

## Nursery Operations Handbook



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## **Our visions and values:**

We are a charity which owns 7 Children's Nurseries across Ipswich, Suffolk: Wigwams, Buttons and Bows, The Nest, Ravenswood, 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 20 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 all our inspected 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 Denny, the CEO 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.

## Section 1: Bookings, Fees & Funding

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### SECURING A CHILD'S PLACE AT NURSERY:

Availability of nursery places changes all the time and a child's place is not reserved until the Nursery Manager is in receipt of the items below and has confirmed the booking and start date via email:

- A completed Registration Form and Agreement, and,
- A completed Local Authority Parent Authorisation Form ('PAF'), if claiming funding - and,
- A Validity Code, Golden Ticket, Birth date evidence or other funding eligibility evidence if claiming funding.

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. (Please see our separate policy on Settling In)

### WAITING LISTS:

Where demand for childcare is high, we operate a waiting list. Whenever a vacancy arises, it will be offered to suitable applicants at the top of the waiting list. Places on the waiting list are allocated in date order. Allocation on the waiting list will be the date in which the online Registration Form is received by us, subject to the form being completed in full including details of the child's booking pattern.

The Registration Form is available through our website and includes details of our terms and conditions. The allocation of childcare places is a complex matter, the offer of a place is dependent on availability of spaces based on the child's age, the days and sessions required, the nursery requested and the desired start date. All places, whether full or part-time, funded or not funded, will be offered on a 'first-come-first served' basis, then places are offered in the following priority:

1. Bows and Arrows employees who apply for a childcare place, will be given priority over all other categories and will be allocated a place at the nursery or moved to the top of the waiting list. This policy ensures our employees can access childcare promptly and commence work, meaning the business can have the staff resource needed to operate and secure the provision of childcare to as many families as possible.
2. Looked after children and requests for childcare made by children's social care.
3. Parents or carers with children already registered at the nurseries who wish to extend the number of sessions for their registered child.

For the charity to be cost effective it is imperative that we operate at maximum capacity wherever possible. As such, we reserve the right to make any suitable offers necessary to ensure we remain at capacity, at any time. This includes any offers made outside of our normal admissions criteria.

We understand that parents want clarification and confirmation of a childcare place, however we cannot state your position on the waiting list or offer a space before it is available. The waiting list is dynamic, and the positions can fluctuate. As such, giving out waiting list positions can lead to false expectations and for that reason we avoid relaying any detail. Additionally, you may be very high on the waiting list, but until there is a place available that meets your specific needs you could stay in that position for some time.

If a child is offered a place via any of the waiting lists, parents must confirm acceptance by the date stipulated by us. Otherwise, we reserve the right to offer the place to the next eligible family. Once the place has been accepted, we must receive:

- Birth Evidence,
- Funding Eligibility Evidence,
- Payment of your deposit if your child is under two years old at their start date.

This must be received within 14 days, otherwise the place is not secured, and the offer may be withdrawn. We will endeavour to inform parents of an offer by email at least 4 weeks before admission but it may be less. If a place is offered via any of our waiting lists and rejected by the family for any reason, then their position on the waiting list will not be automatically maintained.

#### **DEPOSITS:**

For children aged under two years old (as at the date you have requested your child starts attending the nursery) we require you to pay a deposit when you confirm your acceptance of the place. The deposit is a one-off payment to show your intention and commitment to take up a place. The deposit will be credited to your account to pay fees, or refunded if there are no charges to pay, this credit will be actioned after your child commences at the nursery and has attended the nursery for at least 4 weeks.

We do not refund the deposit if you no longer require all of the childcare sessions that have been reserved for you, or no longer require the childcare place at all.

This includes a reduction of sessions, reducing the booking pattern (e.g. switching from 50 weeks to 46 weeks), or postponing of the start date.

This is because we have held those sessions for your child and may be unable to reallocate them at short notice.

#### **OFFER OF A CHILDCARE PLACE:**

Subject to availability, we will email you confirming that we have reserved your child's nursery place. Once we confirm your child's place, we:

1. Enrol your child onto our system; reserving their place at nursery until he or she reaches school age (the end of the August before their 5th birthday).
2. Book dates for your home visit(s) and settling in sessions. These are free of charge.
3. Choose a key person for your child.
4. Recruit additional staff to the team; if we have a number of new registrations.

Children are entitled to a place in school reception from the September after their 4th birthday, so it is very unlikely that we will admit a new child if they are eligible for reception. Children who turn four years old after September (but are not of eligible school age) are welcome to apply for a nursery place at Bows and Arrows.

At this point we are already making a considerable commitment to the new child. We expect any parent needing to cancel a place to do so promptly.

Continuity for children is important when settling into a setting and children can struggle if only attending for one session. To support this, we require children to attend a minimum of two sessions per week. Any adaptations to this need to be agreed by the nursery manager and should always be in the best interest of the child

### **DEFERRED SCHOOL PLACES:**

Children will leave our care in the September after their 4<sup>th</sup> birthday. School is an exciting next chapter for children, and we support all of those moving to school to be 'school ready'. As an organization we advocate that this means emotionally resilient, confident and eager learners as well as supporting with their self-care skills.

Although parents have the option to defer their child's school place until the term after their 5<sup>th</sup> birthday, we strongly advocate that the best place for school-aged children is in reception. Reception is a critical foundation year where children have an eased start into school life and have a year to learn the expectations and environment of their chosen school. Equally, we advocate children remaining with peers of the same age.

If a parent chooses to defer their child's school placement, there should not be assumption that children can remain at their current setting. This is due to the fact that we:

- Assume children's leaving date as July or August (depending on their booking pattern) when they become of school age thus meaning their space may have already been reallocated.
- May no longer be able to adequately meet that child's needs due to primary care catering for children aged 0-4years.
- Want to support children moving to the next stage of education and feeling additional nursery placement may inhibit rather than support their development and journey.
- Can only accommodate children on their current funded hours. Children may be eligible for more funded hours if attending a school which may be in their best interests.
- Cannot guarantee a child will be able to enter into a school at the reception phase and may have to directly move onto Year 1, thus missing the foundations for learning.

As such, if a parent chooses to defer, they must first approach their setting manager to have a conversation about their child and their needs. It may be applicable to also engage with the settings SENDCo at this time.

If the manager feels the request is warranted (for example a parent is relocating a month after school starts), they should then write formally to the Nursery Operations Manager (NOM) to gain approval for a child remaining at the setting beyond school leaving age. As an organization, we have a right to refuse this if we feel it is not in the child's best interest. If there are exceptional circumstances where this is approved, the Operations Manager/ Nursery Manager will write to the parent informing them of their decision as well as the parameters for this (such as a defined time scale for when this would finish). The child would only be eligible for the current level of funding.

### **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.

Our settings can offer term time only care (38 weeks per academic year). Due to the way the 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 any/all of the nurseries are 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, no refunds or other recompense will be provided and all fees for the period remain due (limited to no more than 4 weeks).

#### **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 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 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.

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

## **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 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, additional provisions 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 or extra sessions.

- 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 purchased care 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

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### 2.1 Behaviour Management

#### Policy key points:

- *Positive behaviour strategies and secure relationships form a good foundation when managing challenging behaviour.*
- *Children are learning to manage and regulate their emotions and behaviour. Practitioners take a key role in supporting this.*
- *Consistency and clarity on effective behaviour management strategies is key.*
- *All practitioners should be clear on why and how to manage challenging behaviour.*

#### 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.

#### Related strategies and policies which we adhere to:

Statutory framework for the early years foundation stage<sup>1</sup>

Early years inspection handbook<sup>2</sup>

#### Introduction:

Children's personal, social and emotional skill are the building block to learning. Within this, children need to learn how to manage their emotions and behaviours. This can sometimes result in challenging behaviour. However, behaviour is children's way of communicating with us. As practitioners, we strive to 'tune in' to what a child is telling us and use this as an opportunity to learn about emotional regulation.

**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

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<sup>1</sup> Department for Education (2025) *Statutory framework for group and school based providers* Available at: [EYFS statutory framework for group and school-based providers](#) Accessed 22/07/25]

<sup>2</sup> Ofsted (2024) *Early years inspection handbook for Ofsted registered provision*. Available at: [Early years inspection handbook - GOV.UK](#) Accessed 31/10/24]

- 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 Challenging Behaviour:**

We require all staff, volunteers and students to use positive strategies for handling any challenging behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. We take a holistic approach, looking at what the child is trying to tell us, what their current age and stage of development is and what their life experience has /been up to this point.

Our expectations as a group are:

- For practitioners to form secure relationships with children through our key person and buddy approach; this provides children a secure base and safe space to regulate their emotions and feelings.
- To have clear and consistent expectations for children which are developmentally appropriate i.e. based on a child's age and stage as well as their individual starting points. We recognise that for children under three, they are not yet developmentally able to regulate their emotions which may result in behaviours such as tantrums, hitting or biting. 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.
- To observe and watch what children are trying to tell us with their behaviours.
- To minimise, where possible, situations which may create challenging behaviour. For example, ensuring a stimulating environment with ample learning opportunities, areas being well resourced or adults being readily engaged in learning thus minimising children only receiving attention from unwanted behaviour.
- To support each child in developing self-esteem, confidence and feelings of competence both personally as well as making them feel valued and welcomed in their nursery.
- To resolve conflict/ challenge through positive means such as acknowledging feelings, explaining what is not acceptable and teaching how to manage and regulate emotion. We acknowledge considerate behaviour such as kindness and willingness to share.
- To never use negative strategies such as time out, physical punishment, humiliation, shouting or threats. Physical restraint, such as holding, should only be used 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.

### **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. It promotes the ideology that young children are capable of resolving conflict with adult support. 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.

For younger children, the adult may need to provide much of the language describing both the problem and the solution.

### **Hurtful behaviour & Bullying:**

We take hurtful behaviour and bullying very seriously.

It is important to distinguish the difference. Hurtful behaviour is momentary, spontaneous and without cognisance of the feelings of the person whom they have hurt. Bullying is persistent, planned and done with cognitive awareness.

**Hurtful behaviour:**

With hurtful behaviour, it is expected that young children may well engage in this due to developmentally, cognitively and physiologically being unable to manage intense feelings, especially when these are overwhelming. Therefore, they require adult support to help them to understand and control their feelings.

It is expected that staff will employ all strategies listed above with the addition of:

- Calming the child who is angry as well as the one who has been hurt by the behaviour.
- Not engage in punitive responses to a young child's rage as that will have the opposite effect.
- Cuddle/hold pre-verbal children to calm them. 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.
- Supporting young children to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings.
- Supporting young children develop pro-social behaviour, such as resolving conflict over who has the toy.
- Supporting social skills through modelling behaviour, through activities, drama and stories.
- Not forcing 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.

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.

On occasion, we do recognise that hurtful behaviour may be as a result of:

- Unmet needs,
- Lack of secure attachment at home or in setting.
- Adults not responding appropriately to their needs.
- Observing overt aggressive behaviour or abuse at home.
- A special educational need.

We therefore work with parents and carers (and where relevant the child's wider professional network) when there is an incident of hurtful behaviour to collaboratively identify the cause and identify possible solutions and strategies.

**Bullying:**

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 and give them reassurance. We work with the parent/carers to explain ongoing strategies.
- We intervene to stop the child who is bullying from harming the other child or children. We employ approaches detailed above by stating the behaviour is not acceptable, support the child to recognise the impact of their actions, and work to find strategies and solutions.

- We make sure that children who have been bullied 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 on a plan for handling the child's behaviour.

