals supplied for children under 12 months old (ie jar of rice pudding). We do not reheat "home made" meals for children or branded ready meals for children unless they are under 12 months old or if doing so is part of the child's individual health care plan. If parents are bringing in home made meals for children under 12 months old for reheating or the child has a health care plan, the parent must inform the setting of a list of ingredients in the food supplied to ensure we can follow the correct procedures for managing allergens in the setting.

SNACK TIMES

- All staff must follow the snack preparation guidance in each area in conjunction with this guidance. Please ensure all raw fruit and vegetables are washed before offering them to the children.

MEAL TIMES

- Children must never be left alone while they are eating in case they choke. Do not allow children to share cups, eating utensils or food. Utensils, not hands, should be used to cut up food or feed a child. Throw away any unfinished drinks and food scraps left by the child.

CHOKING HAZARDS

- Choking can happen with any foods, but 'firm foods', bones and small round foods that can easily get stuck in the throat present a higher risk. Therefore, all educators should follow these five essential steps:
- Make sure food is suitably prepared and served for babies and children under 5 years old. For suitable foods, see <https://www.nhs.uk/start4life/weaning/> Introduce babies to solid foods from around 6 months of age.
- Think about size, shape and texture of food. Cut food into narrow batons, avoid round shapes and firm foods. Firm fruit & vegetables can be softened by cooking.
- Ensure that babies and young children are alert and seated safely upright in a highchair or appropriately sized low chair whilst eating.
- Babies and young children should be supervised at all times while eating.
- Encourage babies and young children to chew food well. Teach children how to chew and swallow food properly, and ensure they take their time during meals. This will reduce their risk of choking.

HOT LUNCHES

- Our hot lunches are provided by an external company (at the time of writing, The Nursery Catering Company) The menus they use were approved by the Children's Food Trust whilst they were in operation. <http://www.nurserycateringcompany.com/winter-menus>
- The Nursery Catering Company don't add any salt to any of the dishes they provide, they use alternative herbs and spices to ensure taste and flavour. They purchase only low sugar/salt products. The Nursery Catering Company cannot eliminate salt totally from the meals provided as it is used in some products as a preservative. The Nursery catering Company follow the guidelines set out by Action for Children who oversee the Eat Better Start Better programme previously carried out by The Children's Food Trust.
- <https://www.actionforchildren.org.uk/resources-and-publications/information-guides/eat-better-start-better/>
- They are also an approved Food Manufacturer and are required to comply with strict Health, Hygiene and Safety procedures.
- Meals are delivered from the nursery catering company. As soon as the meals are delivered a staff member will check the sheet to ensure that the delivery driver has recorded the correct temperature. The meals will then be immediately placed into the nursery freezers (freezers should be checked daily to ensure that the temperature is correct and this should be recorded). When heating the meals, a staff member with a valid up to date food hygiene certificate will follow accurately the instructions on each food item and place in the oven to cook. Once the food is cooked the staff member will probe to the temperature stated on the label and record this on the sheet and sign it.
- Each food item provided by The Nursery Catering Company has a list of allergens and ingredients and the staff member responsible for cooking the food needs to ensure that these are adhered to and made clear to all staff who will be serving food to the children. If in

doubt, staff can check the menu for detailed information of ingredients prior to serving. Food will then be served into thermostat containers and then served to the children. Any leftover foods will not be saved, reused or reheated.

- Desserts are usually prepared in house and not delivered by the Nursery Catering Company. All desserts will be prepared by a staff member with a valid food hygiene certificate and they will follow good hygiene procedures. Dessert will consist of a cold food such as choice of fresh fruit, sliced melon, fruit scone, cheese and crackers, yoghurt.

PLAY AND EXPLORING FOOD

- We understand the value of food and want to instil this in the children we care for. Food will only be used for play and exploration during adult supervised play where adults are able to reinforce the value of food.

ALLERGIES

- We will always strive to offer an alternative food for children with allergies, for example soya milk when needed. This will be the responsibility of the key person to arrange.

BABIES

- Ensure all items used for babies (plates, cups, bottles etc) under 12 months are sterilized, follow the manufacturer's instructions on how to do this. Babies who are bottled-fed should be held and have warm physical contact with an attentive adult while being fed. Babies should never be left propped up with bottles as this is both dangerous and inappropriate to babies' emotional needs.