### **Use of Physical Intervention:**

As settings, we will always seek to use the strategies detailed above to resolve conflict and manage behaviour. On rare occasions, it may be necessary to use physical intervention. Physical intervention is defined in the EYFS as “where practitioners use reasonable force to prevent children from injuring themselves or others or damaging property”. This should be used as a management strategy for behaviour as opposed to a punishment.

In accordance with the EYFS statutory guidance (Section 3.59/ 3.6) Physical intervention should only be used if absolutely necessary. This would only be if:

- A child was in immediate danger.
- A child was at risk of causing injury to themselves or others.
- A child may cause significant damage to property (such as holes in walls or breaking of furniture).

If a child requires physical intervention, staff must:

- Never restrict a child's airways.
- Never pull arms or legs.
- Hold children around the middle but not too tightly that airways are restrictive.
- Always have a witness to physical intervention (i.e. be working in sight of another employee).
- Record any instances of physical intervention on an incident form which is shared with the parents/carers on the day of the incident.
- Inform the person in charge as soon as possible that physical intervention has been used.
- Have undertaken training in behaviour management and manual handling.

## 2.2 Equality & Diversity

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### Policy key points:

- *We celebrate and welcome all in our nursery community and operate inclusively.*
- *We support children to learn about themselves and others, using parents as a valuable resource in this.*

### Aim:

To be an equal, open and secure space for all children, families and staff members with a celebratory and accepting attitudes towards all persons regardless of sex, age, gender, ability, race, religion or orientation. We value and encourage contribution from anyone whom uses or works for the group and encourage inclusion to run as a thread through all aspects of practice.

### Related strategies and policies which we adhere to:

- Equality Act 2010<sup>3</sup>,
- The Human Rights Act 1998<sup>4</sup>,
- The United Nations Convention on the rights of the child.<sup>5</sup>

### 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. Equality is embedded in all aspects of our curriculum and practice from how we recruit, our admission policy, how we manage behaviour and support we give to children. We encourage all members of our community whether that is children, families, volunteers/visitors or staff members to contribute, eliminate and carry out our inclusive and equal vision.

We are an inclusive setting, 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.

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.

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<sup>3</sup> *The Equality Act (2010)* Available at: [Equality Act 2010 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2010/15) [Accessed on 23/12/22]

<sup>4</sup> *United Kingdom: Human Rights Act 1998* [United Kingdom of Great Britain and Northern Ireland], 9 November 1998, Available at [Human Rights Act 1998 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/1998/42) [Accessed on 23/12/22]

<sup>5</sup> UN General Assembly, *Convention on the Rights of the Child*, 20 November 1989, United Nations, Treaty Series, vol. 1577, p. 3, available at: [Layout 1 \(unicef.org.uk\)](https://www.unicef.org/Convention-on-the-Rights-of-the-Child) [Accessed on 23/12/22]

## **Methods:**

### **Supporting children:**

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.
- Creating an ethos of respect and tolerance.
- 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.
- Promote a celebratory and curious attitude towards learning about themselves and others taking into account age and stage of children and the way that they learn. We promote children using their additional languages in setting.
- Regularly reviewing practice to ensure it complies with policy aims.
- Inviting member of our wider communities to culturally enrich our settings.
- Positively reflecting the widest possible range of communities and cultures in the choice of resources and displays, avoiding stereotypes.
- 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, and environment is inclusive of all children including those whom have a special educational need or English as an additional language.
- Teaching children about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences among them.

### **Valuing Diversity in Families:**

We welcome and appreciate the diversity of family lifestyles and encourage this to be woven into our settings practice.

We do this by:

- Encourage parents/carers to take part in the life of the setting and to contribute fully through sharing aspects of their home life with others. This may be through language, stories, songs or food.
- Working in partnership with parents to ensure that the medical, cultural and dietary needs of their children are met.
- For families who speak languages in addition to English, we will develop means to ensure their full inclusion.
- Reflecting and learning about the culture of our families.
- We offer information regarding sources of financial support, e.g. Working Tax Credit (Childcare Element).
- Facilitating 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.
- View parents as partners, gaining their views as well as collecting and monitor information

about the ethnic background of the children with the aim of making our service as accessible as possible.

**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. This may be through ascertaining additional funds such as early years pupil premium which is used to narrow the gap in a personalised way in each setting based on the children and their needs.

**Staff members:**

All staff members have a right to work in a safe, secure environment free from discrimination. We value the adage of our staff in creating and adding to our equality ethos. We value and seek their input and ideas when it comes to extending, developing and embedding inclusion. From our staff we expect:

- Commitment to creating a positive culture around equality and inclusion.
- Staff to attend training to develop their knowledge and understanding to better support their practice.
- 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.

## 2.3 Supporting Children with Special Educational Needs & Disabilities (SEND)

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### Policy key points:

- *All children have a right to access education, and we all have a responsibility of removing any barriers and supporting them to get the most out of their time at a setting.*
- *Parents are vital when working with those whom have SEND and should be informed and involved at all points.*
- *The SENDCo is responsible for coordination of care.*

### Aim:

To develop and inclusive yet proactive approach in identifying and supporting children and families where there is a special educational need and disability (SEND) to ensure they may progress from their individual starting points.

### Related strategies and policies which we adhere to:

- Statutory framework for the early years foundation stage,<sup>6</sup>
- Early years inspection handbook,<sup>7</sup>
- Special educational needs and disability code of practice: 0-25 years,<sup>8</sup>
- Early years: guide to the 0-25 SEND code of practice,<sup>9</sup>
- Equality Act 2010.<sup>10</sup>

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

### Introduction:

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

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<sup>6</sup> Department for Education (2025) *Statutory framework for group and school based providers* Available at: [EYFS statutory framework for group and school-based providers](#) Accessed 22/07/25]

<sup>7</sup> Ofsted (2024) *Early years inspection handbook for Ofsted registered provision*. Available at: [Early years inspection handbook - GOV.UK](#) Accessed 31/10/24]

<sup>8</sup> Department for education (2020) *Special educational needs and disability code of practice: 0-25 years*. Available at: [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](#) [Accessed on 23/12/22]

<sup>9</sup> Department for Education (2014) *Early years: guide to the 0 to 25 SEND code of practice*. Available at: [Advice template \(publishing.service.gov.uk\)](#) [Accessed on 23/12/22]

<sup>10</sup> *The Equality Act (2010)* Available at: [Equality Act 2010 \(legislation.gov.uk\)](#) [Accessed on 23/12/22]

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.

As an inclusive setting, we aim to accept and support children and families where there may be SEND, striving for equal opportunities and access by removing any potential barriers. 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. We work with the wider education, health and care network to support the best outcomes for children. We are committed to working alongside parents/carers in the provision for their child's individual needs to enable us to help the child to develop to their full potential.

### **Definition of SEN:**

A learning difficulty is a significantly greater difficulty in learning than the majority of children of the same age.

A disability is something that prevents or hinders a child from taking advantages of the facilities generally available.

Special educational provision is provision that is additional to or different from that which is normally available in mainstream settings.

Some additional definitions are highlighted below:

- a) "Child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her." (Children's and Families Act 2014 part 3)
- b) "Many children and young people who have SEN may also have a disability. This is described in law as a physical or mental impairment which has a long-term (a year or more) and substantial adverse effect on their ability to carry out normal day to day activities. This includes sensory impairments such as those that affect sight and hearing, and long-term health conditions such as asthma, diabetes and epilepsy." (Disability- Equality Act 2010)

A definition of children with SEND is 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.

Overall, as a setting we aim to:

- Remove access barriers such as having disabled toilets, lifts (where applicable) and access ramps.

- Have an inclusive admissions policy.
- Work closely with all parents and carers to inform, involve and support.
- Provide a broad, balanced and differentiated curriculum for all children including those with special educational needs.
- Provide resources (human and financial) to implement our Special Educational Needs Policy
- monitor and review our policy, practice and provision and, if necessary, make adjustments.

**Method:**

**Identification and assessment of children with Special Educational Needs:**

Whilst we are an inclusive setting, we recognise that there are children in our care who will need specific and additional support in order to meet the curriculum. This may have already been identified by the parents or other professionals or by one of the staff members at Bows and Arrows.

We seek to provide the best possible care for all our children and families. In order to do this effectively, we reserve the right to limit the number of children per session who may require higher levels of support and intervention. The rationale for this is that children who need additional support can be cared for better in an environment where there are sufficient practitioners to provide suitable levels of additional care to meet their needs. This allows the children to have more time from adults and higher quality interventions and interactions.

We therefore reserve the right to limit spaces to 10% of the overall room cohort per session of children with significant levels of need. These needs can be developmental, physical, learning, behavioural, or sensory and they would require interventions from an additional practitioner for 50% or more of the child's usual hours of attendance. As such, on enrolment we will seek information from the parent/ carer on their child's level of need and may ask them to attend a stay and play session so that practitioners are able to make initial observations on the child and their possible level of need.

As a setting, when we become aware that a child is or is likely to be in need of additional support, this triggers a 6-week observational period. It is likely for some children that this may be their first 6 weeks at the setting otherwise known as their 'settling in'. The aim of this time is to enable our team members guided by the Special Educational Needs and Disabilities Coordinator (SENDCo) to establish what support may be needed, at what points in the day and what strategies have already been employed. We feel that 6 weeks is sufficient to allow a child to settle in and determine a clear plan of support.

This is based in the 'graduated approach' whereby we:

1. **Assess:** Look at where, when and how a child needs support through observation.
2. **Plan:** Agreed actions and how these interventions will take place, by whom and when they are reviewed.
3. **Do:** Carry out agreed actions in line with the support plan.
4. **Review:** reflect on what has worked well, what still needs improving and where next.

The support plan process is as follows:

- Once an initial need has been identified this will be discussed with the Special Educational Needs and Disabilities Coordinator (SENDCO) at the nursery.

- All needs will then be confidentially discussed with the family, sharing their thoughts and feelings.
- With prior permission from the parents, the child's key person and the SENDCO will carry out a 6-week observation period, following the settings 'SEND support plan' process.
- At the end of the 6-week process, the SENDCO and the key person will hold a meeting with the parents or carers of the child. The purpose of this meeting is to discuss the outcome of the 6-week plan. They will share what, how and when additional support will be provided.
- For some children who have additional needs, certain times of the day, liveliness of a session, or length of a session can significantly impact on their ability to cope, thrive and learn. Equally if a child requires enhanced adult ratio, as a setting we need to ensure that we can provide that effectively and consistently. Thus, the child's needs may impact on the session day, time and length available. This will be on a set timescale and reviewed at ongoing 6 weekly target reviews with the SENDCO.

Therefore, at the 6-week review meeting, we may make session amendments or reduce session hours if we feel that it is in the child's best interest. To reduce or make session amendments the setting must:

- Have adequate evidence through the 6-week review plan which would show that a particular day, session, length of session or overall nursery hours are negatively impacting on that child. This will be visible through observations of behaviour which indicate that a child is dysregulated.
- Agree a reduction in sessions with the Nursery Operations Manager who will review the evidence collected.
- Plan a meeting with the parents/ carers of the child to discuss the outcomes of the 6-week plan and discuss alternative options.
- Have set timescales of when this decision will be reviewed and analyse the impact through continued observation monitoring.

### **Ongoing support:**

After triggering the support plan process, staff will review interventions and support plans regularly (usually within 6-8 weeks) to see progress and to adapt as necessary in collaboration with the parents. We acknowledge how essential parents are in this process as the child's first and most enduring educators.

The what, how and when of the support will differ dependent upon each individual as well as how the curriculum and environment should be adapted for each child's needs. It should be overseen and reviewed by the settings SENDCO (see below).

### **Sharing information and referrals:**

For some children on their SEND journey, there may be times whereby the setting and child require additional professional support. This may be to aid in diagnosis or to offer more knowledgeable support for certain children, such as accessing a speech and language therapist. We involve and inform parents/carers at each step, explaining why we think a referral may be necessary and gaining parental/guardian consent. This would only be superseded if there was an additional safeguarding risk (See safeguarding policy).

Referrals are made through completing an Information Advice and Assistance<sup>11</sup> (IAA) referral either for request to services or make a request for an Education and Health Care Plan (EHCP). This is a legally binding document which, if accepted, details the level and nature of a support that a child needs. This may be a way to access additional funding or support a child when they are going to school as the document 'moves' with them. Often other professionals are involved in this process.

We appreciate this process can be daunting and upsetting for parents and we endeavour to support them through each step of the process. We may also need to share information when a child moves onto school. Regarding children with SEND, this will generally be done in the form of a 'Transition Passport'.

### **Staff responsibility:**

All staff, regardless of their position, have responsibility in supporting, identifying and working with children who may have SEND. This may be through targeted support or attending training, to broaden their professional understanding.

The SENDCO has a unique role in the setting of coordinating, overseeing and working with children who may have SEND. It is their role to:

- Support staff in the initial support plan process above and create an individual support plan for each child.
- Review and monitor all support plans involving parents and practitioners, coordinating when these are due.
- Ensuring that interventions for children are being carried out in a timely and effective way and removing barriers when this is not happening successfully.
- Be responsible for managing all referrals of EHCP request, with parental involvement, and ensuring all paperwork and information is kept up to date.
- Allocating funding and being accountable to their line manager and parents about how that is used.
- Advise and train their colleagues using their specialist knowledge and skill.
- Contact and work with relevant professionals relating to a child and signposting families to other sources of support.
- To challenge and overcome negative attitudes and discriminatory behaviours from staff, parents and sometimes children.
- To act as a role model of exemplary SEND practice.
- To identify any staff training needs.
- 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.

### **The Local Offer**

The Bows and Arrows Nurseries are part of The Local Offer<sup>12</sup>. The Local Offer provides information about support services and local opportunities for children and young people with SEND.

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<sup>11</sup> [Referrals – Suffolk Learning](#)

<sup>12</sup> <https://www.suffolk.gov.uk/children-families-and-learning/send-and-the-local-offer/what-is-the-local-offer/>

## 2.4 Transitions

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### Policy key points:

- *Transitions can be planned or unplanned.*
- *The key to effective transitions is emotional security and relationship.*
- *The key person plays a key role in supporting children and families.*

### Aim:

We strive to create a welcoming environment for all children where they feel safe and secure. Children should have opportunities to make good relationships with nursery practitioners which supports them to settle and transition comfortably, confidently and securely.

### Related strategies and policies which we adhere to:

- Statutory framework for the early years foundation stage.<sup>13</sup>
- Early years inspection handbook.<sup>14</sup>

### Introduction:

Transitions in our settings take many forms. It may be more formal transitions such as starting at nursery or moving age-phase rooms. It also includes daily transitions where children are moving from one activity to the next. At the root of successful transitions is emotional stability and security which we aim to promote through relationship and environment. This is both for our children and their parents and carers.

### Method:

### Settling in:

We appreciate that starting a nursery can invoke a range of emotions for both children and their families. The key person is at the heart of our settling in approach, building relationships and forming a secure base for children and families.

Our settling in process is as follows:

- When a space is confirmed, the setting will book settling in/trial sessions. These sessions are to help the child settle and get to know the key person and other staff before they begin their first day.
- Initially the parent remains with the child to give them a chance to explore alongside their parent as well as the key person to gather important information from the parent.

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<sup>13</sup> Department for Education (2025) *Statutory framework for group and school based providers* Available at: [EYFS statutory framework for group and school-based providers](#) Accessed 22/07/25]

<sup>14</sup> Ofsted (2024) *Early years inspection handbook for Ofsted registered provision*. Available at: [Early years inspection handbook - GOV.UK](#) Accessed 31/10/24]

- On the second or third session, we will ask the parent to leave for a short period so they can spend time with their new key person. 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.
- If the child needs more settling in sessions this will be discussed with the parents. Some children take longer to settle than others, and we aim to adapt our practice to best suit the needs of the child and family.
- After every session a child attends (whether settling or booked session) the key person (or buddy in their absence) will endeavour to handover about how the child has been and what they have done each session.
- If the setting or parent has identified any possible or known additional needs, the support plan process (see SEND policy) will be triggered with parental consent.
- 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.

#### **Home visits:**

As part of the settling in procedure, we offer home visits to children and families. The purpose of this is to see the child in their own environment and establish a deeper connection with the child/family in a space where they are comfortable. This is not to be viewed as a setting coming to judge a child's home environment.

#### **Moving room within the nursery:**

Some of our settings<sup>15</sup> have different age phase rooms thus children may move from one room to another during their time at the setting. These moves are carefully planned by the senior team taking into account children as individuals as to how much time/support they may need. The child's current key worker will accompany the child to their new room, playing alongside them with the new key worker to establish secure bonds. The existing and new key worker also will meet to handover all completed paperwork and discuss the child's current needs and interests (including any additional or medical need) to ensure a smooth transition and continuity of care.

Parents are involved by meeting the new key worker and visiting the new room as well as sharing their thoughts and ideas around their child's development and transition; this is organised by the current key worker.

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. 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.

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<sup>15</sup> Wigwams, Buttons & Bows, Little Learners, Wellington, Ravenswood

### **Transitions between the nursery and other childcare providers:**

We appreciate some families may have accessed alternative provisions prior to joining one of our settings. In this case, we endeavour to make contact with the child's previous setting to gather information to ensure a smooth transition.

When a child is transitioning out of our care, such as to another provider or to school we aim to:

- Ask 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.
- Plan activities in the setting to support transition and change.
- Contact the new setting to introduce ourselves and share information regarding the child with the permission and support of the family.
- 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. Alternatively, where possible the key person may accompany the child to their new setting or school.
- Give up to date record of learning 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.
- Give 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.

## 2.5 Forest Schooling

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### Policy key points:

- *Forest school provides unique learning opportunities and benefits.*
- *Forest school poses its own set of risks and thus requires procedures to make this safe and effective.*

### Aim:

To create a forest school approach which promotes:

- More time outdoors recognising this as a gap for many of our children.
- Improvements to physical and mental health.
- Wellbeing and fun to provide a contrast to our sometimes busy and smaller nursery environments.
- Empathy for others and nature learning to care for living things and each other.

### Related strategies and policies which we adhere to:

- Health and safety at work act<sup>16</sup>

### 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. Sharing this effective practice has led to the development of forest school programmes in schools and early years settings across the UK.

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.

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.

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<sup>16</sup> Legislation.gov.uk. (2015). *Health and Safety at Work etc. Act 1974*. [online] Available at: <<http://www.legislation.gov.uk/ukpga/1974/37>> [Accessed 23/12/22]

- 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.

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

### **Benefits:**

Playing and learning outside offers unique opportunities to support a child's development and wellbeing. These include:

- Improvement in child mental health due to the calmer, more open, 'no walls' environment and developing better self-awareness.
- Use of natural materials found in the woodland which differ from traditional setting resources.
- Improvement in physical health by providing bone strengthening, muscle building and cardiovascular activities, adhering to NHS guidelines<sup>17</sup> and promoting a healthy lifestyle.
- Improvement in sleep cycles and patterns.
- Opportunities to communicate and work with others solving combined tasks.
- Risk taking (see below).
- Build self-esteem, resilience and confidence.
- Supporting all aspects of the EYFS curriculum.

### **Risk and Risk benefit:**

Forest school poses separate risks to that of a standard nursery environment with relation to tools, boundaries, fire, weather and conditions. However, risk is an essential part of development. It supports children's cognition and making informed choices and is a skill vital for childhood and adulthood.

Formal and ongoing risk assessments are completed for forest schools and follow IOSH guidance. 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 as well as conduct longer formal risk assessments. Risk and consequence are rated on a 5-point scale, and where possible steps are taken to eliminate or reduce risk. We appreciate not all risk can be eliminated and by doing so, some activities which hold benefit may be stopped.

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,

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<sup>17</sup> [Physical activity guidelines for children \(under 5 years\) - NHS \(www.nhs.uk\)](https://www.nhs.uk)

- Children learn how to identify plants, fungi and tress-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.

More detailed information on risk assessments, particular sites and forest school activities can be found within the separate Forest school policies and procedures.

Whilst we aim for forest sessions to be inclusive, we appreciate that is a different environment to that of a nursery environment. Therefore, we assess all children on their first session to the forest in the same process as above, to ensure it is a safe environment for each child. We will endeavour to remove barriers to access the forest school sessions such as having additional persons to allow all children to attend but appreciate that this may not always be possible. Parents will be involved in discussion as and when adaptations may have to be made for their child or whether it is a suitable for the child to engage in the session.

#### **Staff Responsibility:**

All staff have a responsibility to make forest sessions as engaging and safe as possible. Different staff will hold different levels of accountability and responsibility.

#### **Trustee's and CEO's:**

- 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.

#### **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.

#### **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.

**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.
- To remain vigilant throughout a forest school session, especially with regard to health and safety issues.

## 2.6 Complaints

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### Policy key points:

- *We take complaints seriously and have a set procedure to handle these.*

### Aim:

To have a clear policy and structure in place to handle complaints in an effective way.

### Related strategies and policies which we adhere to:

- Early years inspection handbook<sup>18</sup>

### Introduction:

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:

<b>Stage 1</b>	<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>
<b>Stage 2</b>	<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>

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<sup>18</sup> Ofsted (2024) *Early years inspection handbook for Ofsted registered provision*. Available at: [Early years inspection handbook - GOV.UK](#) Accessed 31/10/24]

<b>Stage 3</b>	If you are not satisfied that appropriate action has been taken at Stage 2, you can escalate your complaint to the Chief Executive or Operations Manager who will review the details. They 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.
<b>Stage 4</b>	In the unlikely event that the matter remains unresolved after Stage 3, you are able to make a formal complaint to Ofsted.  <a href="mailto:enquiries@ofsted.gov.uk">enquiries@ofsted.gov.uk</a> or 0300 123 4666  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.

### 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/](http://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.

## **2.7 Absence policy**

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### **Policy key points:**

- *We ensure that we monitor and challenge absences in a timely manner*
- *Maintaining good attendance has a positive impact on children and their learning and development*

### **Aim:**

To have a clear policy and structure in place to manage and record absence in an effective way

## Related strategies and policies which we adhere to:

- Early years inspection handbook<sup>19</sup>
- Early Years Foundation stage<sup>20</sup>

## Introduction:

### Reporting and monitoring absences

Whilst attendance at an early years setting is not compulsory, we know that children thrive when they are in an environment regularly and this is embedded as part of their weekly routine. We also have a duty as a provider from the local authority to monitor attendance to identify any potential issues with access to provision. Frequent absence could impact on the funding received by the setting and by proxy a child's space at nursery.

We are aware that there are instances where children may need to be absent from their sessions such as for illness, holidays or appointments. We ask parents therefore to adhere to the following:

-Parents/carers should notify their child's setting of any absence as soon as they are aware. This may be several weeks in advance for planned time off or on the day for unplanned absence. We ask for on the day absences, parents report their child's absence no later than 30minutes after their child's planned start time. This may be via phone or email.