PREPARING MILK BOTTLES

- Ideally formula should be made up freshly for each feed. However if this is not possible, powdered milk should be stored in the fridge as this slows the rate that bacteria multiplies (NHS recommendation)
- Use fresh water from a tap and not bottled water.
- All formula milk must be used within two hours. When preparing formula milk in the setting, ensure it is cooled rapidly and stored at the back of the fridge at below 5°C – but discard after 24 hours if not used. When reheating a bottle never leave a bottle warming for more than 15 minutes. Warm the feed in a bottle warmer or place in a container of warm water. Don't use a microwave to warm a bottle as it unevenly heats the feed and may burn the child's mouth. Shake the bottle before giving it to the child so there are no hot spots and remember to always test the temperature on your wrist before offering the milk to a child.
- Bottle on the go – The bottle of formula should be chilled in the fridge for at least one hour. This can then be packed in a cool bag with an ice pack. The child must be fed within four hours after the bottle of milk has left the fridge.

BREASTFEEDING AND EXPRESSED MILK

- Expressed breast milk is encouraged and we welcome parents to come in and breast feed their child. Expressed milk can be stored in a fridge for up to three days. If the fridge is cooler than 4°C, the milk can be stored for between five and eight days.

MEALS

- To heat jars of baby food follow the manufacturer's guidance.. Do not give honey to children under 12 months old, this contains a type of harmful type of bacteria which can cause toxins which can cause serious illness.
- For more advise on what food to give babies and children visit <https://www.nhs.uk/start4life/weaning>

CHILDREN'S DRINKS BOTTLES

- It is important that children have plenty to drink whilst they attend the nursery. We provide constant supplies of water and milk for all children and they can access these at any time. Water and milk are extremely good for young children; water helps with brain development and milk helps build healthy bones. It is crucial that children drink water throughout the day.
- In the past, some parents bring in drink bottles/flasks for their children and these contain a variety of drinks. We have noticed that there are a few problems with this system:
 - Some bottles are the same design and the children are becoming confused about which bottle is theirs and they end up drinking someone else's drink.
 - Not all bottles are taken home to be cleaned on a daily basis and therefore we aren't always sure how fresh the drink is.
 - The children often lose the bottles and the staff spend long periods searching for them at the end of the day
 - Some of the drinks have a high sugar content and this can have negative effects on the children's health.
 -
- Therefore, families are respectfully asked not to bring juice or drinks bottles into the nursery.

TRAINING AND SUPERVISION

- All staff, including supervisory and those responsible for catering budgets, will be trained to have a basic understanding of the nutritional and other food related needs of children.
- Those staff responsible for food handling and preparation will have basic food hygiene training and specific catering staff will have appropriate competencies supported by up-to-date qualifications. All staff handling food must have read this policy and hold their food safety training qualification.

FOODS TO AVOID

Food which must not be given to a child before 6 months of age:

- cow's milk
- eggs
- foods containing wheat or gluten, including wheat, barley and rye (for example bread, pasta)
- nuts, peanuts and peanut products
- seeds
- fish and shellfish
- honey – avoid honey until 12 months old

Foods to avoid up to 5 years:

- Nuts, especially peanuts, can cause severe allergic reactions in some children and all settings should have an allergy plan in place. Whole nuts, peanuts and seeds should not be given to children under 5 years old as they pose a choking risk.

- Raw eggs, or food containing partially cooked eggs, for example uncooked cake mixture and runny boiled eggs (unless they have the red lion stamp or you see the words “British Lion quality”).
- Foods high in salt such as: sausages, bacon, crackers, crisps, ready meals and takeaways.
- Sugar – both in sugary snacks and by not adding sugar to food.
- Foods high in saturated fat such as biscuits, crisps and cakes.
- Fresh pate (meat, fish or vegetable-based) to reduce the risk of food poisoning.
- Unpasteurised milk, milk drinks and cheese, mould-ripened cheeses and soft blue-veined cheese, to reduce the risk of food poisoning. However, these cheeses can be used as part of a cooked recipe as listeria is killed by cooking.
- Shark, swordfish and marlin as the levels of mercury in these fish can affect a child’s developing nervous system.
- Raw shellfish to reduce the risk of food poisoning, and make sure any shellfish you use is thoroughly cooked.
- Raw jelly cubes, popcorn, chewing gum, marshmallows, boiled, hard, gooey, sticky or cough sweets, or ice cubes. This is because these are all choking hazards. PowerPoint Presentation (foundationyears.org.uk)

HEALTHY EATING

- Nearly a third of children aged 2 to 15 are overweight or obese and younger generations are becoming obese at earlier ages and staying obese for longer. Tackling childhood obesity requires action at every level including government, industry, nurseries, and families. We all have a part to play in making food and drink healthier and supporting healthier choices for our children. The benefits for reducing obesity are clear, it will save lives and reduce inequalities.
- In addition to the measures discussed above, we will:
 - Monitor the contents of packed lunches and offer guidance and advice, if necessary
 - Discuss children’s weight, diet and tooth condition as part of regular, ongoing, health conversations with families, including as part of the two-year-old progress check
 - Use meal and snack times as an opportunity to talk to children about healthy eating, to help children to develop good eating habits, social skills including speaking and listening
 - Signpost parents/caterers to appropriate evidence-based healthy eating advice and resources and local services such as breastfeeding network, health visitors, healthy weight team, dietitians, registered nutritionists, dentists, physical activity groups, food safety team and environmental health.
 - Display information in the setting and share information electronically and via events hosted around health and wellbeing.
 - Encourage children to access enough physical activity through open access to outdoors and forest schools.

4 Complaints

Bows and Arrows aims to provide a high quality and accessible service to parents/carers and children. The way that we work is reviewed regularly, however from time to time a parent carer or child may feel that they have a complaint against some aspect of the nursery or an individual member of staff.

Usually, it should be possible to resolve any problems as soon as they occur. If not, families should follow the normal complaints procedure as set out below.

Complaint Process

<p>Stage 1</p>	<p>If for some reason you are concerned about anything, you should speak to a member of staff or the Person in Charge at your child's nursery.</p> <p>Most complaints or concerns can be sorted out quickly. If a comment, suggestion or complaint is received, either verbally or in writing, we will note down the concerns and deal with them in a sensitive and efficient manner, in consultation with the complainant.</p>
<p>Stage 2</p>	<p>If you are not satisfied that appropriate action has been taken</p> <p>Put down your complaint in writing to the Nursery Manager. Full details along with names and dates should be provided, letting us know what it is you are unhappy about. It is useful to state what you want as an expected outcome of raising your concern.</p> <p>The person in charge will acknowledge your complaint as soon as possible and contact you within 3 days to arrange a meeting. If there is any delay, we will advise of the reason for the delay and keep you updated with what is happening.</p> <p>Hopefully at this stage the matter can be resolved. We aim to have an agreed plan of action with a time frame to work within.</p>
<p>Stage 3</p>	<p>If you are not satisfied that appropriate action has been taken at Stage 2, you can escalate your complaint to the Joint Chief Executive (Nursery Operations) who will review the details. The JCE will conduct an investigation and will carry out an enquiry and respond to you within 21 days to provide you with an investigation report. The report may include recommendations for improvements.</p>
<p>Stage 4</p>	<p>In the unlikely event that the matter remains unresolved after Stage 3, you are able to make a formal complaint to Ofsted.</p> <p>enquiries@ofsted.gov.uk or 0300 123 4666</p> <p>Ofsted does not resolve disputes between parents and early years providers. Their role is to make sure the childcare provider is following all registration requirements and take action if necessary. If you complain, they will review the information you provide and decide what to do. They will not contact you to let you know the outcome.</p>

Specific Complaints relating to the Funding Entitlement

There is a specific route to take if your concern is related to the funding entitlement. If you are not satisfied your child has received their funded entitlement in the correct way, as set out in the Suffolk Agreement and in Early Education and Childcare Statutory Guidance for Local Authorities, then you should follow the stages 1 to 3 above. If at stage 4 you are not able to resolve your concern directly with Bows and Arrows you can pursue your complaint by following Suffolk County Council's corporate complaints process

www.suffolk.gov.uk/about/give-feedback-or-make-a-complaint/

If a parent (or provider) is not satisfied with the way in which their complaint has been dealt with by SCC or believes SCC has acted unreasonably, they can make a complaint to the Local Authority Ombudsman.