-Practitioner will record any absences on their classroom register and the reasons for this absence. These are then transferred to our online system Connect for monitoring and funding auditing purposes.

-If a child does not attend their session, practitioners should make contact with the parent/carer 30minutes after their planned session time on the day of their absence.

-If a child is absent without known cause or contact from the parent/carer for their consecutive session, the child's emergency contacts should be contacted

-If a child is absent for three consecutive sessions without any contact from the child's parent/carer or emergency contact, this needs to be reported to the settings designated safeguarding lead

- If a child is being supported by any external services (such as children's social care), practitioners should additionally follow any arrangements agreed by professionals in the event of any absence for these children, such as notifying their social worker.

### **Reporting concerns**

As a setting, we have a duty of care to all children. Therefore, if staff members have concerns around any absences of a child they should report this to their designated safeguarding lead who may

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<sup>19</sup> Ofsted (2024) *Early years inspection handbook for Ofsted registered provision*. Available at: [Early years inspection handbook - GOV.UK](#) Accessed 31/10/24]

<sup>20</sup> Department for Education (2025) *Statutory framework for group and school based providers* Available at: [EYFS statutory framework for group and school-based providers](#) Accessed 22/07/25]

choose to make an onward referral to children's social care or the police for a welfare check. These concerns may be but are not limited to:

- Sustained periods or a patterns of absence
- Inability to make contact with the child's parent/ carer if a child is absent, particularly if this is for 3 or more of their usual sessions
- Concerns around a child after a period of absence
- A child with whom there may be existing concerns around that child's safety or welfare

### **Section 3: Safeguarding**

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#### **3.1 Safeguarding & Child Protection (inc British Values & Prevent, Cameras & Mobile Phone Use**

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##### **Policy key points:**

- *Safeguarding is every persons responsibility and all persons have a responsibility at keeping children safe.*
- *There are clear definitions, signs and symptoms of abuse which we expect that all persons have an understanding of and know how to act if there are any concerns.*
- *We have clear procedures of how persons should report concerns around either a child, family or member of staff.*
- *We ensure that the use of mobile phones and technology support children and have procedures to keep children safe.*

##### **Aim:**

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.

##### **Related strategies and policies which we adhere to:**

- The Children's Act (2004)<sup>21</sup>
- Data Protection Act (2018)<sup>22</sup>
- The Protection of Children Act (1999)<sup>23</sup>
- Every Child Matters (2004)<sup>24</sup>

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<sup>21</sup> The Children's Commissioner (2004) *The Children Act*. [online] [Children Act 2004 \(legislation.gov.uk\)](#) [Accessed on 26/07/23]

<sup>22</sup> *The Data Protection act (2018)*. Available at: [Data Protection Act 2018 \(legislation.gov.uk\)](#) [Accessed on 27/07/2023]

<sup>23</sup> *Protection of Children Act (1999)* Available at: [Protection of Children Act 1999 \(legislation.gov.uk\)](#) [Accessed on 27/07/23]

<sup>24</sup> Department for education (2004) *Every Child Matters*. Available at: [Every child matters - GOV.UK \(www.gov.uk\)](#) [Accessed on 27/07/2023]

- What to do if you are worried a child is being abused (2015)<sup>25</sup>
- Working together to Safeguard Children (2023)<sup>26</sup>
- The Common Assessment framework (2009)<sup>27</sup>
- The Suffolk Safeguarding Partnership<sup>28</sup>

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

- Sexual Offences Act (2003)<sup>29</sup>
- Criminal Justice and Court Services Act (2000)<sup>30</sup>
- Human Rights Act (1998)<sup>31</sup>
- Race Relations Act (inclusive of 1994 & 2000 amendments)<sup>32</sup>
- Race Relations (amendment) Act (2000)
- Race Relations (amendment) Act (1976 regulations)
- Rehabilitation of Offenders Act (1974)<sup>33</sup>
- Counter terrorism and security act (2015)<sup>34</sup>

### **Introduction:**

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.

As an organisation, we recognising that safeguarding is everyone's responsibility.

### **Procedures relating to Children:**

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<sup>25</sup> HM Government (2015) *What to do if you're worried a child is being abused, Advice for Practitioners*. Available at: [Stat guidance template \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/414147/what-to-do-if-youre-worried-a-child-is-being-abused-advice-for-practitioners.pdf) [Accessed on 27/07/2023]

<sup>26</sup> HM Government (2023) *Working together to Safeguard children: A guide to interagency working and promote the welfare of children*. Available at: [Working together to safeguard children 2023: statutory guidance](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/118444/Working_together_to_safeguard_children_2023_statutory_guidance.pdf) [Accessed on 31/10/24]

<sup>27</sup> Children's Development Workforce Development Council (2009) *The Common assessment Framework guide for Practitioners*. Available at: [CAF Practitioner Guide2.pdf \(proceduresonline.com\)](https://www.proceduresonline.com/caf-practitioner-guide-2.pdf). [Accessed on 27/07/2023]

<sup>28</sup> Policies, Procedures and Practice (2023). Available at: [Policies, Procedures & Practice Guidance — Suffolk Safeguarding Partnership \(suffolksp.org.uk\)](https://www.suffolksp.org.uk/policies-procedures-practice-guidance) [Accessed on 27/07/23]

<sup>29</sup> Sexual Offences Act (2003) Available at: [Sexual Offences Act 2003 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2003/62/section/1) [Accesses on 27/07/23]

<sup>30</sup> Criminal Justice and Court Services Act (2002) Available at: [Criminal Justice and Court Services Act 2000 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2002/43/section/1) [Accessed on 27/07/2023]

<sup>31</sup> <sup>31</sup> *United Kingdom: Human Rights Act 1998* [United Kingdom of Great Britain and Northern Ireland], 9 November 1998, Available at [Human Rights Act 1998 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/1998/42/section/1) [Accessed on 23/12/22]

<sup>32</sup> The Race Relations act (1967) Available at: [Legislation.gov.uk](https://www.legislation.gov.uk/ukpga/1967/76/section/1) [Accessed on 27/07/2023]

<sup>33</sup> Rehabilitation of Offenders Act (1974) Available at: [Rehabilitation of Offenders Act 1974 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/1974/65/section/1) [Accessed on 27/07/2023]

<sup>34</sup> Counter-Terrorism and Security Act (2015) *Section 26*. Available at: [Counter-Terrorism and Security Act 2015 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2015/62/section/26) [Accessed on 27/07/23]

### Recognising abuse:

Abuse towards children can take many forms. Children may be at risk from adults, their peers or their environment. It can take place in any family, institution or community centre, by person, on the telephone, on the internet and in many other forms. A child may be directly involved or be a witness to it; both can have a significant impact on the health and emotional wellbeing of a child.

Children whom have an additional learning need or those whom are non-verbal are more likely to be at risk from abuse. Equally those whom are in an environment whereby there are mental health challenges or substance misuse statistically have a higher prevalence to being abused.

Although there are specific indicators of some types of abuse, some general indicators or causes for concern may include:

- Change in what is 'typical' behaviour for the child.
- Becoming withdrawn.
- Being overly emotional.
- Isolation certain tasks.
- Struggle to build relationships with others.
- Disclosure from the child

Abuse can often be difficult to recognise in young children not only due to developing language, but also because under 5's behaviour can fluctuate regularly due to their age and stage. Thus, as an organisation we endeavour to know and train all persons working/ volunteering or visiting the service to have an understanding the indicators of abuse and know how and to whom to escalate concerns.

### Main categories of abuse:

We recognise the four main categories of abuse summarised below:

- **Physical abuse: Any deliberate physical hurt or harm to a child** including but not limited to hitting, shaking, throwing, poisoning, burning or scalding, drowning, or fabrication/deliberately inducing illness (Munchausen's Syndrome by Proxy).
- **Emotional abuse: Persistent emotional maltreatment of a child**, which causes 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. Persons may have over or under realistic expectations on a child for their age. It is present when any form of abuse is happening but may occur alone.
- **Sexual abuse: forcing or enticing a child to take part in or watch sexual activities or acts.** This can be penetrative and non-penetrative acts and involve a child partaking or watching.
- **Neglect: 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. This may be through neglect of basic needs of food, hygiene clothing or housing but also failing to protect children from harm/danger including a child's medical or emotional needs.

### **Procedure:**

If any persons has a concern about a child whom they are working with, the organisations procedure is as follows:

1. Allow a child adequate time to talk if disclosing and asking about a concern. Only ask open questions and not leading questions i.e. "What happened to your arm?" rather than "Did X bite your arm?". Reassure the child that they were right to tell (if a disclosure) but do not promise to keep it a 'secret' due to needing to share this. Ensure that the child is secure to continue playing and has shared all they need to. If noting a physical concern, ensure that this is handled sensitively and with dignity.
2. Person to report concern to Designated Safeguarding lead (DSL) on duty as soon as they are able, in a confidential space.
3. Person to complete a cause for concern form, with clear details of the incident or concern. Record should be fact, not opinion and should record exactly what was said by a child or parent or referrer. A "body map" should be used to record physical injuries. The DSL should check this form thoroughly.
4. DSL to make a decision as to the appropriate response based on their specialist knowledge of safeguarding and the individual family. They may contact the Multi-Agency Safeguarding Hub (MASH team) whom are an advice line, at this stage.
5. If it is believed that a child is suffering or is at risk of suffering significant harm, the DSL will follow the procedures set out by the Suffolk Safeguarding Children Board. A detailed referral is made online or via the phone to Customer First. A social worker will then respond within 24hours.
6. 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; this is done in consultation with the referral team.

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**

Weekdays: 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.**

#### **Preventative measures:**

As a way to reduce the risk of abuse, we employ the following strategies to support children, families and staff:

- Uphold a key person system to support in building relationships with children and families. This relationship supports practitioners to have a good knowledge of their key children and families so as to notice if there are any changes or concerns in a timely way and act on them.
- Family support practitioners are employed at each nursery site to act as a support for children and families through intervention work and signposting.

- We complete prerecruitment checks (see safer recruitment) and have safe procedures in place such as no lone working and regular training for staff.

### **Specific areas of abuse:**

#### **FEMALE GENITAL MUTILATION:**

Female Genital mutilation (FGM) is a procedure where the female genital organs are injured or changed and there is no medical reason for this, but countries is considered a religious act and a cultural requirement. It is a traumatic and violent act leaving both physical and emotional damage. 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 is a criminal offence.

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/indicative factors may include:

- Female born into a family or community where known FGM has taken place.
- 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 or family talks about (or goes on) a long holiday to her country of origin or another country where the practice is common.
- a family is not engaging with professionals (health, education or other)
- 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-malarial.
- physical signs when changing a child or a child's reluctance to get changed or use the toilet.

#### **Specialist Procedure:**

In addition to the procedure noted above, there is a statutory duty<sup>35</sup> to report any disclosure or observed [physical evidence that FGM has taken place to the police via the 101 number.

#### **Preventative Measures:**

All staff complete specialist training on FGM recognition and procedure.

#### **Child exploitation:**

Child exploitation is when a child is manipulated or coerced into doing something that benefits another person(s). This may be through eliciting criminal activity (such as drug dealing or theft), sexual exploitation (such as position or gaining or images) or trafficking where a child is removed from their home to work/ be exploited.

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<sup>35</sup> [FGM Mandatory Reporting - procedural information nov16 FINAL.pdf \(publishing.service.gov.uk\)](#)

Additional signs that a child is at risk may be:

- Sudden increase in wealth or gifts.
- Absence from education.
- Use of new slang words.
- No access to a parent or guardian or being unaware of where that person is.
- Reluctance to share information.
- Excessive time doing household chores or tasks.

### **Specialist procedure:**

The Multi-Agency Criminal Exploitation (MACE) Panel is an additional avenue in Suffolk in which we should be referring children/young people (up to age 24) if we feel that they are at risk or involved in criminal or sexual exploitation. Their aim is to intervene and to create a support plan for the child/young person.

If there are any concerns around a children/family, you should make a referral (as normal) but also complete a MACE referral<sup>36</sup>

### **Bullying (see section 2.1)**

#### **Domestic Abuse:**

Domestic abuse is any type of controlling, coercive, aggressive or threatening behaviour between two people in a relationship. Those who witness this behaviour are likely to be significantly affected emotionally and personally.

As well as the general indicators above, domestic abuse may be evident from changes in an adults behaviour.

Concerns should be reported using the standard procedure.

### **Online Risks (see section 3.4)**

#### **Prevent and Risk of Radicalisation:**

The prevent duty is the “due regard to the need to prevent people from being drawn into terrorism” (Counter-Terrorism and Security Act 2015, Section 26). Simply, it is the need to protect those whom may be manipulated or affected by extremist ideology whether that is race, religion or gender.

Those who may be at risk may demonstrate some of the general causes for concern above but may also:

- Express extremist ideology.

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<sup>36</sup> [MULTI-AGENCY CRIMINAL EXPLOITATION PANEL \(MACE\) – Referral Form \(office.com\)](#)

- Be unwilling to interact with those who are different to them.
- Refuse to listen to other's point of view.
- Distance themselves from others.
- Become increasingly argumentative.
- Seek to hide their views.

**Specific Procedure:**

As well as the general procedure noted above, the DSL should also consult with The Department for Education dedicated telephone hotline (020 7340 7264). 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.

**Preventative Measures:**

All staff undertake specific training via the home office related to Prevent.

**BRITISH VALUES:**

'Fundamental British Values' were created as a preventative way to combat potential risk of radicalisation. They also act as a good guideline for effective personal social emotional development and supporting children to become successful citizens.

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

1. Democracy: Making decisions together. 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.

Examples:

- i. Group activities and times support collaboration, turn taking, and sharing.
- ii. Intervention groups run by family support practitioners encourage children to work together and share their feelings.
- iii. Children are asked to contribute to the planning by what they say or what they do.
- iv. We gather children, families and staff's views and use these to make decisions about the practice and organisation.

2. Rule of Law: Understanding that rules matter in our society. 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.

Examples:

- i. Incorporating a short set of simple, consistent rules in the nurseries.
- ii. Understanding the nature of cause and effect.
- iii. 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: freedom for everyone. Developmentally, we give children a positive sense of themselves and promote their self-confidence and self-awareness.

Examples:

- i. Child-led play and allowing children to explore their own interests rather than moving them towards a pre-made plan.
  - ii. Acknowledging and celebrating children's favourite things, maybe a book or soft toy which is special to them.
  - iii. Valuing children's work and ideas through displays which gives them ownership over the space.
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4. Mutual Respect and Tolerance: 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.

Examples:

- i. 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.
- ii. Understand and visit the wider community. We take children out on trips to participate in local events.

#### **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; safeguarding supersedes GDPR and confidentiality in these cases.

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.

#### **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.

### **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.

### **Children with Additional Needs:**

As an organisation we appreciate that for children whom have a recognised or emerging special educational needs (SEND) or any other additional need, may need specialised support in order to manage or identify safeguarding concerns. It is recognised that children whom have an additional need are more likely to victims of abuse than those who do not. The reason why children with additional needs may be at greater risk of abuse are listed below alongside how we as an organisation seek to remove these barriers:

- **Barriers with communication:** Persons who have additional needs may be unable to communicate a safeguarding concern or may have a challenge of being misunderstood by adults. Equally the child may be unable to understand why something that has happened to them is of concern. In order to address this, we employ a key person system. This ensures that staff members create strong partnerships with the child and family. This means that they, alongside the SENDCo, can be more attune to the child and small changes in behaviour from what is usual for that child as well as things such as their physical health, demeanour and wellbeing. We work with each child using their preferred method of communication (such as Makaton, PECs or visuals) to try to support each child to communicate their thoughts and feelings. Any concerns are reported and logged. We work closely with parents and careers offering children whom are on an individual education plan (IEP) 6 weekly meetings to discuss progress.
- **Misunderstanding signs of abuse:** For some children whom have additional needs, they may exude behaviours, such as self-harm or repetitive/ challenging behaviours, due to their need. However, these may also be indicative of a safeguarding concern and as such may be

misinterpreted as something that is part of the child's typical behaviour. Equally, aspects such as bruising may be less of a concern due to the fact that the child may be using additional equipment or have issues with their mobility. As above, as an organisation the key person system is imperative to creating secure knowledge of each child so as to recognise even small changes in behaviour. Secondly, we seek to record any small concern, including observed bruises and speak with parents or carers about each instance.

### **Procedures relating to adults:**

#### **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:**

This policy abides by the framework for managing allegations is set out in statutory guidance contained in Working Together to Safeguard Children (2018)<sup>37</sup> as well as advice given by the Suffolk Safeguarding Children's Board.

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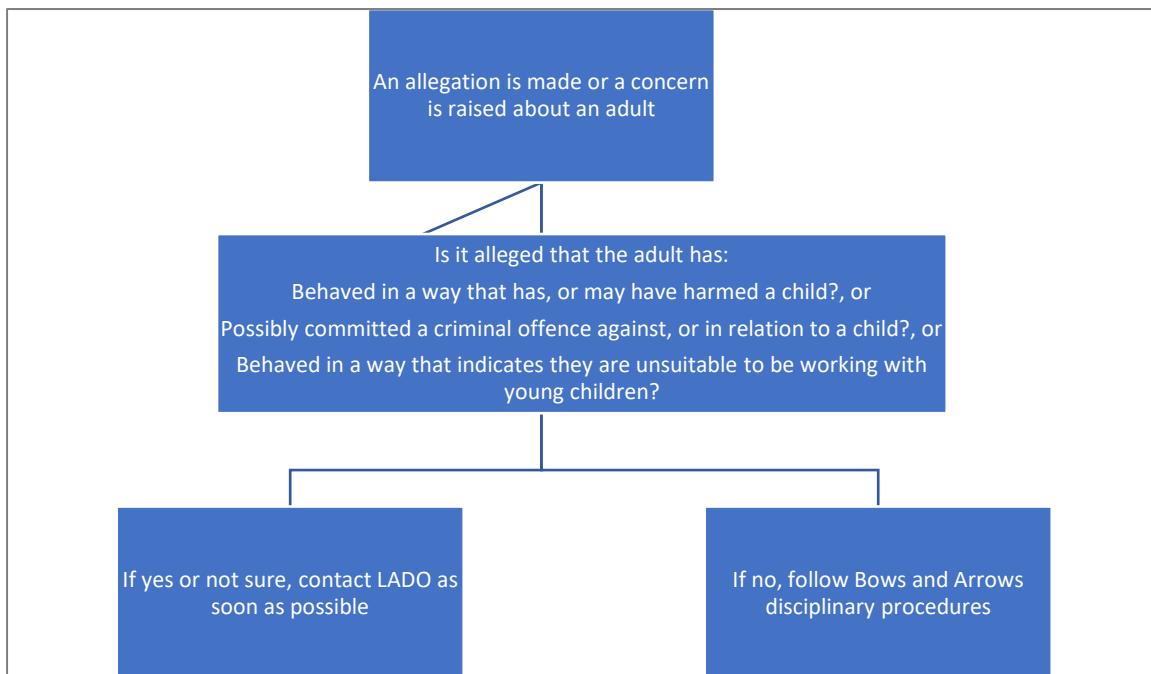
<sup>37</sup> HM Government (2018) *Working together to Safeguard children: A guide to interagency working and promote the welfare of children*. Available at: [Working Together to Safeguard Children 2018 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721411/Working-Together-to-Safeguard-Children-2018.pdf) [Accessed on 03/01/2022]

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.

**Procedure:**

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 Chief Executive and/or Chair of Trustees will also be informed within 24 hours. A cause for concern form should be completed ensuring that the person raising the concern has included facts not assumptions. The person raising the concern or dealing with the incident should not take the investigation further or inform the adult in question until speaking with the LADO.

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



**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](mailto: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 childcare 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 or 'low level concerns' 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](mailto: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](mailto:helpline@pcaw.co.uk) or visit [www.pcaw.co.uk/law/uklegislation.htm](http://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.

#### 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.

#### 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](http://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.

### **Designated Safeguarding Lead:**

The Designated safeguarding lead is the person responsible for coordinating and deciding on next steps and actions when there is a concern; they receive specialist training for their role. 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.

### **USE OF MOBILE PHONES AND OTHER TECHNOLOGIES:**

Mobile phones & technology 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. Equally devices such as tablets, cameras or videos serve a purpose in capturing children's learning. The safeguarding and welfare requirements of the Early Years Foundation Stage (EYFS) statutory framework clearly state that a setting's safeguarding policy and procedures must cover the use of mobile phones and other technologies in the setting.

Use of personal mobile phones, smart watches and any personal device by staff:

- Should be either turned off or on silent and not accessed during working hours.
- Can only be used on a designated break and this must be away from the children.
- Should be stored safely in staff lockers or another designated area at all times during working hours.
- No personal device is allowed to be connected to the nursery Wi-Fi at any time.
- During outings and Forest School Sessions personal mobile phones and smart watches should not be used at all whilst working with the children. Staff may wish to bring a personal device with them to access during their break, but they should advise the person in charge that they have their personal mobile phone with them and ensure it is securely stored whilst they are working with the children. Staff seen operating a personal mobile whilst working with the children will be in breach of this policy.
- Photographs must not be taken of the children on any personal phones or any other personal information storage device. Only nursery-owned devices can be used to take photographs or videos.
- Staff must not use their personal mobiles and other devices to communicate with parents and carers, unless there is a pre-existing relationship (friend or relative) between the employee and parent, or if the staff member has a child registered at a Bows and Arrows Nursery. If there is a pre-existing relationship between the employee and a parent or carer, the employee should be respectful and act professionally when communicating, taking responsibility for all communications as outlined in the staff handbook, section 4.9.
- Staff who bring personal phones or devices into the provision must ensure that there is no inappropriate or illegal content on them.
- The early years setting is not responsible for the loss, damage or theft of any personal mobile or device.
- All members of staff should remain vigilant and report any concerns to the setting's manager

or designated safeguarding lead (DSL). Parents and staff should be informed of the complaints procedure and staff made aware of the whistleblowing procedure.

- If a member of staff breaches this policy, action will be taken in line with the disciplinary procedures documented in the staff handbook.
- If a member of staff is thought to have illegal content on a mobile phone or smart watch or have committed a criminal offence using a personal device or mobile phone, the police will be contacted, and the LADO (Local Authority Designated Officer) will be informed.
- Smart watches can only be worn if the data and notifications are switched off i.e. it has the same functionality of a standard digital watch.
- Staff members are not permitted to charge any personal devices on-site due to potential fire risk unless this has been PAT tested and approved by their nursery manager.

As an organisation we are aware that there may be legitimate medical reasons why a child or a staff member may need mitigation to the above in relation to access to a piece of technology. In these cases, the staff member or parent must share these with the setting manager. The manager of the setting must speak with the Nursery Operations Manager. Together they must agree whether mitigations are necessary, what this mitigation should be and agree clear parameters on this. These should be written in a comprehensive risk assessment. The manager is responsible for ensuring that this risk assessment is upheld and adhered to.

### **Use of setting's mobile phones or technologies (camera's, tablets or videos) by staff**

Specific staff may be allocated a work mobile phone. For example, the Forest School Leaders and Forest School Practitioners as they do not have access to a landline when on the forest School sessions, the Nursery Manager when the nursery landline is not functioning, and other employees whose job role requires them to travel regularly and therefore a mobile phone is preferable. Those whom are DBS checked permanent members of staff also have access to a setting camera or tablet to capture learning. To safeguard children and adults the following rules are applied.

- The setting's mobile phones must only be used by members of staff for work purposes.
- Passwords or passcodes for nursery devices must not be shared or written down and will be changed regularly.
- Mobile phones and devices belonging to the setting may be monitored for safeguarding reasons and to ensure policy compliance, this should be undertaken by the Nursery Operations Manager, Nursery Manager, or the DSL.
- During outings and Forest School Sessions, staff will only use mobile phones belonging to the setting, except in an emergency.
- Parental permission must be obtained on joining the setting for the use of photographs or videos of children.
- Nursery devices must not be taken home with staff and must remain secure at the setting when not in use. For specific named roles (CEO, NOM, Area Managers, HR Advisor and Communications Coordinator) whereby there are multiple sites of work, or the employee works from home on a regular basis, company equipment can be taken home if agreed by their line manager and periodic review of these devices conducted.
- Any uploading of images to social media must be done by a senior EYE, deputy or manager and must be approved by the manager before uploading to ensure adequate permissions are granted.
- E-Safety policy is adhered to when using an internet accessible device with children.
- All phones or tablets with Wi-Fi capacity must have the Microsoft authenticator software installed.

- Any mobile device or tablet must be added to the central asset register.

### **Parents and Visitors:**

To protect children, parents or visitors are not permitted to use their mobile phones on the premises. Visitors and parents are informed of the policy as it is published on our website and is reinforced by signs. Members of staff should challenge visitors if they have concerns about their use of mobile phones or other devices and inform the manager or DSL of any breaches of policy. Parents or visitors who either arrive using a mobile phone or take a call on a mobile should be immediately told to end their phone call or leave the premises. Parents are advised that children cannot bring into the setting any devices that may take photographs or videos, such as phones or smart watches, to ensure that everyone is safeguarded and to protect personal property from loss or damage.

### **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, e.g. 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.

## **3.2 Lost Children**

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### **Policy Key Points:**

- *Staff to employ general strategies at all times to keep children safe and secure.*
- *All staff members and those working with children to be clear on the protocols required if a child was to become lost.*

### **Aim:**

To have safe policies and procedures to keep children safe and supervised whilst in our care.

### **Related strategies and policies which we adhere to:**

- Statutory framework for the early years foundation stage.<sup>38</sup>
- Early years inspection handbook.<sup>39</sup>

### **Introduction:**

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

As such we employ general methods which ensure children are supervised and safe such as:

- Regular headcounts especially after transition points and on outings.
- Keeping registers and signing children in and out.
- Having a higher staff to adult ratio (1:5) whilst on an outing.
- Adhering to required adult to child ratio's.
- Daily risk assessments to check that premises is safe and secure.
- Risk assessments before and during outings.

Every nursery should have their own specific procedures defined for key transition points which accounts for the individuality of their buildings.

### **Method:**

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.

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.

Please see the separate Forest School Policies and Procedures for specific procedures on lost children at Forest schools.

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<sup>38</sup> Department for Education (2025) *Statutory framework for group and school based providers* Available at: [EYFS statutory framework for group and school-based providers](#) Accessed 22/07/25]

<sup>39</sup> Ofsted (2024) *Early years inspection handbook for Ofsted registered provision*. Available at: [Early years inspection handbook - GOV.UK](#) Accessed 31/10/24]

### 3.3 Departures, and Uncollected Children

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#### Policy Key Points:

- *Parents should endeavour to collect on time and inform the nursery promptly if not.*
- *Parents should keep staff members of emergency contact information.*

#### Aim:

To ensure children are kept safe by being collected by known and appropriate persons.

#### Related strategies and policies which we adhere to:

- Statutory framework for the early years foundation stage.<sup>40</sup>
- Early years inspection handbook.<sup>41</sup>

#### 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.

#### Method:

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.

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<sup>40</sup> Department for Education (2025) *Statutory framework for group and school based providers* Available at: [EYFS statutory framework for group and school-based providers](#) Accessed 22/07/25]

<sup>41</sup> Ofsted (2024) *Early years inspection handbook for Ofsted registered provision*. Available at: [Early years inspection handbook - GOV.UK](#) Accessed 31/10/24]

### 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.

### 3.4 E-Safety

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#### Policy Key Points:

- *We aim to keep everyone safe online both at our setting and supporting parents to do this at home.*
- *We aim to have a respectful and safe use of technology.*
- *We use technology in a way that enhances learning.*

#### Aim:

To keep children and adults safe and using appropriate protocol whilst using technology.

#### Related strategies and policies which we adhere to:

- Statutory framework for the early years foundation stage.<sup>42</sup>
- Early years inspection handbook.<sup>43</sup>
- Help for Early Years Providers, Internet Safety.<sup>44</sup>

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<sup>42</sup> Department for Education (2025) *Statutory framework for group and school based providers* Available at: [EYFS statutory framework for group and school-based providers](#) Accessed 22/07/25]

<sup>43</sup> Ofsted (2022) *Early years inspection handbook for Ofsted registered provision*. Available at: [Early years inspection handbook for Ofsted-registered provision - GOV.UK \(www.gov.uk\)](#) [Accessed 23/12/22]

<sup>44</sup> Help for Early Years Providers, Internet Safety (2023) Available at [Internet safety - Help for early years providers - GOV.UK \(education.gov.uk\)](#) [Accessed on 27/07/2023]

## **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

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#### Policy Key Points:

- *Everyone has a right to be treated respectfully at work.*
- *We expect everyone in our community to treat each other with dignity and respect and have no tolerance for disrespectful behaviour.*

#### Aim:

For all of those in our nursery community to treat one another with respect and act promptly if this is ever not adhered to.

#### Related strategies and policies which we adhere to:

- Statutory framework for the early years foundation stage.<sup>45</sup>
- Health and Safety at work act (1974).<sup>46</sup>

#### 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 does not 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.

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<sup>45</sup> Department for Education (2025) *Statutory framework for group and school based providers* Available at: [EYFS statutory framework for group and school-based providers](#) Accessed 22/07/25]

<sup>46</sup> Health and Safety at work Act (1974) Available at: [Health and Safety at Work etc. Act 1974 \(legislation.gov.uk\)](#) [Accessed on 27/07/23]

Respect is a paramount 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).
- Sexual harassment towards staff members.

## **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 CEO. 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 setting 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 CHIEF EXECUTIVE:**

The governing body and the executive 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 Data Privacy (GDPR)

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#### Policy Key Points:

- *All Data should be collected with purpose and then stored and then destroyed appropriately.*
- *Any person whom we have data held about has their own rights.*
- *We ensure we are compliant with relevant regulations regarding data use.*

#### Aim:

To ensure the setting is compliant with GDPR regulations and only hold relevant data for the organisation.

#### Related strategies and policies which we adhere to:

- Data Protection Act (2018)<sup>47</sup>

#### Introduction:

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.

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<sup>47</sup> *The Data Protection act (2018)*. Available at: [Data Protection Act 2018 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2018/12/section-1)  
[Accessed on 27/07/2023]

- 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 Nursery Support Coordinator has the same duties for our central administration function.

## Section 4: Policies for Health & Safety

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

### 4.1 General Hygiene

#### Policy Key Points:

- *We try to maintain a high standard of hygiene at all times to prevent risk of illness or infection spreading.*
- *We ensure that safe practices are followed when working with food or other aspects which would carry high transmission risk (i.e. bodily fluids).*

#### Aim:

To work to minimise and control the spread of infection and illness through effective hygiene procedures.

#### Related strategies and policies which we adhere to:

- Health and safety at work act<sup>48</sup>
- Guidance on infection control in schools and other childcare settings (2014)<sup>49</sup>
- Statutory framework for the early years foundation stage<sup>50</sup>
- RIDDOR (2013)<sup>51</sup>
- Regulation (EC) No 178/2002 (2002)<sup>52</sup>

#### Introduction:

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.

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<sup>48</sup> Legislation.gov.uk. (2015). *Health and Safety at Work etc. Act 1974*. [online] Available at: <<http://www.legislation.gov.uk/ukpga/1974/37>> [Accessed 23/12/22]

<sup>49</sup> Public Health England (2014) *Guidance on infection control in schools and other childcare settings*. Available at: [Guidance on infection control in schools and other childcare settings \(npt.gov.uk\)](https://www.npt.gov.uk/guidance-on-infection-control-in-schools-and-other-childcare-settings) [Accessed on 27/07/23]

<sup>50</sup> Department for Education (2021) *Statutory framework for the early years foundation stage*. Available at: [Statutory framework for the early years foundation stage \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/92222/statutory-framework-for-the-early-years-foundation-stage) [Accessed 23/12/22]

<sup>51</sup> The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (2013). Available at: [The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 \(legislation.gov.uk\)](https://www.legislation.gov.uk/uksi/2013/1663/contents/made) [Accessed on 27/07/2023]

<sup>52</sup> Regulation (EC) no 178/2002 of the European Parliament and of the Council (2002) Available at: [Regulation \(EC\) No 178/2002 of the European Parliament and of the Council of 28 January 2002 laying down the general principles and requirements of food law, establishing the European Food Safety Authority and laying down procedures in matters of food safety \(legislation.gov.uk\)](https://www.legislation.gov.uk/eur-lex/summary/32002R0178) [Accessed on 27/07/23]

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.
- Nappies are changed at least every three hours and these changes clearly recorded.
- Any child who has a soiled nappy should be changed as soon as this is identified

### **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.

UKHSA East of England Health Protection Team  
The Mildenhall Hub, Sheldrick Way,  
Mildenhall,  
IP28 7JX

Telephone: 0300 303 8537

Generic email: [EastofEnglandHPT@ukhsa.gov.uk](mailto:EastofEnglandHPT@ukhsa.gov.uk)

## 4.2 Ill or Infectious Children

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### Policy Key Points:

- *We endeavour to minimise spread of infection where possible.*
- *Where a child is unwell, we abide by guidance for infection control to keep everyone in our community safe.*

### Aim:

To ensure that everyone in our nursery community is supported to remain healthy and well and adequately supported if they are not.

### Related strategies and policies which we adhere to:

- Health and safety at work act<sup>53</sup>
- Guidance on infection control in schools and other childcare settings (2014)<sup>54</sup>
- Statutory framework for the early years foundation stage<sup>55</sup>
- RIDDOR (2013)<sup>56</sup>
- Regulation (EC) No 178/2002 (2002)<sup>57</sup>

### 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.

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<sup>53</sup> Legislation.gov.uk. (2015). *Health and Safety at Work etc. Act 1974*. [online] Available at: <<http://www.legislation.gov.uk/ukpga/1974/37>> [Accessed 23/12/22]

<sup>54</sup> Public Health England (2014) *Guidance on infection control in schools and other childcare settings*. Available at: [Guidance on infection control in schools and other childcare settings \(npt.gov.uk\)](https://www.npt.gov.uk/guidance-on-infection-control-in-schools-and-other-childcare-settings) [Accessed on 27/07/23]

<sup>55</sup> Department for Education (2025) *Statutory framework for group and school based providers* Available at: [EYFS statutory framework for group and school-based providers](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/101321/eyfswf-2025.pdf) Accessed 22/07/25]

<sup>56</sup> The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (2013). Available at: [The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 \(legislation.gov.uk\)](https://www.legislation.gov.uk/uksi/2013/1718/contents/matter) [Accessed on 27/07/2023]

<sup>57</sup> Regulation (EC) no 178/2002 of the European Parliament and of the Parliament and of the Council (2002) Available at: [Regulation \(EC\) No 178/2002 of the European Parliament and of the Council of 28 January 2002 laying down the general principles and requirements of food law, establishing the European Food Safety Authority and laying down procedures in matters of food safety \(legislation.gov.uk\)](https://eur-lex.europa.eu/eli/reg/2002/178/oj) [Accessed on 27/07/23]

## 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 care plan 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, e.g. chickenpox, mumps or measles
- fever or temperature (over 38c<sup>58</sup>).

Children whom are having to use medication (such as ibuprofen or Calpol) to control a temperature, should keep their child at home until they are no longer reliant on these. The child should be over 6hrs clear from their last dose to indicate that the temperature is no longer being controlled by the medication<sup>59</sup>.

With regard to diarrhoea and vomiting only, parents/guardians should be advised that their children may not return to the provision until 48 hours after they have been symptom free. There are a multitude of other infection illnesses with specific exclusion periods<sup>60</sup> such as chicken pox. The setting will adhere to Public Health England and NHS guidelines if exclusion from the setting is required, and we abide by the time periods for exclusion set out by these authorities.

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

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<sup>58</sup> NHS (2024) Temperature (fever in children): Available at: [High temperature \(fever\) in children - NHS](#)  
[Accessed on 31/10/24]

<sup>59</sup> NHS (2024) How and when to give paracetamol for children. Available at [How and when to give paracetamol for children - NHS](#) [Accessed on 31/10/24]

<sup>60</sup> Public Health England (2014) *Guidance on infection control in schools and other childcare settings*. Available at: [Guidance on infection control in schools and other childcare settings \(npt.gov.uk\)](#)  
[Accesses on 27/07/23]

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 (if 38c or higher) or Pirton to control an allergic reaction 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](mailto:EastofEnglandHPT@PHE.gov.uk)

NHS Advice

Call NHS Advice on 111 for nurse advice.

## 4.3 First Aid & Medication

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### Policy Key Points:

- *We ensure that we have adequate and trained persons to administer first aid.*
- *We keep parents informed of any illness or injury affecting their child in a timely manner.*
- *We ensure that we have safe, recorded methods for storing and administering medication.*

### Aim:

For all in our nursery community to have access to safe process and procedures when administering emergency medical treatment and medication

### Related strategies and policies which we adhere to:

- Health and safety at work act.<sup>61</sup>
- Guidance on infection control in schools and other childcare settings (2014)<sup>62</sup>
- Statutory framework for the early years foundation stage<sup>63</sup>
- RIDDOR (2013)<sup>64</sup>
- Regulation (EC) No 178/2002 (2002)<sup>65</sup>

### Introduction:

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.

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<sup>61</sup> Legislation.gov.uk. (2015). *Health and Safety at Work etc. Act 1974*. [online] Available at: <<http://www.legislation.gov.uk/ukpga/1974/37>> [Accessed 23/12/22]

<sup>62</sup> Public Health England (2014) *Guidance on infection control in schools and other childcare settings*. Available at: [Guidance on infection control in schools and other childcare settings \(npt.gov.uk\)](https://www.npt.gov.uk/guidance-on-infection-control-in-schools-and-other-childcare-settings) [Accessed on 27/07/23]

<sup>63</sup> Department for Education (2025) *Statutory framework for group and school based providers* Available at: [EYFS statutory framework for group and school-based providers](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/101422/eyfsw-framework-2025.pdf) Accessed 22/07/25]

<sup>64</sup> The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (2013). Available at: [The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 \(legislation.gov.uk\)](https://www.legislation.gov.uk/uksi/2013/1653/contents/matter) [Accessed on 27/07/2023]

<sup>65</sup> Regulation (EC) no 178/2002 of the European Parliament and of the Parliament and of the Council (2002) Available at: [Regulation \(EC\) No 178/2002 of the European Parliament and of the Council of 28 January 2002 laying down the general principles and requirements of food law, establishing the European Food Safety Authority and laying down procedures in matters of food safety \(legislation.gov.uk\)](https://eur-lex.europa.eu/eli/reg/2002/178/oj) [Accessed on 27/07/23]

- 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.

In the event of a serious accident, injury or illness staff members should:

- Seek help from other practitioners especially senior staff/PIC whom should go to assist immediately,
- Apply immediate first aid,
- One staff member delegated to contacting the ambulance if deemed necessary,
- One staff member delegated to contact the parent or next of kin if a staff member.

In the event of a seizure, staff should follow the CARE method:

- **Comfort:** Cushion their head with something soft, to protect them from injury and keep them comfortable.
- **Action:** Start to time the seizure and clear the area of anything that might be harmful. Move other children away from the space as well as any possible furniture which may pose risk.
- **Reassure:** When the seizure has stopped, place them in the recovery position, stay with them and reassure them as they come round.
- **Emergency:** Call 112 when the seizure continues for more than 5 minutes; the person is not regaining consciousness; the person goes straight into another seizure; the person has trouble breathing after the seizure; the person has never had a seizure before; you want specialist advice and support; you feel overly concerned about the person in your care.

Every person who has a seizure, even if this is only once, should have a care plan completed and reasonable adjustments made to ensure that they are safe at the setting.

### 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,
- Any other seizure or febrile convulsion,
- 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 111 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
- If a child/adult experiences a seizure that has either:
  - Has never had a seizure before,
  - The seizure lasts for longer than 5 minutes,
  - Repetitive seizures,
  - Signs of troubled breathing after the seizure,
  - Not regaining consciousness.
- 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 unconsciousness 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). Any significant injury should also be reported to OFSTED.

## 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.

## **Children with Medical Conditions:**

We are an inclusive setting which welcomes children who have a range of additional and medical needs into our care.

For a child who has a known medical need. The following must be adhered to:

- Parents meet with the person in charge prior to the child starting to discuss their child's medical need. If the child is already in our care, the meeting should be organized without delay when the medical need is disclosed.
- Health care plans completed prior to the child starting and then reviewed 6 monthly (or sooner if any changes occur) with the parent. This should be completed by the settings SENDCO and reviewed by the senior leadership team.
- Fire evacuation plan completed if deemed necessary.
- Reasonable adjustments form to be completed if there were anything in our standard policies that would need to be reasonably adjusted to accommodate a child. For example, notification of illnesses, access to outings/forest schools or when medication is administered. These should be agreed with the manager and be congruent with medical advice given through the child's health care plan.
- Separate risk assessment completed for any activity in the setting by which may pose higher risk to a child.
- Seeking out of any specialist advice and training from the child's health team which is delivered to staff members such as administering medication or managing seizures.
- Regular reviews of any medical changes or concerns when conducting developmental progress review with the family. (e.g. parents evening)

- The Nursery Manager is responsible for reviewing/completing a fire evacuation plan relevant to the child's condition within 6 weeks of the child starting at the at the nursery, or from when the medical need was first identified.
- The Parent/Carer has a responsibility to attend parents evenings to be able to advise the key person on any changes to the child's medical condition.

### 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 with pharmacy sticker and with the child's name.
- 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 eye drops, hay fever or pain 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.

## 4.4 Food Hygiene & Healthy Eating

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### Policy Key Points:

- We are committed to safe preparation of food and drinks and ensure appropriate hygiene and health.
- We aim to promote healthy choices with children and families to support an active and healthy lifestyle.

### Aim:

To enable all in our nursery community to have a right to healthy practices and healthy choices to support their health development and wellbeing

### Related strategies and policies which we adhere to:

- Health and safety at work act.<sup>66</sup>
- Early years foundation stage nutritional guidance (2025)<sup>67</sup>
- Statutory framework for the early years foundation stage.<sup>68</sup>
- Regulation. (EC) No 178/2002 (2002)<sup>69</sup>
- Help for Early Years Providers, Food Safety. (2023)<sup>70</sup>

### Introduction:

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).

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<sup>66</sup> Legislation.gov.uk. (2015). *Health and Safety at Work etc. Act 1974*. [online] Available at: <<http://www.legislation.gov.uk/ukpga/1974/37>> [Accessed 23/12/22]

<sup>67</sup> Department for Education (2025) *Early years foundation stage nutritional guidance. Guidance for group and school-based provider and childminders in England*. Accessed 14/05/2025. Available at: [Early Years Foundation Stage nutrition guidance](#)

<sup>68</sup> Department for Education (2024) *Statutory framework for group and school based providers* Available at: [EYFS statutory framework for group and school-based providers](#) Accessed 31/10/24]

<sup>69</sup> Regulation (EC) no 178/2002 of the European Parliament and of the Parliament and of the Council (2002) Available at: [Regulation \(EC\) No 178/2002 of the European Parliament and of the Council of 28 January 2002 laying down the general principles and requirements of food law, establishing the European Food Safety Authority and laying down procedures in matters of food safety \(legislation.gov.uk\)](#) [Accessed on 27/07/23]

<sup>70</sup> HM Government (2023) *Help for early years providers, Food Safety*. Available at: [Food safety - Help for early years providers - GOV.UK \(education.gov.uk\)](#) [Accessed on 27/07/23]

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).  
“Early Years Foundation Stage nutritional guidance” (2025)

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.

Our policy is developed by using this legislation and reviewed annually (or sooner if there are necessary amendments). We ask all parents and staff members to comply with this guidance but will always enter into discussions if there is something within the policies we feel may not be fit for purpose.

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 (e.g. nuts) and are not given to affected children.

The provision will ensure the following:

- The weekly snack 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.

### **Food and Drinks Provision at Bows and Arrows**

Fresh water is available to children at all times in a way that is appropriate for their age and stage (i.e. lidded cups for young children). Milk is provided at no additional charge at snack times through the government Cool Milk scheme. Babies under 1 are asked to provide their own formula.

Guidance advocates that there is no necessity for children under 5 to have anything other than milk or water as their main drink. Therefore, families are respectfully asked not to bring juice or drinks bottles into the nursery. If a child has a specific additional need which may require them to have a bottle, this should be discussed with the setting SENDCo and setting manager to agree reasonable adjustment.

All children will be provided with a healthy snack mid-morning and mid-afternoon. We provide fresh fruits and vegetables and occasionally a dry snack (such as crackers). We take into account a child's age and stage of feeding to ensure that snacks are served in a way which is safe for that individual. All allergies are adhered to and we will seek as close as possible alternatives for a child at a snack time i.e. a gluten free cracker. We occasionally will use snack as an opportunity to serve healthy foods that children have made as part of a cooking activity and use this as an opportunity to try new foods. A small consumable charge applied to snacks. If parents wish to opt-out of this, they are able to provide their own snack; this should adhere to setting guidelines.

We ask parents to provide a packed lunch for their child for the midday meal and a packed tea if a child attends 5pm-6pm. We ask parents to adhere to the packed lunch guidelines (below) to ensure that food is healthy, nutritious and safe.

We see meals as a social opportunity for children and promote this through ensuring meals are a collaborative, relaxed time. Children sit in small groups with an adult. We promote self-care skills at this time, getting children to pour their own drinks, cut their own fruit and make choices.

### **Managing allergies and preferences**

Prior to a child starting at a Bows and Arrows Nursery, parents will be asked for information regarding their dietary needs and preferences on their settling in sessions/ home visits.

For children under 1, an allergy checklist should be completed. A parent must first give exposure to the 14 main allergens (listed here: [14-Allergens 16Nov21.pdf](#)) at home before they are given at nursery.

If a child has an allergy or intolerance, they will be asked to complete a health care plan with the settings SENDCo or senior leader. This should detail the nature of their allergy/ intolerance as well as

any medications or what to do in an emergency. We will seek where possible to provide suitable alternatives for children, including during cooking sessions so they are not excluded. All children with allergies or intolerances should be included where possible in group meals with staff members making reasonable adjustments to enable this to happen such as having adults assigned to support them. It is the responsibility of the person completing the health care plan to note these reasonable adjustments

For any child with an allergy or intolerance, a written list will be kept in food preparation areas (or in the room). Only staff members whom have completed level 2 food hygiene as well as read all the relevant health care plans will be permitted to serve snacks/meals.

During the initial settling in period, we will also seek information from parents about dietary preferences due to cultural/ religious reasons or parental preference. A health care plan does not need to be completed by a written record kept in food preparation areas. Staff members should also ensure that during cooking activities, these adhere to preferences as well as allergies.

### **Breastfeeding, Formula feeding and Weaning**

#### *Breastfeeding*

At Bows and Arrows, we seek to enable parents to continue to breastfeed as long as they feel necessary. Encouraging expressed breast milk is encouraged, and we welcome parents to come in and breast feed their child. We endeavour to find a suitable private space at each setting to support this where required. 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.

#### *Formula*

Babies are able to bring in formula. As a setting we actively encourage only the use of 'first stage' formula as there is no research to suggest that follow on formulas offer any additional benefits to children. We will work with parents to discuss this if necessary.

The policy in making up bottles is as follows:

- The staff member must have completed food handling training. As part of their induction, any new staff member should also be shown and observed by their team leading in preparing bottles before doing this unaided
- All staff members must wash their hands thoroughly before making a bottle
- Formula should be made in accordance with the guidance on the manufacturer label including dosage for a child's age/weight. If a parent asks for this to differ (i.e. more or less) this should be discussed with the child's room senior
- Powdered formula should be made with boiled water which has been left for no longer than 30minutes and stay at a temperature of at least 70C when preparing
- The formula should then be left to cool (or use a rapid cool) before giving to a baby. This should be checked by the practitioner
- All formula milk must be used within two hours.
- 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. A rapid cooler may also be used.

- 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.

### *Weaning*

Any child who is under 1 should be asked which of the 14 main allergens they have had exposure to. Parents must try these at home first before giving them to a child at setting.

We encourage parents to start weaning at around 6 months of age. The child must be able to:

- Stay in a sitting position and support their own head
- Have hand, eye, mouth coordination
- Be able to swallow foods without spitting them back out

If a child is unable to do the above but a parent wants to start weaning, this must first be discussed with the settings SENDCo.

During weaning, key persons should speak to parents to understand their approach and wishes so that these can be mimicked at home. The key person should also offer advice using the DfE “Solid Foods- a roadmap” document which can be found here: [introducing\\_solid\\_foods.pdf](#)

The setting has a responsibility for ensuring that food is presented to children in a way that is safe and appropriate for their age and stage. However, we ask parents to blend food at home to the correct consistency for packed meals

### **Food from home**

As a setting, we ask children to bring in a packed lunch and tea. Children may also bring their own snack if opting out of a consumable charge.

When parents send in food from home where the contents are not clearly identifiable (for example, items not in original packaging, food in its raw form, or ingredients cannot be easily identified), parents must identify and label the item if it contains any of the 14 core allergens. If a particular child or staff member has specific medical or safety needs, the setting may require this labelling as a mandatory measure.

If we have concerns that a lunchbox item may not meet our Healthy Eating / Safe Eating Packed Lunch Policy—for example, if there is a possibility that the item contains nuts—we will contact the parent to identify the food. If we have any doubts about the food, or the item is found to be non-compliant, we will not be able to give it to the child.

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.

As such, we work closely with our children and families about making effective food choices. We aim to run healthy cooking sessions both with children and parents.

We are committed to providing children with healthy foods which support in their growth and development as well as to children’s safety.

In our commitment to healthy eating, good oral health and promoting children's health we ask parents **not** to provide the following when their child attends nursery:

Children under 6 months must not be given:

- 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](http://foundationyears.org.uk))
- Juice, smoothies or any other drink. It is recommended that children under 5 only need milk or water. We have these in ready supply in all of our settings. We also have drinking cups and bottles for forest school. Parents do not need to provide a drinks bottle for their child. If there is a legitimate reason why a child may not be able to adhere to the above (such as an additional need) this should be agreed with the settings SENDCO and written as part of their health care plan.
- Chocolate and sweets- these items are high in sugar which can impact negatively on a child's oral health as well as impact on their behaviour. We therefore ask parents not to bring these items to nursery.
- Chicken on the bone- this can be a choking risk, so we ask parents to remove meat from the bone before bringing in.
- Nuts and nut-based products in case of allergies at the nursery.
- Rice: This is a high risk food with regards to bacteria if not kept suitably warm or cold. Therefore we ask parents not to bring this into setting, even if in a hot/cold flask

- Due to the current cohort of children, we may ask parents to avoid other foodstuff's that could present an allergen risk.

In addition to the measures discussed above, we will:

- Monitor the contents of packed lunches and offer guidance and advice, if necessary. Staff members may be unable to give a child items of their lunch if they do not comply with our commitment to healthy eating. In these instances, practitioners or our family support practitioners will always work with the family to consider healthy choices.
- 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.

#### 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 brought 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 become 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. If a child has a specific additional need which may require them to have a bottle, this should be discussed with the setting SENDCo and setting manager to agree reasonable adjustment.

## **Celebrations**

At Bows and Arrows, we recognise that a birthday is a very special time for young children, and we want to ensure it is celebrated in an enjoyable, healthy and tooth friendly way. Birthdays and other celebrations can be a frequent occurrence when there are many children attending the nursery, resulting in lots of sugary food being brought in from home for the children to consume. In line with our healthy eating approach, we aim to provide children with a healthy diet and to avoid sweet foods such as biscuits, cakes and confectionery, therefore we ask parents and carers not to bring in any cakes, sweets or unhealthy treats for celebrations. Healthy, tooth friendly treats are welcome, such as fresh fruit that the children do not often have for example, strawberries, raspberries, blueberries. Non-food items are also permitted, for example bubbles, stationary or stickers. If a family do bring in unhealthy treats, we will not distribute them to the children in the nursery, and we will politely ask families to take them home again. If they chose to give these treats to their own child at home, we would encourage this to be as part of a meal.

For any celebrations in the nursery where we provide food or food-based activities in between meals, such as when celebrating Christmas, Pancake Day, Easter, Eid, Chinese New Year etc. we will ensure that the food and drink will be tooth friendly i.e. fresh fruit/vegetables and savoury items, with milk or water to drink. At occasional events such as picnics, fun days, fundraisers and fayres we will offer a range of food, drink, activities and prizes that support healthy and tooth friendly choices.

## **Cooking with children and food play**

Cooking together is a vital way that children can learn about the importance of nutrition but also encourage children to try new things. As a setting, we actively try to promote cooking sessions with all ages. We commit to the following:

- Any recipe made will comply with our own healthy eating guidelines and safer foods
- Recipes will be inclusive and take into account any children's allergies, intolerances or preferences so no child is excluded from cooking sessions
- All health and safety procedures (detailed below) will be followed with children including good hand hygiene, safe preparation, storage and serving
- Recipes will include cultural recipes, particularly those which represent the current cohort of children
- Children should be active participants in cooking

We also will deliver activities to children that teach the importance of food and nutrition. This includes promotion of physical activity as well as oral hygiene.

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.

## **Sustainability**

As an organization we are committed to adhering to our sustainability plan and targets. We seek to teach all children how to be environmentally aware citizens and learn how to be responsible for the world around them.

As such, with regards to foods, we carry out the following:

- In every nursery we provide a food waste and recycling bins. For children whom are able to understand, we teach them where to put their food waste/ recycling and what can be

recycled. We either then recycle these or use some cleaned recyclable materials for creative projects

- We encourage parents to bring in reusable containers where possible limiting single use plastics
- We may send home food waste/packaging for parents to recycle at home if we are unable to do this at setting if bins are full to avoid this going into landfill
- Avoid food play to limit wastage
- Actively teach children about how and what we can recycle from food and packaging
- Promote composting with suitable food waste

## **Food Hygiene**

Below details the procedures that must be followed to ensure safe food preparation, storage and serving

### **FOOD PREPARATION AND EATING AREAS:**

Wipe highchairs, 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.

### **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.

### **FEEDING EQUIPMENT:**

Infant feeding bottles and teats must be cleaned between uses and the staff member must clean their hands thoroughly before cleaning. 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. They should then be left to drip dry. 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.

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.

### **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:

As a rule, we will not reheat 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. 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.

#### MEAL 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.

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.

#### 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.

## 4.5 Emergency Closures

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### Policy Key Points:

- *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.*

### Aim:

To act appropriately in emergency situations to keep everyone in our nursery communities safe

### Related strategies and policies which we adhere to:

- Health and safety at work act.<sup>71</sup>
- Statutory framework for the early years foundation stage.<sup>72</sup>

### 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.

### Types of Emergencies

- Unwelcome intruders or terrorist actions,

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<sup>71</sup> Legislation.gov.uk. (2015). *Health and Safety at Work etc. Act 1974*. [online] Available at: <<http://www.legislation.gov.uk/ukpga/1974/37>> [Accessed 23/12/22]

<sup>72</sup> Department for Education (2025) *Statutory framework for group and school based providers* Available at: [EYFS statutory framework for group and school-based providers](#) Accessed 22/07/25]

- Bomb threats,
- Lockdowns,
- Extreme weather conditions,
- Inability to safely adhere to statutory child or adult ratios,
- 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 activities 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.
- Inform NOM or CEO of any lockdown and complete a written record.

### **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 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.

<b>Wind</b>	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.
<b>Heat</b>	<p>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> <p>On very hot days (i.e. where temperatures are in excess of 30°C)</p> <ul style="list-style-type: none"><li>• Children should not take part in vigorous physical activity.</li><li>• children playing outdoors should be encouraged to stay in the shade as much as possible,</li><li>• Loose, light-coloured clothing should be worn to help children keep cool and shoulders and necks should be covered,</li><li>• Children should be encouraged to wear hats with wide brims so that most of their face is shaded.</li><li>• Spare clothing and hats will be available for children who have forgotten theirs.</li><li>• Children are allowed to wear UV protective sunglasses.</li></ul>

	<ul style="list-style-type: none"> <li>Children must be provided with plenty of cool water and encouraged to drink more than usual.</li> </ul> <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"> <li>Open windows during the cool of early morning to allow stored heat to escape.</li> <li>Reduce (but not close) window and ventilation openings when the outdoor air becomes warmer than the air indoors.</li> <li>Use outdoor sun awnings if available, or indoor blinds, but do not let solar shading devices block ventilation openings or windows.</li> <li>Keep the use of electric lighting to a minimum.</li> <li>Switch off electrical equipment, including computers, monitors and printers, when not in use – electrical equipment, when left on, or in “standby” mode generates heat.</li> </ul>
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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:

<b>Water/Hot Water</b>	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.
<b>Fire Safety</b>	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.
<b>Heating</b>	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.
<b>Extended power cuts</b>	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.
<b>Phones</b>	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.
<b>Electronic Doors</b>	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.
<b>Shared buildings</b>	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.
<b>Hot meal preparation</b>	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 Chief Executive. 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 Chief Executive.

#### **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.